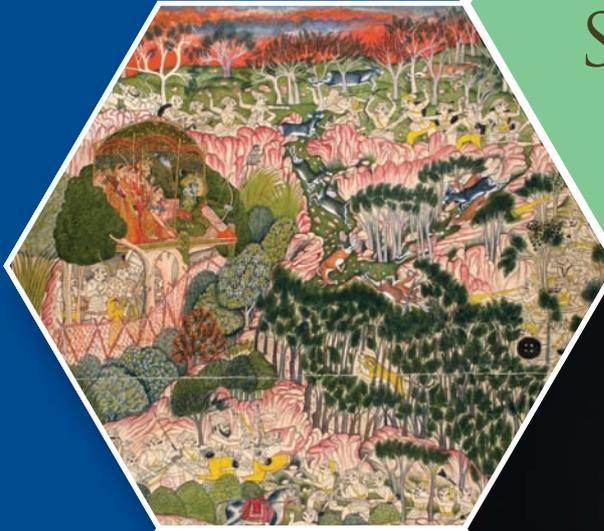


WAYS
OF
SEEING II





ACKNOWLEDGEMENTS

Many thanks to the Department of Arts, Heritage and the Gaeltacht for their support in funding the project *Ways of Seeing Part II*.

Particular thanks to Mary Yarr, Bríd Maher and Jane Camara of the Inclusion and Diversity Service of Northern Ireland. Thanks to Head of Education Colleen Watters and Fiona Baird of the Ulster Museum, and to Shuna Hutchinson-Edgar, author of *Religions in the Modern World for Junior Certificate* (Gill and Macmillan, 2013). Thanks to Kieran Shields who proof read the materials.

Finally thanks to the staff of the Chester Beatty Library for their input and support.

Project coordinator: Jenny Siung, Head of Education, Chester Beatty Library.

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CD with PowerPoints correlating to each of the chapters is provided in this resource pack.



INTRODUCTION

In the last decade, the Republic of Ireland (ROI) and Northern Ireland (NI) have experienced a rapid rise in immigration. Both education systems now face the challenge and opportunity of integrating increasing numbers of pupils of diverse cultures, languages and outlooks.

This resource pack encourages inclusivity in the classroom and will provide teachers and pupils with resources and frameworks that explore diverse faiths and cultures: Islam, Christianity, Judaism, Hinduism, Buddhism and ancient Egyptian culture. It encourages teachers and pupils to engage with local collections in museums such as the Chester Beatty Library and Ulster Museum, which both house objects that reflect these cultures.



HOW TO USE THIS PACK

Each theme contains:

- a mind map that links to specific topics in both the ROI and NI curricula
- a CD with PowerPoints and materials related to the theme
- a general introduction to the related faith in each chapter
- five main world religions as identified by the project partners and one historical reference to ancient Egyptian culture and belief
- a framework to encourage teachers to explore other religions and cultures
- images
- activities
- appendices with further resources.

It will develop best practice and key skills in:

- intercultural awareness
- communication, creativity, managing information and thinking *
- equality and inclusion, justice and fairness, freedom and democracy, and respect for human dignity and identity **
- thinking skills and personal capabilities **
- Personal Development and Mutual Understanding *** (PDMU)
- World Around Us. ****

* See ncca.ie/framework/doc/NCCA-Junior-Cycle.pdf for more details on the Junior Certificate Framework, NCCA, Republic of Ireland.

** See nicurriculum.org.uk/docs/skills_and_capabilities/training/TSPC-Guidance-KS12.pdf (Key Stages 1 & 2).

** See nicurriculum.org.uk/docs/skills_and_capabilities/training/TSPC-Guidance-KS3.pdf (Key Stage 3).

*** See nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/PD-Guidance.pdf.

**** See nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/the_world_around_us/.



PROJECT PARTICIPANTS

The Inclusion and Diversity Service (IDS)

The Inclusion and Diversity Service (IDS), as part of the Education Authority (NI) offers advice and support for teachers who are working with newcomer pupils' pastoral, language and academic needs. It promotes intercultural awareness, develops innovative resources for intercultural education and provides in-service training. It is funded by the Department of Education.

The Chester Beatty Library

The Chester Beatty Library is a unique library and museum housing the collection of American mining engineer, Sir Alfred Chester Beatty. The Collection comprises European, East Asian and Islamic rare books, religious materials, prints and decorative objects. It is based in the city centre of Dublin, serving local, national and international visitors.

The Ulster Museum

The Ulster Museum is situated in Belfast and is part of the National Museum, Northern Ireland. It holds collections of art, natural history and human history. Its mission is to connect its collections with the widest possible audience to inform and inspire their understanding of the past, present and future of people, culture and places.

Shuna Hutchinson-Edgar

Shuna Hutchinson-Edgar is an experienced teacher and has been Religious Education Co-ordinator at The High School, Dublin for eleven years. She has taught Religion as an exam subject since the Junior Certificate course began.

St Oliver's School Drogheda

Special thanks to Fiona Thornton and her pupils who attended a pilot workshop exploring different faiths.



MAP



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JOURNEYS: Islam

This mind map may help you link *Journeys: Islam* to other topics on the curriculum.



Think about other links, for example *Parables: Christianity*.



JOURNEYS: Islam

Introduction: What is Islam?

Muslims follow the religion of Islam. A *Muslim* is someone who submits to the will of *Allah* (God). Muslims follow the five basic duties reflected in the *Five Pillars of Islam*. Islam originated over 1,300 years ago in modern-day Saudi Arabia. The *Qur'an* (Koran) is the holy book of the Islamic faith. It is believed to be a record of the exact words that Allah delivered to the *Prophet Muhammad* by the Archangel *Jibril* (Gabriel) over 1,300 years ago. The Qur'an is written in Arabic. ¹The most important day of the week is Friday, when Muslims gather together to pray in a building called a *mosque* led by a religious leader called an *Imam*.

Our attitudes and values for the day are to...



New and specific vocabulary

- The Hajj/Pilgrimage
- Muslim
- Allah
- Five Pillars of Islam
- Islam
- Muhammad
- Jibril (Gabriel)
- Saudi Arabia
- Qur'an (Koran)
- Mosque
- Imam
- Hijra*
- Qibla Finder*
- Mecca*
- Ka'ba*

* See CD

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum.

Explain the learning intentions of the activity. Introduce the pupils to the Hajj in this resource pack.

¹ Chester Beatty Library, Family Activity Packs, cbl.ie/Plan-A-Visit/Family-Activities.aspx.



JOURNEYS: Islam

Ice Breaker

The aim of this ice breaker is to develop an awareness associated with the six key themes in this resource pack. Match symbols to religions.² Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them. What do they know already about Islam and the Hajj?

How

Introduce pupils to basic facts about the Hajj using the PowerPoint on the CD at the back of this resource pack. This may be used in the classroom or in the museum.³ Pupils work in groups. Each group searches for an artefact and answers the treasure hunt questions.⁴ Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered.

Use the template to make a 3D model of a mosque. Pupils can work together to practice teamwork. Encourage pupils to think about the significance and function of a mosque. Now think about the layout of the mosque. Encourage them to think about the purpose of buildings in their community.

Extension Activity

Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record pupils' reflections on their explorations of pilgrimages or journeys around the world.

What is in the Chester Beatty Library?

- The Chester Beatty Library has two exhibitions of Islamic manuscripts, Qur'ans and paintings from the Islamic world: Arts of the Book Gallery, first floor and Sacred Traditions Gallery, second floor.

What is in the Ulster Museum?

- The Ulster Museum houses material from the collections of fine art and applied art, archaeology, ethnography, treasures from the Spanish Armada, local history, numismatics, industrial archaeology, botany, zoology and geology.



² See Appendices and CD for ice breakers in the resource pack.

³ See Appendices and CD for ice breakers in the resource pack.

⁴ See Appendices and CD for ice breakers in the resource pack.



Junior Certificate, Republic of Ireland

See

- Section A – *Communities of Faith*,
- Section C – *Foundations of Religion: Major World Religions and*
- Section E – *Religions in the Modern*

World for Junior Certificate, Shuna Hutchinson-Edgar;

gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Foundation Stage, Learning Objective 2: *The Christian Church*, b. *Worship and Prayer*.

Key Stage 2, Learning Objective 2: *The Christian Church*, c. *Worship and Prayer*.

Further Resources

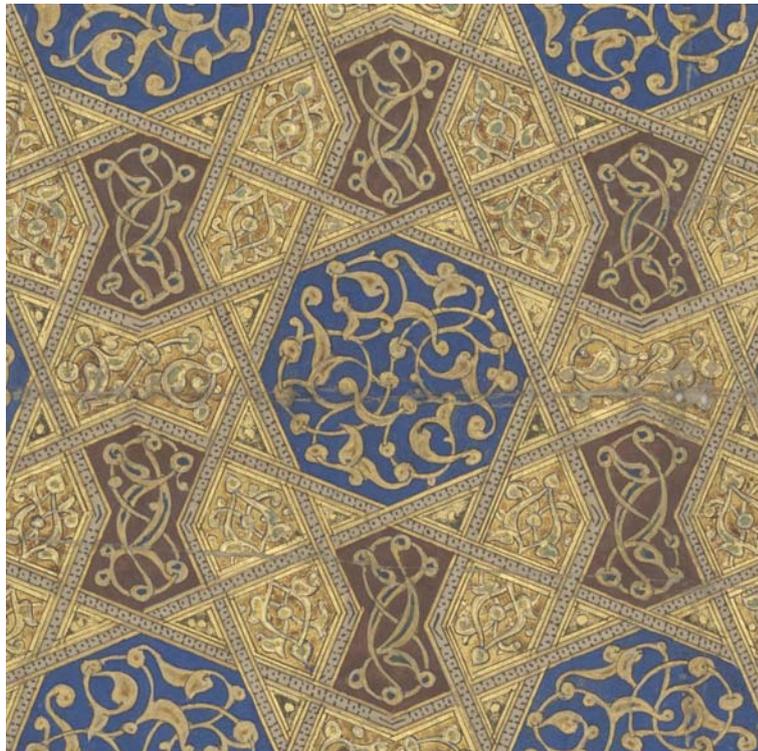
Hassani-AI, Salim TS, et al, 1001 *Inventions, Muslim Heritage in Our World*, Second Edition, Foundation for Science Technology and Civilisation, Manchester; 2006.

The British Museum, *Introduction to Islam*,
britishmuseum.org/explore/themes/hajj/introduction_to_islam.aspx.

The Victoria and Albert Museum, *Schools Using the Jameel Gallery of Art*,
vam.ac.uk/content/articles/s/schools-using-the-jameel-gallery-of-islamic-art/.

Discover Islamic Art, discoverislamicart.org/index.php.

The *Usborne Internet-Linked Encyclopaedia of World Religions*,
usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RWR&id=4173.



One-half of a double-page frontispiece (detail), Juz 25
Illuminated by Muhammad ibn Aybak ibn Abdallah

Late 1308
Baghdad, Iraq
CBL Is 1614.2



CELEBRATIONS: Hindu Festivals

This mind map may help you link *Celebrations: Hinduism* to other topics on the curriculum.



Think about other links, for example different gods in *Lifestyle in the Past: Ancient Egypt*.



CELEBRATIONS: Hindu Festivals

Introduction: What is Hinduism?

Hindus follow the religion of *Hinduism*. It is one of the oldest of the world's major religions and is almost 4,000 years old. Hinduism originated in India. The *Vedas* are a collection of hymns written between 1500 and 700 BC that form the basis of Hinduism. Hindus believe that the universe was created by one God, *Brahman*. *Brahman* takes many forms or incarnations. The three main forms are called the *Trimurti*: *Brahma*, *Vishnu* and *Shiva*. *Brahma* is the creator; *Vishnu* the preserver and *Shiva* the destroyer.⁵ Vedas are written in *Sanskrit*. Hindus worship many gods depending on their family and background. Most Hindus have a shrine in their home where they can worship (*puja*) individually or with their family. Hindus can also worship in a *mandir* (temple) where they are led by priests and teachers known as *Brahmins*.

Our attitudes and values for the day are to...

ENJOY • CREATE • RESPECT • SUPPORT • COLLABORATE • ENCOURAGE

New and specific vocabulary

- Hinduism
- The Vedas
- Brahman
- Trimurti: Brahma, Shiva and Vishnu
- Puja
- Mandir (temple)
- Sanskrit
- Brahmin
- Ramayana*
- Rama and Sita*
- Diwali*
- Diva*

* See CD

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum.

Explain the learning intentions of the activity. Introduce the pupils to Hindu celebrations in this resource.

⁵ Chester Beatty Library, Family Activity Packs, cbl.ie/Plan-A-Visit/Family-Activities.aspx.



CELEBRATIONS: Hindu Festivals

Ice Breaker

The aim of this ice breaker is to develop an awareness of the six key themes in this resource pack. Match symbols to religions.⁶ Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them. What do they know already about Hinduism and the Ramayana?

How

You may introduce basic facts about Hinduism using the PowerPoint on the CD at the back of this resource pack. This may be used in the classroom or in the museum. Pupils work in groups. Each group searches for an artefact and answers the treasure hunt questions. Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered.⁷ Pupils may work together and think about the significance of the lamp. Encourage them to think about the role of light in festivals and religious ceremonies.

Extension Activity

Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record pupils' reflections on celebrations around the world.

What is in the Chester Beatty Library?

- The Chester Beatty Library has two exhibitions of East Asian decorative art objects, e.g. ceramics, religious manuscripts, scrolls, robes, prints and a small section on Hinduism, located in the Sacred Traditions Gallery, second floor.

What is in the Ulster Museum?

- The Ulster Museum has some Hindu objects such as bronze statues (Chola bronze). These are located in the 'Window on our World' Gallery.



Ganesha enthroned,
Krsna Sudama

c. 1790
Garhwal
CBL In 58.6

⁶ See Appendices and CD for ice breakers in the resource pack.

⁷ See CD for diva (lamp) activity.



CELEBRATIONS: Hindu Festivals

CURRICULUM LINKS

Junior Certificate, Republic of Ireland

See

- Section A – *Communities of Faith,*
 - Section C – *Foundations of Religion: Major World Religions and*
 - Section E – *The Celebration of Faith,*
- Religions in the Modern World for Junior Certificate,* Shuna Hutchinson-Edgar;
gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Foundation Stage, Learning Objective 2: *The Christian Church, b. Worship and Prayer.*

Key Stage 2, Learning Objective 2: *The Christian Church, c. Worship and Prayer.*

Further Resources

The British Museum, Early Hinduism, ancientindia.co.uk/hinduism/home_set.html.

The Usborne Internet-Linked Encyclopaedia of World Religions,
usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RWR&id=4173.



*The Bhagavadgita
and other works*

*Ink, colours and gold on
paper
1801
Northern India
CBL InE 1420*



PARABLES: Christianity

This mind map may help you link *Parables: Christianity* to other topics on the curriculum.



Think about other links, for example the life of Prince Siddhartha in *Community: Buddhism*.



PARABLES: Christianity

Introduction: What is Christianity?

Christianity is over 2,000 years old and is one of the world's largest religions. There are more than two billion Christians in the world. Christianity originated in Roman-occupied Judea (an area that is now part of Israel). Christians believe that *Jesus Christ* was the son of *God* and a teacher who performed miracles and preached kindness, generosity and forgiveness. The *Bible* is the holy book of the Christian faith. It contains the *Old Hebrew Bible* and the *Christian Bible*. The most important day of the week is Sunday, a day when no work should be done. Christians worship in churches and their leaders are called *priests* or *ministers*.⁸

Our attitudes and values for the day are to...



New and specific vocabulary

- Christianity
- Christian
- Jesus Christ
- God
- Bible: Old Hebrew and Christian
- Parable
- Church
- Priest/Minister

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum.

Explain the learning intentions of the activity. Introduce the pupils to Christian parables in this resource pack.

⁸ Chester Beatty Library, Family Activity Packs, cbl.ie/Plan-A-Visit/Family-Activities.aspx.



PARABLES: Christianity

Ice Breaker

The aim of this activity is to develop an awareness of the six key themes in this resource pack. Match symbols to religions.⁹ Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them.

How

You may introduce basic facts about the parables using the PowerPoint on the CD at the back of this resource. This can be used in the classroom or in the museum. Pupils work in groups. Each group searches for an artefact and answers the treasure hunt questions. Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered.

Extension Activity

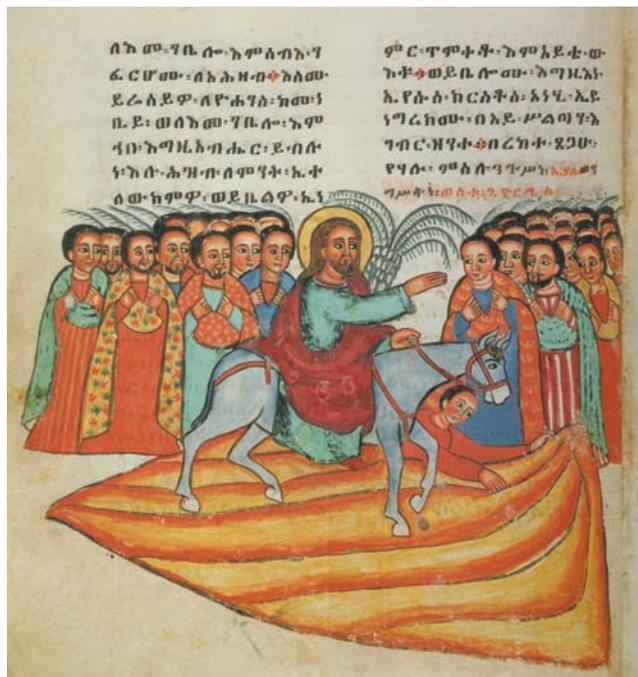
Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record pupils' reflections on the similarities and differences between parables of different faiths.

What is in the Chester Beatty Library?

- The Chester Beatty Library has two exhibitions of European objects, such as Bibles, manuscripts, prints and paintings, located in the Arts of the Book Gallery, first floor and the Sacred Traditions Gallery, second floor.

What is in the Ulster Museum?

- The Ulster Museum has some European and Irish objects, such as a copy of an Irish high cross. This is located in the 'Window on our World' Gallery. Some panels show different Bible scenes e.g. Jesus arrested by soldiers (Garden of Gethsemane).



Miracles of Jesus,
Entry into Jerusalem

c. 18th century
Ethiopia
W 913 f.106v

⁹ See Appendices and CD for ice breakers in the resource pack.



PARABLES: Christianity

CURRICULUM LINKS

Junior Certificate, Republic of Ireland

See

Section A – *Communities of Faith,*

Section C – *Foundations of Religion: Major World Religions and*

Section E – *The Celebration of Faith,*

Religions in the Modern World for Junior Certificate, Shuna Hutchinson-Edgar;

gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Key Stage 1, Learning Objective 1: *The Revelation of God, b. God's Care for Creation.*

Key Stage 2, Learning Objective 1: *The Revelation of God, b. Creation and Fall.*

Key Stage 4, Learning Objective 3: *Morality, b. Life and Global Issues.*

Further Resources

Johnsson, Emily and Adler, Clarie (ed.), *Telling Tales. A guide to developing effective storytelling programmes for museums,* Renaissance London, Natural Associates, London, 2006, Museum of London, museumoflondon.org.uk/files/4413/7468/3728/Telling-Tales.pdf.

The Usborne Internet-Linked Encyclopaedia of World Religions,

usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RVR&id.



Gipsy Encampment on the Curragh

Joseph Malachy Kavanagh
1856-1918
© National Museums
Northern Ireland
Collection Ulster Museum



COMMUNITY: Buddhism

This mind map may help you link *Community: Buddhism* to other topics on the curriculum.



Think about other links, for example different ways of worship in *Celebrations: Hindu Festivals*.



COMMUNITY: Buddhism

Introduction: What is Buddhism?

Buddhism is an important religion in many Asian countries such as China, Thailand and Japan. It is followed by about 350 million people around the world. Prince Siddhartha Gautama founded it about 2,500 years ago in Northern India (near what is now Nepal). When Prince Siddhartha Gautama achieved enlightenment he was known as the Buddha. The sacred book of Buddhism is called the *Tipitaka* and is written in an ancient Indian language called *Pali*. Buddhists do not believe in a creator god. Buddhists believe in *samsara*, a continuous cycle of birth, life, death and rebirth. People have many lives until they gain enough wisdom to get to a very happy state of being called *nirvana*. Nirvana is a state of perfect peace, free from suffering.¹⁰ Buddhists visit temples or shrines to pay respect to Buddha and to meditate. This is often led by Buddhist monks. One of the most important Buddhist festivals is *Vesak*, a celebration of Buddha's birth. It takes place in late May or early June at the full moon.

Our attitudes and values for the day are to...



New and specific vocabulary

- Buddhism
- Prince Siddhartha Gautama
- Enlightenment*
- Buddha
- Tipitaka
- Pali
- Samsara
- Nirvana
- Buddhist monks
- Vesak
- Prayer wheel *

* See CD

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum.

Explain the learning intentions of the activity. Introduce the pupils to Buddhism in this resource pack.

¹⁰ Chester Beatty Library, Family Activity Packs, cbl.ie/Plan-A-Visit/Family-Activities.aspx.



COMMUNITY: Buddhism

Ice Breaker

The aim of this activity is to develop an awareness of the six key themes in this resource pack. Match symbols to religions.¹¹ Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them.

How

You may introduce basic facts about Buddhism using the PowerPoint on the CD at the back of this resource. This can be used in the classroom or in the museum. Teachers may demonstrate how to make a prayer wheel (see PowerPoint). Pupils may consider what they should put in a prayer wheel/message on a scarf. Pupils work in groups. Each group searches for an artefact and answers the treasure hunt questions. Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered.

Extension Activity

Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record the pupils' reflections on how communities work together in different cultures.

What is in the Chester Beatty Library?

- The Chester Beatty Library has two exhibitions of East Asian objects, such as East Asian decorative art objects (ceramics, religious manuscripts, scrolls, robes, prints) and a section on Buddhism, located in the Sacred Traditions Gallery, second floor.

What is in the Ulster Museum?

- The Ulster Museum has some Buddhist objects located in the History Zone, 'Discover History' Gallery.



**The Three Sights,
Life of the Buddha
(Mala lingara wuthtu)**

*Colours, gold leaf and
mica on paper
Mid 19th century
Burma
CBL Bu 1207*

¹¹ See Appendices and CD for ice breakers in the resource pack.



COMMUNITY: Buddhism

CURRICULUM LINKS

Junior Certificate, Republic of Ireland

See

Section A – *Communities of Faith,*

Section C – *Foundations of Religion: Major World Religions and*

Section E – *The Celebration of Faith,*

Religions in the Modern World for Junior Certificate, Shuna Hutchinson-Edgar;

gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Key Stage 1, Learning Objective 3: *Morality, b. Respect for Each Other.*

Key Stage 2, Learning Objective 3: *Morality, b. Respect for Each Other.*

Further Resources

Victoria and Albert Museum, London vam.ac.uk/page/b/buddhism.

The Usborne Internet-Linked Encyclopaedia of World Religions,

usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RWR&id=4173.



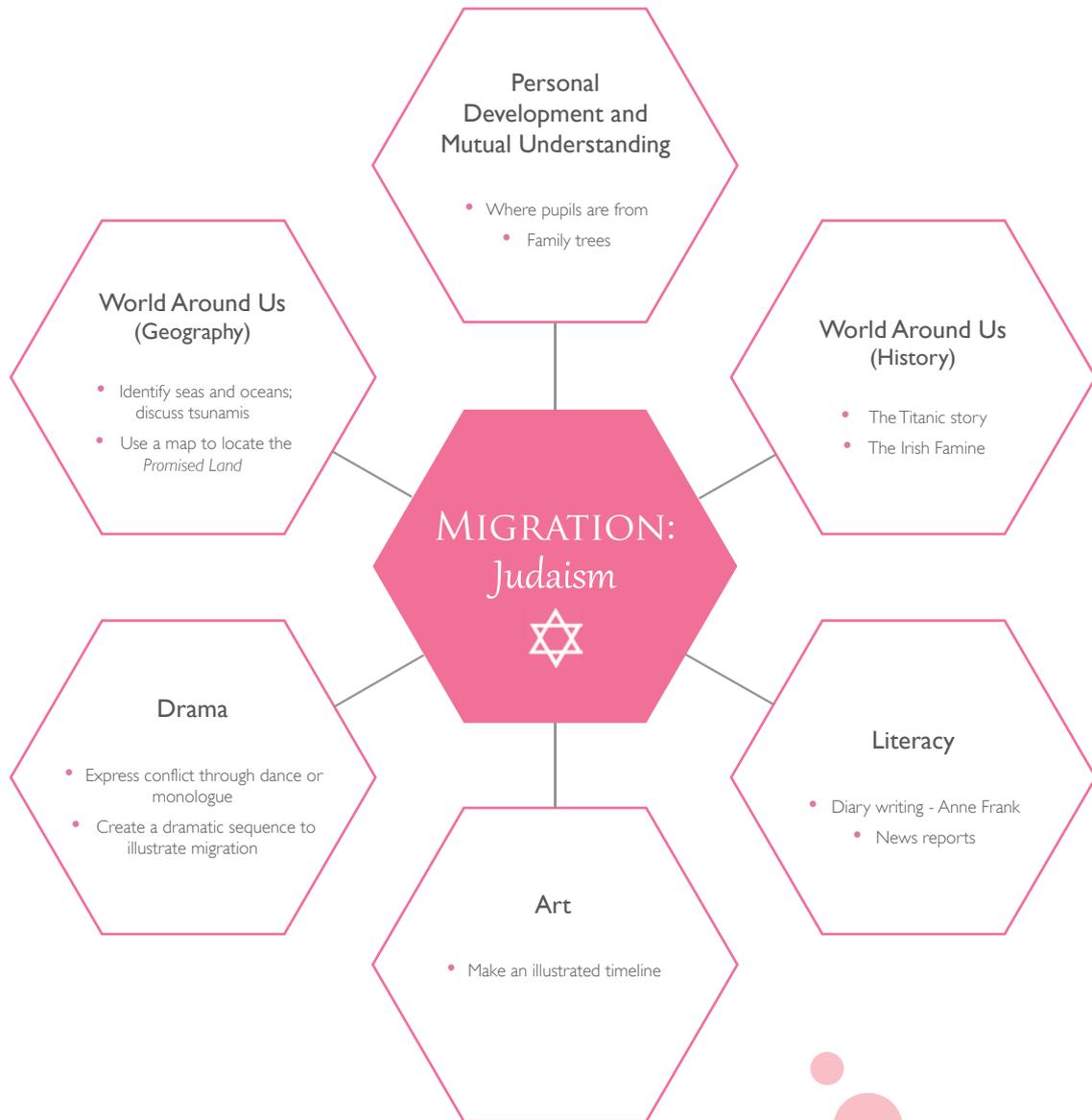
The Perfection of
Wisdom Sutra

Jade (nephrite) with gold
1732
CBL C 1006



MIGRATION: Judaism

This mind map can help you link *Migration: Judaism* to other topics on the curriculum.



Think about other links, for example the journey to Hajj in *Journeys: Islam*



MIGRATION: Judaism

Introduction: What is Judaism?

Judaism is one of the oldest religions with one God (*Yaweh*) and it has over 13 million followers. It began in the Middle East nearly 4,000 years ago. The *Torah* is the holy book of the Jewish faith. The most important day of the week is the *Sabbath* (Shabbat in *Hebrew*), a day when no work should be done. The Sabbath starts at sunset on Friday and continues until sunset on Saturday to remember the seventh day of creation on which God rested. Jewish people worship in *synagogues* and their spiritual leaders are called *rabbis*.¹²

Our attitudes and values for the day are to...



New and specific vocabulary

- Judaism
- Yaweh
- Torah
- Sabbath
- Hebrew
- Synagogue
- Rabbi
- Exodus
- Hebrew Bible*
- Pharaoh*
- Israelites*
- Moses*

* See CD

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum.

Explain the learning intentions of the activity. Introduce the pupils to migration in this resource pack.

¹² Chester Beatty Library, Family Activity Packs, cbl.ie/Plan-A-Visit/Family-Activities.aspx.



MIGRATION: Judaism

Ice Breaker

The aim of this activity is to develop an awareness of the six key themes in this resource pack. Match symbols to religions.¹³ Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them.

How

What do pupils know already about the Exodus? Introduce basic facts about Judaism using the PowerPoint in the classroom or in the museum. Pupils work in groups. Each group searches for an artefact and answers the treasure hunt questions. Demonstrate how to make an illustrated timeline. Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered. Consider what they could add to an illustrated timeline.

Extension Activity

Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record the pupils' reflections on the history of migration and how it affects communities today.

How

Read and discuss the story of *Hana's Suitcase*. It is an example of migration and is based on the story of a Jewish girl Hana Brady who grew up in Czechoslovakia during World War II. See hanasuitcase.ca.

Other examples of stories illustrating Jewish history during World War II include the *Diary of Anne Frank* and John Boyne's *The Boy in the Striped Pyjamas*.

What is in the Chester Beatty Library?

- The Chester Beatty Library has a very small section on Judaism and visitors can see some Torah scrolls and manuscripts on display in the Sacred Traditions Gallery, second floor.¹⁴

What is in the Ulster Museum?

- The Ulster Museum has some Jewish objects, such as an oil painting of Rabbi Shachter by Taylor R. Carson (1951). Rabbi Shachter spent 30 years as the leader of the Jewish community in Northern Ireland. The museum also has a yellow fabric Star of David badge worn by the Hammerschlag family from Moravia during the German occupation of Czechoslovakia in the late 1930s. Neither of these objects are currently on display.

¹³ See Appendices and CD for ice breakers in the resource pack.

¹⁴ Chester Beatty collected a small amount of Jewish material during his lifetime (1879–1968).



MIGRATION: Judaism

CURRICULUM LINKS

Junior Certificate, Republic of Ireland

See

- Section A – *Communities of Faith*,
 - Section C – *Foundations of Religion: Major World Religions and*
 - Section E – *The Celebration of Faith*,
- Religions in the Modern World for Junior Certificate*, Shuna Hutchinson-Edgar;

gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Key Stage 2, Learning Objective 3: *Morality, b. Respect for Each Other.*

Key Stage 3, Learning Objective 1: *The Revelation of God, b. God's Relationship with His Chosen People.*

Key Stage 3, Learning Objective 3: *Morality, a. Issues of Personal Identity and c. Choices.*

The Core Syllabus for Religious Education in Northern Ireland includes the introduction of Learning Objective 4 – World Religions at Key Stage 3. This states that: "Pupils should be given an introduction to two world religions other than Christianity in order to develop knowledge of and sensitivity towards the religious beliefs, practices and lifestyles of people from other religions in Northern Ireland".

Further Resources

Irish Jewish Museum, Dublin, jewishmuseum.ie.

Irish Jewish Community, jewshireland.org.

The Jewish Museum London, jewishmuseum.org.uk.

The Usborne Internet-Linked Encyclopaedia of World Religions,
usborne.com/quicklinks/eng/catalogue/catalogue.asp?cat=1&loc=usa&area=RL&subcat=RWR&id=4173.



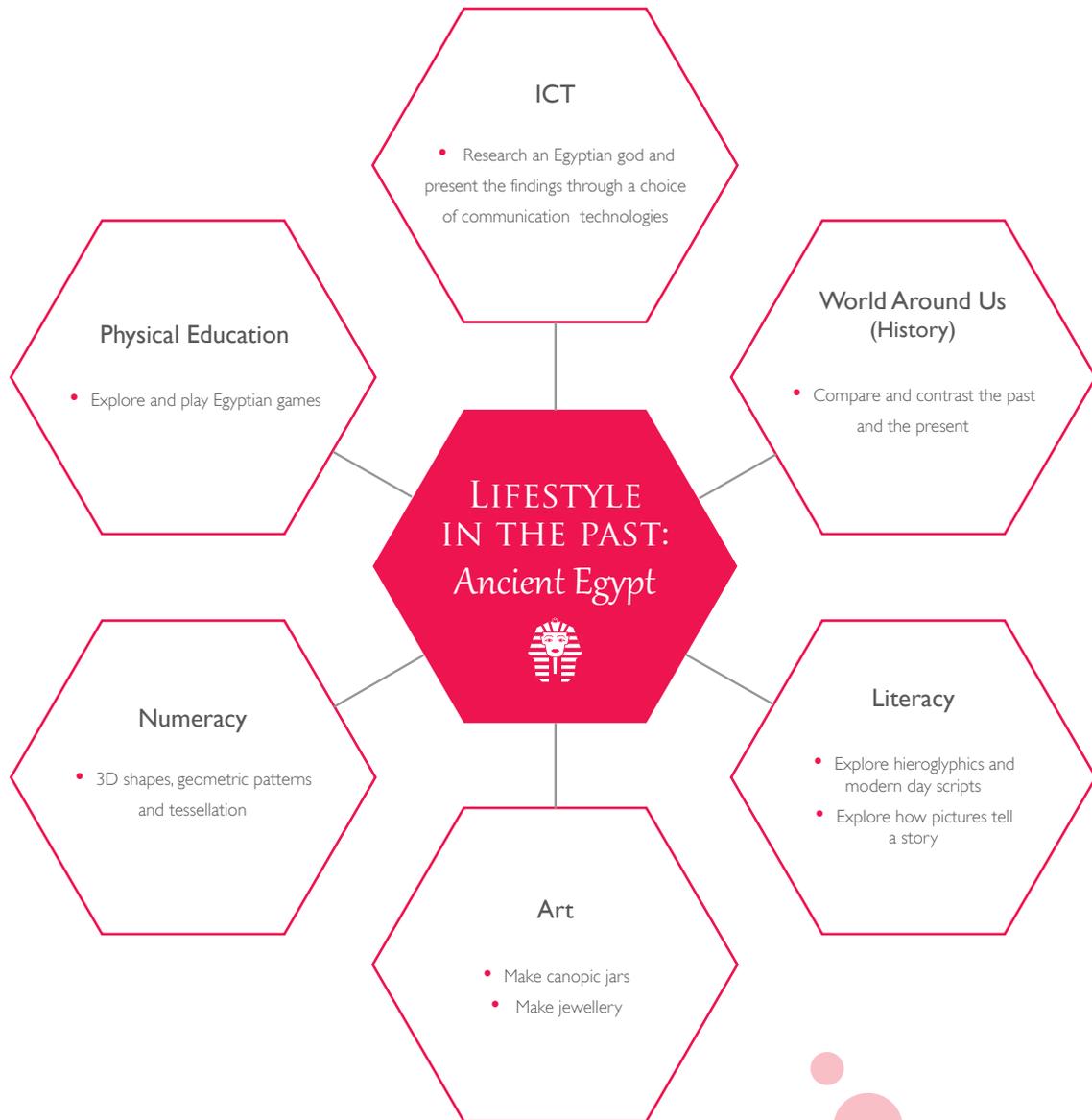
Torah Scroll

18th – 19th century
Heb 777



LIFESTYLE IN THE PAST: *Ancient Egypt*

This mind map can help you link ancient Egypt to other topics on the curriculum.



Think about other links, for example the story of exodus in *Migration: Judaism*.



LIFESTYLE IN THE PAST: *Ancient Egypt*

Introduction: What was Ancient Egypt?

Around 5000 years ago, most Egyptians lived along the banks of the *River Nile*. The Nile provided water for growing crops and mud to make buildings. The Egyptians also used the river for washing and catching fish. Religion was an important part of everyday life. They worshipped in their houses and priests led ceremonies in temples. The Egyptians believed that the great sun god *Atum* created *Ptah*, the creator god and maker of things. They enjoyed and celebrated their everyday lives and believed that the afterlife would be even better. A lot of time was spent preparing for the afterlife especially if a person was rich and powerful. Pharaohs were religious and political leaders in ancient Egypt and special tombs were built for them called pyramids.

Our attitudes and values for the day are to...



New and specific vocabulary

- Egypt
- River Nile
- Atum
- Ptah
- Afterlife
- Mummification*
- Embalming*
- Pyramids*
- Papyrus*
- Natron*
- Canopic jars*

* See CD

These ideas may be adapted for nursery, primary or post-primary pupils. Teachers may use the resources at the back to prepare pupils before their visit to the museum. Explain the learning intentions of the activity. Introduce the pupils to ancient Egyptians in this resource pack.



LIFESTYLE IN THE PAST: *Ancient Egypt*

Ice Breaker

The aim of this ice breaker is to develop an awareness of the six key themes in this resource pack. Match symbols to religions.¹⁵ Learn about the significance of mummification and symbolism. Discuss where pupils might have seen these symbols in their lives and what the symbols mean to them. What do they know already about ancient Egypt?

How

Introduce basic facts about ancient Egypt using the PowerPoint in the classroom or in the museum. Each group searches for an artefact and answers the treasure hunt questions. Pupils give feedback to each other in a circle and share an interesting new fact that they have discovered.

Extension Activity

Why not visit the Chester Beatty Library or Ulster Museum followed by an activity in the classroom? You may record the pupils' reflections on lifestyles in the past.

What is in the Chester Beatty Library?

- The Chester Beatty Library has a very small section of ancient Egyptian art and visitors can see some papyrus on display, located in the Arts of the Book Gallery, first floor.

What is in the Ulster Museum?

- The Ulster Museum has a well-known and loved Egyptian gallery. This is located in the History Zone, 'Life and Death in Ancient Egypt' Gallery. The Ulster Museum has a real mummy: Takabuti. Ancient Egyptian artefacts such as canopic jars, jewellery, make-up jars and amulets are on display.



Anubis leading
Khonsdjehuty to Osiris

The Book of Breathing
c. AD 100
Egypt
Pap XXa, detail

¹⁵ See Appendices and CD for ice breakers in the resource pack.



LIFESTYLE IN THE PAST: *Ancient Egypt*

LINKS

Further Resources

Ulster Museum, neelb.tv/outside-broadcasts/the-egyptians-vft for documentary on Egyptian mummies.

nmni.com/um/Learning/Learning-Programmes/Key-Stage-2 for more information on the subject.

National Museum of Ireland, museum.ie/en/exhibition/ancient-egypt.aspx.

The British Museum, ancientegypt.co.uk/menu.html.

The Usborne Internet-Linked Encyclopaedia of World Religions,

usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RVR&id=4173.



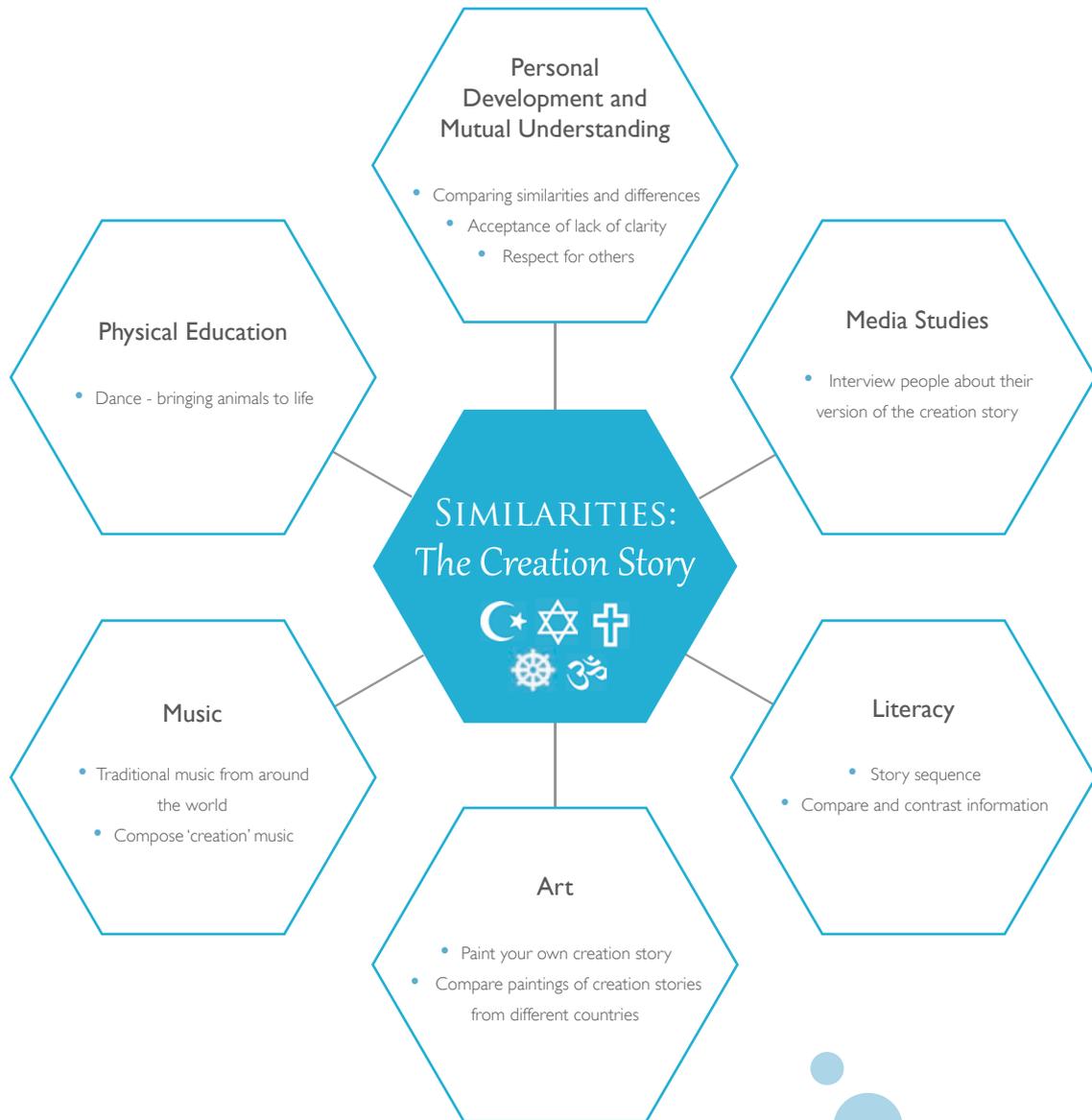
Mummified Cat

*P3140022
© National Museums
Northern Ireland,
Collection Ulster Museum*



SIMILARITIES: *The Creation Story*

This mind map can help you link *Similarities: The Creation Story* to other topics on the curriculum.



Think about other links, for example, parables in different faiths; look at *Parables: Christianity*.



SIMILARITIES: *The Creation Story*

Creation Stories: Similarities and Differences

The aim of this activity is to extend knowledge and appreciation of world religions associated with five of the key themes in this resource pack. To do this activity you should complete previous themes in this resource pack. See Power Point *Creation Story: Similarities* slide number 18 for related activity.

What do you know already about world religions?

Think about:

- similarities between the world religions
- differences between the world religions.

Our attitudes and values for the day are to...



New and specific vocabulary

- Allah
- Bible
- Qur'an
- Torah
- The Vedas
- Tripitaka
- Mosque
- Synagogue
- Church
- Adam
- Eve
- Garden of Eden
- Paradise
- Sabbath
- Sunday
- Friday
- Vesak



SIMILARITIES: The Creation Story

Ice Breaker

The aim of this ice breaker is to develop an awareness of the five key themes in this resource pack.¹⁶ Match symbols to religions. Learn about the similarities and differences between creation stories. Discuss with pupils whether they are familiar with the story. What do they know already about creation stories?

How

Divide the class into five groups. Each group will be given a theme. They will identify three key facts and an image that represents their theme. They will link the five world religions through a montage, PowerPoint or other visual media.

Extension Activity

After this activity, you may record the pupils' reflections on the similarities and differences between different world religions. Pupils can also explore the creation stories of Hinduism and Buddhism.



The Garden of Eden

Abridged Bible
Brother Aslan
1601
Armenia
Arm 551, ff. 4-5



Akbar and the Jesuits

The Book of Akbar
Narsingh
c. 1600-03
India
In 03.263



Torah Scroll

18th – 19th century
Heb 777

¹⁶ The sixth key theme is *Ancient Egypt: Lifestyle in the Past*. See the British Museum, ancientegypt.co.uk/gods/story/main.html for the story of creation in ancient Egypt.



SIMILARITIES: The Creation Story

CURRICULUM LINKS

Junior Certificate, Republic of Ireland

See

- Section A – *Communities of Faith,*
 - Section C – *Foundations of Religion: Major World Religions and*
 - Section E – *The Celebration of Faith,*
- Religions in the Modern World for Junior Certificate,* Shuna Hutchinson-Edgar,
gillmacmillan.ie/secondary-religious-education/secondary-religious-education/religions-in-the-modern-world.

Northern Ireland Curriculum

Christianity, Islam and Judaism:

Key Stage 1, Learning Objective 1: *The Revelation of God, b. God's Care for Creation.*

Key Stage 2, Learning Objective 1: *The Revelation of God, b. Creation and Fall.*

Key Stage 4, Learning Objective 3: *Morality, b. Life and Global Issues.*

Foundation Stage – Learning Objective 2: *The Christian Church, b. Worship and Prayer.*

Hinduism: Foundation Stage, Learning Objective 2: *The Christian Church, b. Worship and Prayer*

Key Stage 2, Learning Objective 2: *The Christian Church, c. Worship and Prayer*

Buddhism: Key Stage 1, Learning Objective 3: *Morality, b. Respect for Each Other.*

Key Stage 2, Learning Objective 3: *Morality, b. Respect for Each Other.*

Further Resources

Think, Educate Share (TES), tes.co.uk/teaching-resource/The-Hindu-Story-of-Creation-6122110.

The British Museum, Ancient India, ancientindia.co.uk/hinduism/story/sto_set.html.

The BBC, Religions, Buddhist Beliefs, bbc.co.uk/religion/religions/buddhism/beliefs/universe_1.shtml.

The British Museum, Gods and Goddesses, ancientegypt.co.uk/gods/story/main.html.

The Usborne Internet-Linked Encyclopaedia of World Religions,

usborne.com/quicklinks/eng/catalogue/catalogue.aspx?cat=1&loc=usa&area=RL&subcat=RWR&id=4173.



Romans 11: 13-22 and
Colossians 1: 5-12

(P46): *The Letters of Saint Paul*
c. AD 180-200
BP II, bifolia 15v and 90v



Understanding the Skills and Concepts

What are intercultural and diversity skills?

- Tolerance of ambiguity: the ability to accept a lack of clarity and to be able to deal constructively with situations where this is the case.
- Behavioural flexibility: the ability to adapt your own conduct to different requirements and situations.
- Communicative awareness: the ability to identify and use forms of expression familiar to people from other cultural backgrounds and to modify your own forms of expression correspondingly.
- Knowledge discovery: the ability to find out about a culture and cultural practices and to use that information in your own communication and interaction.
- Respect for otherness: curiosity and openness, a readiness to suspend disbelief about other cultures and beliefs.
- Empathy: the ability to understand intuitively what other people think and how they feel in given situations.

Adapted from Autobiography of Intercultural Encounters from the Council of Europe, coe.int/t/dg4/autobiography/AutobiographyTool.en.asp.



APPENDIX 2 - GLOSSARY

I. Journeys: Islam

The Hajj	–	pilgrimage to Mecca.
Muslim	–	a person who follows the Islamic faith.
Allah	–	the Arabic word for God.
The Five Pillars of Islam	–	duties Muslims follow in daily life. They are: the profession of faith; daily prayer; the giving of alms to the poor; fasting during Ramadan (ninth Islamic month); and the Hajj (pilgrimage to Mecca).
Islam	–	Arabic for submission or surrender to God; Islam originated in modern-day Saudi Arabia.
Saudi Arabia	–	country in the Middle East.
Qur'an (Koran)	–	the holy book of the Islamic faith. It is believed to be a record of the exact words that Allah delivered to the Prophet Muhammad through the Archangel Jibril (Gabriel).
Muhammad	–	born in Mecca, Saudi Arabia and founder of the Islamic faith in 570 AD.
Jibril	–	Arabic for Gabriel.
Mecca	–	a city located in Saudi Arabia where the Prophet Muhammad was born.
Mosque	–	a sacred building where Muslims gather together to pray.
Imam	–	a person who leads prayer in a mosque.
Hijra	–	the Arabic word for the migration of the Prophet Muhammad from Mecca to Medina in 622 AD.
Ka'ba	–	a square stone in the Great Mosque in Mecca. Muslims must pray towards this most holy site.
Mecca/ Qibla Finder	–	an instrument with a compass and map used to help find the direction of the Ka'ba.



2. Celebrations: Hinduism

Hinduism	–	a religion that originated in South Asia. See section Celebrations: Diwali for more details.
The Vedas	–	a collection of hymns written between 1500 and 700 BC that form the basis of Hinduism.
Brahman	–	the one true God in Hinduism; Brahman takes many forms or incarnations.
Trimurti: Brahma, Shiva and Vishnu	–	the three main aspects of Brahman.
Sanskrit	–	an ancient Indo-European language used mainly in Indian epic poems and Hindu scriptures.
Puja	–	Hindi word for act of worship.
Mandir	–	Hindi word for temple.
Brahmin	–	a Hindu priest – a member of the higher caste system in India.
Ramayana	–	the epic Hindu tale of Rama and Sita. See section Celebrations: Diwali for more details.
Rama and Sita	–	the two main characters in the epic Indian tale the Ramayana. See CD for more details.
Diva	–	Hindi word for lamp. See section Celebrations: Diwali for more details.
Diwali	–	a five-day festival that takes place between October and November. Hindus worship the goddess Lakshmi. The festival marks the beginning of the Hindu New Year.



3. Parables: Christianity

Christianity	–	a religion based on the teachings of Jesus Christ.
Christian	–	a follower of Jesus Christ.
Jesus Christ	–	born in Bethlehem c. 2,000 years ago. Christians believe Jesus was the son of God sent to save people from sin.
God	–	in Christianity, God is believed to be the creator and ruler of the universe.
Bible	–	the holy book of the Christian faith. It contains the Old Hebrew Bible and the Christian Bible.
Parable	–	a story used for teaching.
Priest	–	an ordained minister of the Christian Church.
Church	–	a building used for worship.



4. Community: Buddhism

Buddhism	–	a religion that originated in Asia c. 2,500 years ago, led by a man named Prince Siddhartha Gautama.
Prince Siddhartha Gautama	–	born c. 563 BC in Northern India (modern-day Nepal). Founder of Buddhism.
Enlightenment	–	attainment of spiritual knowledge and insight that frees the believer from the cycle of rebirth.
Buddha	–	Sanskrit word for 'enlightened one'.
Tipitaka	–	sacred Buddhist text containing Buddha's sayings, comments on the sayings and rules for monks.
Pali	–	a language developed in Northern India c. 5 th –2 nd centuries BC.
Samsara	–	repeated cycles of birth and rebirth.
Nirvana	–	liberation from the world.
Buddhist monks	–	men who belong to the monastic order of Buddhism. Buddhist monks live in communal monasteries and follow a particular way of life.
Vesak	–	the most important Buddhist festival. It is the celebration of Buddha's birth and takes place in late May or early June.
Prayer wheel	–	a small cylindrical, decorated object that contains Buddhist prayers. It is spun several times and reflects the repetition of prayer.



5. Migration: Judaism

Judaism	–	a religion with origins in the Middle East based on a belief in one God.
Yaweh	–	the Hebrew name for God.
Torah	–	the law of God as revealed to Moses, which appears in the first five books of the Old Hebrew Bible.
Sabbath	–	the Jewish holy day of prayer, which falls on a Saturday.
Hebrew	–	a Semitic language spoken by Hebrews. It also describes a member of an ancient group of people who lived in modern-day Israel and Palestine.
Synagogue	–	place of worship for the Jewish community.
Rabbi	–	a Jewish scholar and teacher.
Exodus	–	a mass departure of people.
Hebrew Bible	–	sacred book of the Jewish faith.
Pharaoh	–	a ruler in ancient Egypt.
Israelites	–	members of the ancient Hebrew nation (12 th –6 th centuries BC).
Moses	–	a biblical figure that appeared in the Old Testament or Hebrew Bible. He led the Israelites out of Egypt (in Exodus).



6. Lifestyle in the Past: Ancient Egypt

Ancient Egypt	–	a historical civilisation from c.3000 BC and lasted until 30 BC when the Romans conquered Egypt and it became part of the Roman Empire.
River Nile	–	the longest river in Africa (4132 miles or 6,650 kilometers). It flows from East Africa to the Mediterranean in the north.
Atum	–	an important ancient Egyptian god; the first god to exist on earth.
Ptah	–	an important ancient Egyptian god; the creator god and maker of things.
Afterlife	–	life after death.
Mummification	–	the process of embalming and preserving a body. See Lifestyle in the Past: Ancient Egypt for more details.
Embalming	–	preserving a body with spices.
Pyramids	–	monumental structures, triangular in shape, built for ancient Egyptian kings.
Papyrus	–	the material used for writing and painting; made out of the papyrus plant in Egypt.
Natron	–	a mineral salt found in dried lake beds.
Canopic jar	–	an urn used for ancient Egyptian burial e.g. storage of organs.



7. Similarities: The Creation Story

Allah	–	the Arabic word for God.
Bible	–	the holy book of the Christian faith. It contains the Old Hebrew Bible and the Christian Bible.
Qur'an	–	the holy book of the Islamic faith. It is believed to be a record of the exact words that Allah delivered to the Prophet Muhammad through the Archangel Jibril (Gabriel).
Torah	–	the law of God as revealed to Moses, which appears in the first five books of the Old Hebrew Bible.
The Vedas	–	a collection of hymns written between 1500 and 700 BC that form the basis of Hinduism.
Tipitaka	–	sacred Buddhist text containing Buddha's sayings, comments on the sayings and rules for monks.
Mosque	–	a sacred building where Muslims gather together to pray.
Synagogue	–	a place of worship for the Jewish community.
Church	–	a building used for worship.
Adam	–	the first man created by Allah/God/Yaweh.
Eve	–	the first woman created by Allah/God/Yaweh.
Garden of Eden	–	a place created by God, where Adam and Eve lived.
Paradise	–	a place created by Allah, where Adam and Eve lived.
Sabbath	–	Jewish holy day.
Sunday	–	Christian holy day.
Friday	–	Islamic holy day.
Vesak	–	Buddhist festival.



RELIGIONS AROUND THE WORLD: Quiz & Facts

KEY FACTS ABOUT THE FIVE RELIGIONS

Photocopy the grids on pp.43–44. The teacher cuts out the squares with the symbols, sacred books, religions and people on the answer grid, p.43. Divide the class group into pairs and provide them with a copy of the quiz grid, p.44. Pupils match the symbols, sacred books, religions and peoples on the grid provided.

Answer Grid

Symbols	Sacred Books	Religions	People
	Bible	Christianity	Christians
	Qur'an	Islam	Muslims
	Tipitaka	Buddhism	Buddhists
	Torah	Judaism	Jews
	Mahabharata and Ralmayana	Hinduism	Hindus



RELIGIONS AROUND THE WORLD: Quiz & Facts

KEY FACTS ABOUT THE FIVE RELIGIONS

Symbols	Sacred Books	Religions	People
		Christianity	
			
			Buddhists
	Torah		
		Hinduism	



TREASURE HUNT

ACTIVITIES FOR VISITS TO THE CHESTER BEATTY LIBRARY AND ULSTER MUSEUM

Work in groups. Find the object in the **Chester Beatty Library**.
Look at it carefully and discuss the questions. Write the answers.

Questions	Answers
What is it?	
What is it used for?	
What country is it from?	
When was it made or created?	
Which religion is it associated with?	
Extra information	



TREASURE HUNT

ACTIVITIES FOR VISITS TO THE CHESTER BEATTY LIBRARY AND ULSTER MUSEUM

Work in groups. Find the object in the **Ulster Museum**.
Look at it carefully and discuss the questions. Write the answers.

Questions	Answers
What is it?	
What is it used for?	
What country is it from?	
When was it made or created?	
Which religion is it associated with?	
Extra information	



COMMUNITY: Buddhism

IN THE CHESTER BEATTY LIBRARY COLLECTION



7. Mandala of Mahamaya, 'the Great Illusion'

Thangka painting
Colours on cotton
18th–19th century
Central or Eastern Tibet
CBL Tb 1847

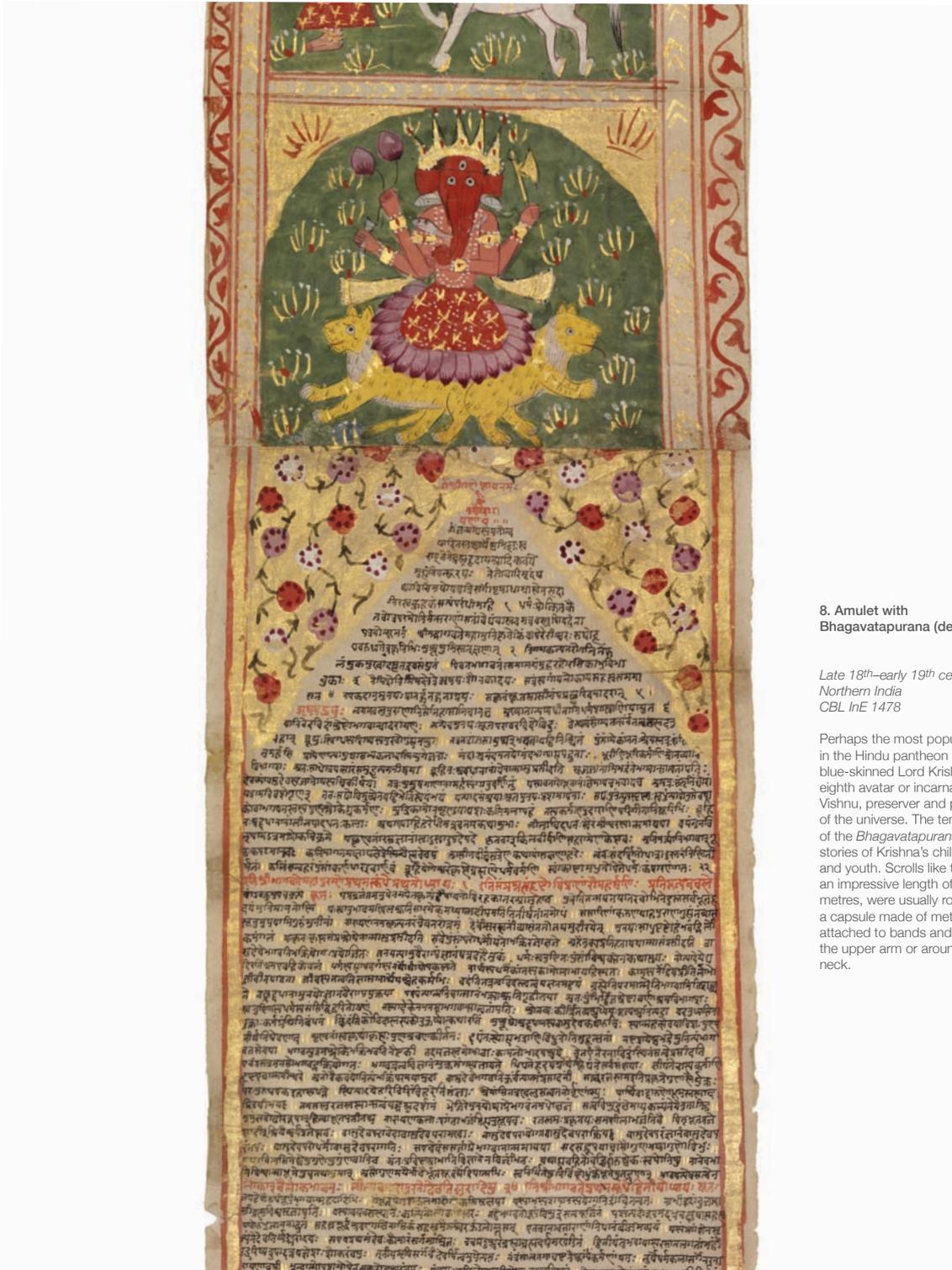
In Tibetan Buddhism, the universe is often symbolically represented as a *mandala* or 'sacred circle'. Mandalas have many levels of meaning, but are primarily symbolic palaces for the deity or deities depicted at the centre. They are used in special rituals and as a focus for meditation. The white figure at the centre of this mandala is Mahamaya, a Tibetan form of Brahma, creator of the universe.

See *Community: Buddhism* for information on Buddhism and *Ways of Seeing II* for lesson plans.



CELEBRATIONS: Hindu Festivals

IN THE CHESTER BEATTY LIBRARY COLLECTION

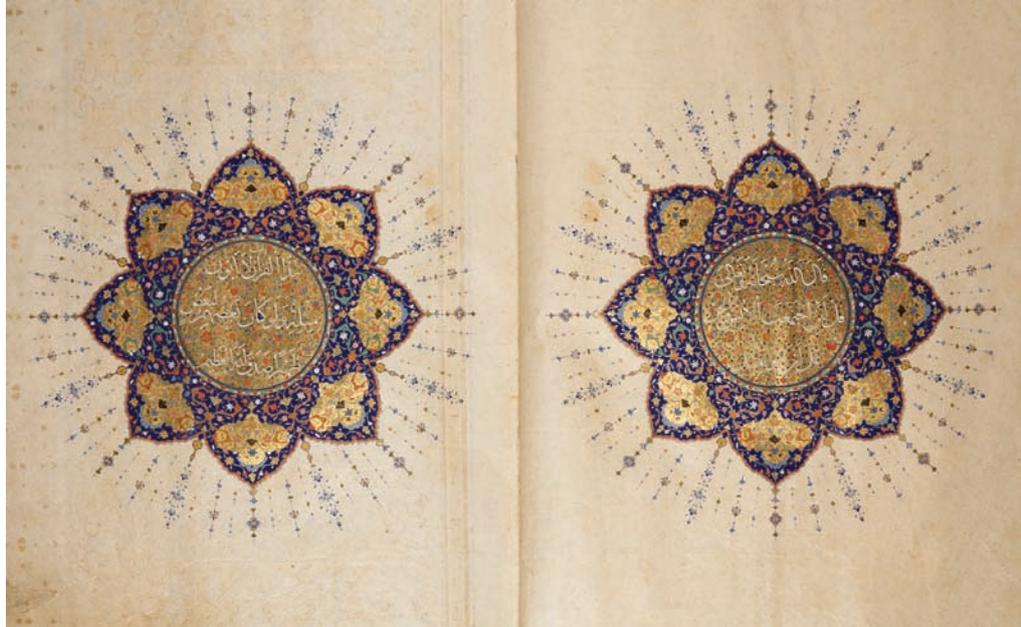


8. Amulet with Bhagavatapurana (detail)

Late 18th–early 19th century
Northern India
CBL InE 1478

Perhaps the most popular deity in the Hindu pantheon is the blue-skinned Lord Krishna, the eighth avatar or incarnation of Vishnu, preserver and protector of the universe. The tenth book of the *Bhagavatapurana* relates stories of Krishna's childhood and youth. Scrolls like this, with an impressive length of 21 metres, were usually rolled up in a capsule made of metal, often attached to bands and worn on the upper arm or around the neck.

See *Celebrations: Hindu Festivals* for more information and *Ways of Seeing II* for lesson plans.



9. The Ruzbihan Qur'an

Copied and illuminated by Ruzbihan Muhammad al-Tab'i al-Shirazi
Mid-16th century
Shiraz, Iran
CBL Is 1558

These two devices are known as *shamsas*, *shams* being the Arabic word for sun, and, like the sun, a *shamsa* usually has long rays and is often circular in shape. A *shamsa*, or two facing ones, often appear at the beginning of Islamic manuscripts, especially manuscripts produced in Iran from about the middle of the 15th century. They are found both in copies of the Qur'an, as these two were, or in secular manuscripts, such as illustrated

copies of classical poetry. The text of this particular copy of the Qur'an was copied by a calligrapher by the name of Ruzbihan, who lived in the city of Shiraz in south-western Iran and was from a family of renowned calligraphers and illuminators. Ruzbihan would have written the text that appears in white ink in the centre of these two *shamsas*. The text is verse 17:88 of the Qur'an, which states that even if all of mankind and all of the jinns worked

together they could never produce "the like of this Qur'an". This can be understood both as praise of the actual Qur'an itself (i.e. the words of God that are the text of the Qur'an) and of this particular copy of the Qur'an, which is extensively and very beautifully decorated.

See *Journeys: Islam* for more information on Islam.



JOURNEYS: Islam

IN THE ULSTER MUSEUM COLLECTION



LAVERY

1. Sir John Lavery

1856–1941

Tangiers Bay – Rain

1910

Lavery first travelled to Tangier in the winter of 1890 and enjoyed painting the light, landscape and daily life of Morocco. By 1910 he and his family were spending every winter in a house close to Tangier. By this stage in his career, Lavery had one of the busiest and most fashionable portrait practices in London. While in North Africa he could relax and paint for himself. He kept the painting until 1929 when he gave it to the Ulster Museum.

© National Museums Northern Ireland.

See *Journeys: Islam* for more information on Islam.



PARABLES: Christianity

IN THE ULSTER MUSEUM COLLECTION



2. Sir John Lavery

1856–1941
Eileen, Her First Communion
1901
Oil on board, 25.2 x 20.8 centimetres

This is a sketch for a larger portrait of Eileen, the artist's much-loved daughter, when she was about ten years old. Eileen was Lavery's only child; her mother, Kathleen, died shortly after her birth and Lavery brought Eileen up on his own. The painting was made quickly with loose brushstrokes yet it captures the poise and seriousness of a young girl about to take part in such a solemn occasion. There is little colour in the painting, just the subtle graduations of tone between the whites and greys of her gown and veil.
© National Museums Northern Ireland.

See *Parables: Christianity* for more information on Christianity.



PARABLES: Christianity

IN THE ULSTER MUSEUM COLLECTION



TURNER
3. Joseph Mallord William Turner

1775–1851
The Dawn of Christianity (The Flight into Egypt)
1841
Oil on canvas, circular image, 79 centimetres in diameter

The flight into Egypt is the story of the holy family escaping when they heard of King Herod's plans to kill all the baby boys. On the right side of the painting you can just make out, under a palm tree, Mary holding baby Jesus, riding on a donkey, with an angel leading them. In the foreground a snake represents evil and a broken bridge and ruins in the background symbolise the old world before Christ. Turner tells the story through colour, light and atmosphere, rather than focusing on the plight of the family. He shows a beautiful new dawn to symbolise the story. When this painting was first exhibited at the Royal Academy in 1841 people thought Turner was losing his wits due to old age; now he is most admired for late paintings such as this.

See *Parables: Christianity* for more information on Christianity.

CREDITS

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