

# Chapter 6 Judaism

## Introduction

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed what they know about Judaism
- ▶ be familiar with the history of the Jewish community in Northern Ireland

### Key elements

Spiritual awareness  
Cultural understanding

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities



- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and cooperating
- ▶ Give and respond to feedback

## Lesson plan

### Starter

- ▶ Play 'Name the Topic'. In this activity, pupils are shown a variety of pictures associated with the theme of Judaism and they have to guess what the topic is. If you have access to PowerPoint® and a projector, you could show images that you have downloaded from the internet. Images could include: the Star of David, scrolls, a man wearing a skull cap, a Menorah candle, etc. Alternatively, you could simply print out a variety of these images and distribute them to pupils in groups.

### Development

- ▶ A helpful introduction to this topic is to use the 'Think, Pair, Share' activity (Get Active 1). This gives pupils the opportunity to share what they already know about Judaism with their classmates. It also informs you of the level of knowledge that the pupils already have. A KWL grid for the completion of this task is provided on Worksheet 6.1, page 161.

- ▶ Having completed this activity, it is useful to use some video/DVD material to prompt thought and discussion. Recommended resources include:
  - *Citizens of Faith* DVD available from RE Today Services
  - *Pathways of Belief* (Judaism) DVD available from BBC Active
  - *Jewish Way of Life* CD-ROM available free from the Board of Deputies of British Jews.

## Plenary

- ▶ Ask pupils to read through and have a class discussion on Judaism in Northern Ireland. Consider the fact that the Jewish community is a very small community here. Discuss what the advantages and disadvantages of such small numbers might be. Ask pupils to copy the factual information on Judaism in Northern Ireland into their classwork books.

## Learning outcomes

- ▶ Work effectively with others.

## Homework suggestion

You could ask pupils to write about a famous Jew and their achievements.

## Extension activities

Ask pupils to imagine they are a Jewish child who has just moved to Northern Ireland. Encourage them to write about the difficulties they might encounter because the Jewish community is so small.

# Worksheet 6.1

## Know – Want to know – Learnt

Under the heading **K** (Know) write down everything that you already know about the Jewish faith. Under the heading **W** (Want to Know) write down what you would like to learn about the Jewish faith. At the end of this chapter, write down what you have learnt under the heading **L** (Learnt).

K	W	L

# Chapter 6 Judaism

## Key beliefs

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discovered some of the key beliefs within Judaism

### Key elements

Cultural understanding  
Mutual understanding  
Spiritual awareness

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities



- ▶ Organise and plan how to go about a task
- ▶ Focus, sustain attention and persist with tasks
- ▶ Review learning and some aspects that might be improved
- ▶ Learn ways to manage their own time
- ▶ Seek advice when necessary

### Lesson plan

#### Starter

- ▶ Give pupils an opportunity to consider and share stories about some of the things that are most important to them. This could be completed as a circle time activity or could simply be done as a class/group discussion. Highlight for pupils the variety of attitudes and ideas that are held by people within the class, and in the wider world. Consider how different some people's views are to others.

It might be helpful to connect this with the material covered with pupils on community in the Christian Church section. Remind pupils that their views are often influenced by the communities of which they are a part. Further, people usually form communities with those who share similar outlooks to themselves.

- ▶ Introduce the idea that the Jewish community has some important and distinctive beliefs that mark them out from other religious groups.

## Development

- ▶ Ask pupils to look at the key ideas in the spider diagram. Ask pupils to identify facts that they are familiar with and facts that are new to them. Allow pupils the opportunity to ask questions about those issues that are unfamiliar.
- ▶ Complete Get Active 1. The initial part of this Get Active task, which encourages memory recall, should be very manageable for pupils. The second part of the task, which requires pupils to consider the similarities and differences between Judaism and Christianity, may be difficult for some pupils. You may need to provide support for pupils in the completion of this task.
- ▶ Get Active 2 provides a method for getting pupils to transfer the information covered in the textbook into their own notes.

## Plenary

- ▶ Divide pupils into groups. Distribute to each group a list of five questions that relate to the information addressed in the class. Also distribute a set of cards that have on them either a thumbs-up symbol, a thumbs-down symbol or an unsure symbol. Working in groups, pupils should consider whether they could definitely answer, probably answer, or not answer each question. Go through each question and ask pupils to hold up the card which they have agreed on. Where groups are unsure, try to get other groups to help explain the answer to them.

## Homework suggestion

'The Torah', Worksheet 6.2, page 164, in which pupils create their own scroll.

## Extension activities

Worksheet 6.3, page 165, on the life of Abraham.

Worksheet 6.4, page 166–167, on the relevance of the Ten Commandments for today.

## Learning outcomes

- ▶ Demonstrate self-management by working systematically, persisting with tasks and evaluating and improving own performance.

## Worksheet 6.2

### The Torah

The **Shema** is the name given to the following portion of the **Torah** that is found in Mezuzah.

*Hear, O Israel: The LORD our God, the LORD is one. Love the LORD your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates.*

In Biblical times, the words of the Torah were written on scrolls. In many synagogues today, scrolls continue to be used in weekly worship.

#### Your task

Create an ancient scroll. Here are some ideas as to how to go about this task:

- ▶ Get a plain piece of paper and write, or type, the words of the Shema onto it. Try to make the writing look old-fashioned to give it a bit more authenticity.
- ▶ Use a match or lighter to gently singe the edges of the paper. Be careful when doing this; you should get a parent to help.
- ▶ Stain your piece of paper using a damp teabag.
- ▶ Get two wooden sticks and stick them to the top and bottom of the paper to make it look like a scroll.

## Worksheet 6.3

### Abraham

There was a man called Abram who loved God. He was married to Sarah. When he was 75 years old, God spoke to Abram and told him to leave his home town and take his family to a land to which God would guide him. This was obviously something difficult that God was asking Abram to do. Moving his family would not be easy. However, God promised Abram that if he obeyed His instruction, he would have more descendants than there are stars in the sky. Abram longed to have children. He was an elderly man, and probably had thought that he was too old to have a child at this stage in his life. Yet he trusted God's Word and moved his family to a new land. As part of the promise that God made with Abram, he changed his name to Abraham which means 'father of many'. Another symbol of the promise between God and Abraham was that every male in Abraham's family was to be circumcised to show that they were God's people, the Jews.

### Things to do

- 1 Look up the promise made to Abraham by God. It is found in Genesis 12: 1–3. You can use a Bible or search on the internet for the promise.
- 2 Why might God's promise have been very difficult for Abraham to trust in?
- 3 What were the symbols given of the agreement made between God and Abraham?
- 4 Think about how promises require trust. If you promise a friend that you will not tell a secret, they have to trust you to keep your promise. Why do you think that trusting God might be even more difficult than trusting a friend? Are there any ways in which trusting God might be easier than trusting a friend?

## Worksheet 6.4

### The Ten Commandments

The Ten Commandments are very important for all Jews. Jews believe that the Ten Commandments give them guidance on how to live. Fill in the blanks to complete the commandments below.

1	You shall have no other _____ before me.
2	Do not make i_____.
3	Do not take God's _____ in vain.
4	Keep the S_____ day holy.
5	Honour your father and your m_____.
6	Do not k_____.
7	Do not _____ adultery.
8	Do not st_____.
9	Do not l_____.
10	Do not _____ your friends' and their families' belongings.

These commandments help Jews to understand the way God wants them to act with, and react to, others.

Many people, including Jews, Christians, and also people without faith, still believe that the commandments are important and relevant for us all today.



## Worksheet 6.4 *continued*

Look at one of today's newspapers. Identify some of the stories about things that are bad or wrong in the world. In your groups, try to cut out as many of these stories as possible.

Then, consider if any of these problems could have been avoided if the people involved had been following the Ten Commandments. Stick two of the stories in the boxes below and explain why each of the commandments is relevant to each story.

Explanation	Explanation
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

# Chapter 6 Judaism

## The synagogue

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have investigated what the Shabbat is and how it is celebrated within a Jewish home
- ▶ have identified the important pieces of furniture within the synagogue
- ▶ have explored a virtual synagogue
- ▶ have discovered the special clothes Jewish men wear at prayer times

### Key elements

Cultural understanding  
Mutual understanding  
Spiritual awareness

### Cross-curricular skills

Communication  
ICT  
Mathematics

### Thinking skills and personal capabilities

- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and co-operating
- ▶ Give and respond to feedback
- ▶ Communicate with a sense of audience and purpose



### Lesson plan

#### Starter

- ▶ Consider with pupils the importance of religious buildings to religious people. Why are they special? Why might a person choose to attend a religious building rather than simply to worship in their own home?

## Development

- ▶ If you can get access to the internet, either show or ask pupils to look at the website [www.akhlah.com](http://www.akhlah.com). Use the instructions given in Get Active 1 to guide pupils in researching and completing work on the Shabbat.
- ▶ Consider the synagogue in detail. Look at the pictures of the key features of the interior of the synagogue.
- ▶ Complete Get Active 2. If you have time, you could ask pupils to look up specific furnishings and draw these in their notebooks.
- ▶ Information on the Shema could be covered in this lesson or considered in more detail in the next lesson. Discuss with pupils the fact that many religions encourage people to pray. Consider the benefits of using a set prayer like the Shema.
- ▶ Consider why dressing in special clothes for prayer might be beneficial for individuals. Discuss with pupils the idea that putting on particular clothes can help to focus a person's thoughts and mind and can remind them that what they are doing in prayer is something special. Use the 'Prayer clothes' activity, Worksheet 6.5, page 170 to complete this section of work.

## Plenary

- ▶ 'Three in a Row'. Ask the pupils a series of questions. Use the 'No Hands Up' technique. The class must get three questions correct in a row before they are dismissed from the lesson.

## Homework suggestion

Pupils should fill in the synagogue word bank on Worksheet 6.6, page 171, and learn each of the words and their definitions.

## Extension activity

Create a Tefillin using the instructions provided on Worksheet 6.7, page 172.

## Learning outcomes

- ▶ Research and manage information effectively to investigate religious, moral and ethical issues, using mathematics and ICT where appropriate.

## Worksheet 6.5

### Prayer clothes

Label the following photograph.

Key words: **kippah**, **tallit**, **fringes**, **Tefillin**



Answer the following questions:

1 What is the significance of the kippah?

---

---

2 What is a Tefillin and what is it used for?

---

---

3 Why do you think that wearing special clothes is helpful to people when they pray?

---

---

## Worksheet 6.6

### Synagogue word bank

Using the information you have learnt about the synagogue, create a word bank with nine new words you have learnt. Write the words in the table below and the meaning beside each one.

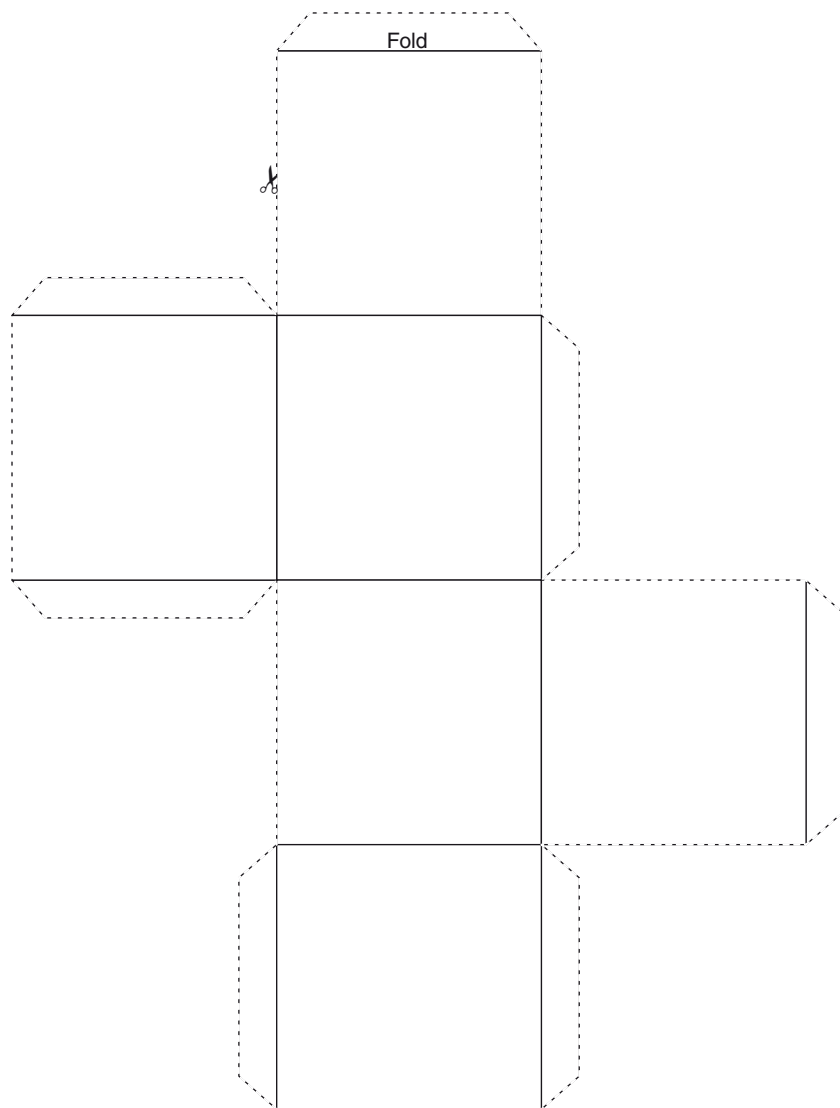
Word	Meaning

With a partner, test your knowledge. Take it in turns to ask each other the meanings of the words. Alternatively, give your partner the meaning and ask them what the word is.

## Worksheet 6.7

### Create a Tefillin

- 1 Cut out the net of a cube on the paper below (following the dotted line). Stick the net to some card and cut out again. Fold the net to create a cube.
- 2 Glue the cube together and leave one side open to allow you to place the Shema inside.
- 3 Attach some ribbon or string to the sides of the cube.
- 4 Write out the Shema on a small piece of paper, roll it into a scroll and place inside the Tefillin.



## Chapter 6 Judaism

### Important festivals (Passover)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have explored why Passover is celebrated
- ▶ have investigated how Passover is celebrated

#### Key elements

Cultural understanding  
Mutual understanding  
Spiritual awareness

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Organise and plan how to go about a task
- ▶ Focus, sustain attention and persist with tasks
- ▶ Review learning and some aspects that might be improved



#### Lesson plan

##### Starter

- ▶ A useful way to introduce the story of the Passover is by showing the DVD *The Prince of Egypt*. The section of this film that deals with the plagues is especially good. It lasts approximately twenty minutes.
- ▶ Alternatively, you could begin with a simple class discussion on festivals. Consider what images the word conjures up in pupils' minds. You could ask pupils to draw some of these images or write them down. Pupils could be encouraged to identify some of the festivals that are important to them and some of the family customs that they enjoy/endure during particular festivals.

## Development

- ▶ Read through the summary of the story of the Exodus outlined on pages 87–88 of the text book. Introduce this story as the background to one of the most important festivals for Jewish families.
- ▶ Use Get Active 1 to give pupils opportunities to think about the issue of slavery and, more specifically, the slavery inflicted upon the Jews in Egypt. If desirable you could extend this section by thinking about slavery in the modern world.
- ▶ Consider some of the customs associated with the commemoration of the Passover in Jewish tradition. One useful way to do this would be to show a video, CD-ROM or DVD presentation that gives details of the events of the meal. One excellent resource is a CD-ROM entitled *Living Judaism* that is available from [microshop.microbooks.org/catalog/index.php](http://microshop.microbooks.org/catalog/index.php).
- ▶ Talk specifically about the symbolism of the food at the Seder meal. Use the picture in the pupil's book to illustrate this.
- ▶ Complete Get Active 2.

## Plenary

- ▶ Use the 'Odd one out' activity, Worksheet 6.8, page 175.

## Homework suggestion

'Key words' crossword puzzle, Worksheet 6.9, page 176.

## Extension activities

'Storytelling' activity, Worksheet 6.10, page 177.

'Assessment for learning' exercise, Worksheet 6.11, page 178.

## Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.



## Worksheet 6.8

### Odd one out

Cut out the following five strips of paper and give to pairs or groups of pupils. Ask pupils to look at the three terms on each strip and identify which is the odd one out. On the back of the paper they can write which one is the odd one out and why.

Christmas	Birthday	Passover
-----------	----------	----------

Egg	Herbs	Yeast
-----	-------	-------

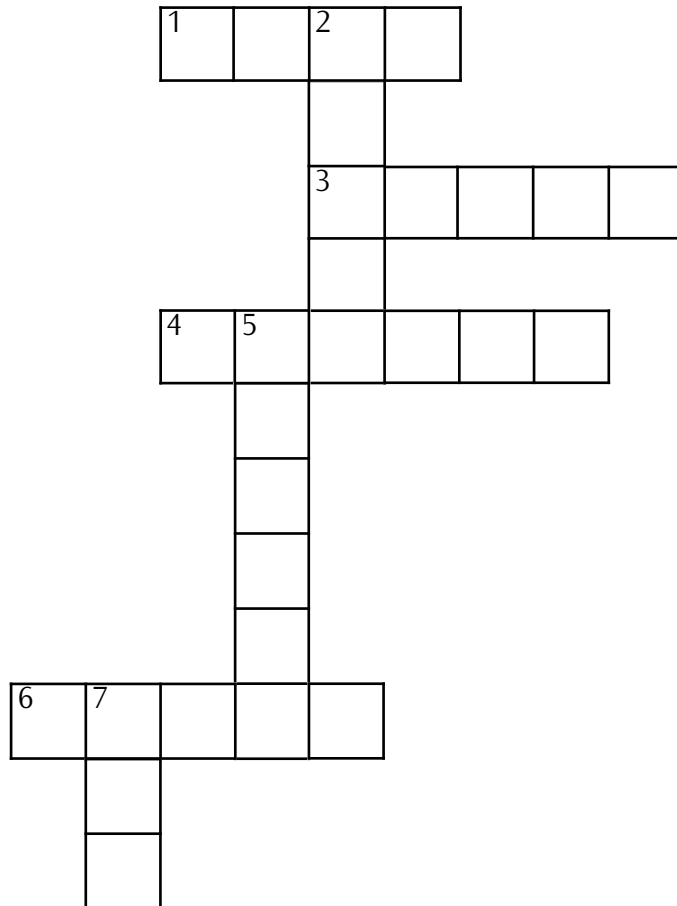
Seder Meal	Pesach	Rabbi
------------	--------	-------

Plague of Hail	Plague of Locusts	Plague of Measles
----------------	-------------------	-------------------

Moses	Aaron	Pharaoh
-------	-------	---------

# Worksheet 6.9

## Key words



Answers the questions below to help you complete the crossword.

Across

- 1 Which sacrificial animal is symbolised by the shank bone?
- 3 What is the name given to the meal that Jewish families share on the first day of the Passover?
- 4 What is the Hebrew word for the Passover?
- 6 What do Jews remove from their houses before Passover begins?

Down

- 2 What was the name of the man whom God asked to speak to Pharaoh and ask him to free the Israelites?
- 5 The **E**\_\_\_\_\_ is the name given to the time when the Israelites were allowed to leave Egypt.
- 7 Which part of this meal is used to represent new life?

## Worksheet 6.10

### **Storytelling and the importance of history**

Explain to your pupils that storytelling, and remembering your history, is a significant aspect of the Passover celebration. All Jews regard it as extremely important that they recount the stories of God's faithfulness to them throughout history. This helps them to trust in God today.

Talk to pupils about the importance of telling their own stories. Explain to pupils that when we share our history and background with others, it can help them to understand us better and to promote better relationships between one another.

Complete a circle time activity. Before seating pupils in a circle, give them some time to recall one situation from their childhood where a difficult time/event resulted in them learning an important lesson. Alternatively, they could bring to mind a happy event which they look back to fondly. Allow each pupil time to share their story. Give the rest of the class an opportunity to ask questions about each story. Share a story of your own.

Round off the activity by reminding pupils that storytelling can be a powerful way to help us understand ourselves and others around us.

# Worksheet 6.11

## Assessment for learning exercise

Think about some of the work you have been covering in class about the Passover. Complete the following table. In each box place either:

- ▶ a tick: that will show that you think that you could do the task.
- ▶ a cross: that will show that you think you could not do the task.
- ▶ a question mark: that will show that you are unsure whether you would be able to complete the task or not.

<b>I can...</b>	
...explain the reason why Moses went to speak to Pharaoh.	
...recall Pharaoh's response to Moses and explain the results of this.	
...answer the questions 'When is Passover?' and 'How long does Passover last?'	
...identify the different items that are found on the Seder plate.	
...explain what each of the items on the Seder plate symbolises.	

# Chapter 6 Judaism

## Bar Mitzvah

### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have an understanding of what a Bar Mitzvah is and its importance within the Jewish faith

### Key elements

Cultural understanding  
Mutual understanding  
Spiritual awareness

### Cross-curricular skills

Communication

### Thinking skills and personal capabilities



- ▶ Organise and plan how to go about a task
- ▶ Focus, sustain attention and persist with tasks

### Lesson plan

#### Starter

- ▶ An extremely useful BBC documentary entitled *The Year I Turned 13: A Jewish Coming of Age in Belfast* provides an excellent way into thinking about the Bar Mitzvah. If you have not got a recording of this programme, you could try contacting the BBC to see if it is possible to obtain a copy. It is particularly useful because it contains interviews with a boy who is about to go through his Bar Mitzvah and shows the service itself. It also shows footage of the Belfast synagogue and worship there.
- ▶ Ask pupils to discuss in groups how becoming an adult is usually celebrated in Northern Ireland. Consider at what age this happens and the significance of it. Link this to the Bar Mitzvah.

#### Development

- ▶ Go through the content in the textbook. Discuss any issues that provoke questions from the pupils.
- ▶ Complete Get Active 1.

## Plenary

- ▶ Pupils could interview each other. Each pupil asks their partner to identify three things that they learned in the lesson. Individual pupils are then asked to report back what their partner learned.

## Homework suggestion

'Reading the Torah', Worksheet 6.12, page 181.

## Extension activity

'Imaginary interview', Worksheet 6.13, page 182, if you can't do the real thing.

## Learning outcomes

- ▶ Demonstrate self-management by working systematically, persisting with tasks and evaluating and improving own performance.

# Worksheet 6.12

## Reading the Torah

Every Jewish child has to learn Hebrew in order to read the Torah at their Bar Mitzvah. Look at the Hebrew alphabet below. Hebrew is read from top right to bottom left, not top left to bottom right. Therefore Alef is the first letter of the alphabet and Tav the last. Do you notice what letters are missing from this alphabet that are contained in the English alphabet?

ט	ח	ז	ו	ה	ד	ג	ב	א
Tet (T)	Chet (Ch)	Zayin (Z)	Vav (V)	He (H)	Dalet (D)	Gimel (G)	Bet (B)	Alef (Silent 'A')
ס	ן	נ	ם	מ	ל	ך	כ	י
Samekh (S)	Nun (Nn)	Nun (N)	Mem (Mm)	Mem (M)	Lamed (L)	Khaf (Kh)	Kaf (K)	Yud (Y)
ת	ש	ר	ק	ץ	צ	ף	פ	ע
Tav (T)	Shin (Sh)	Resh (R)	Kuf (K)	Tsadi (Ts)	Tsadi (Ts)	Fe (F)	Pe (P)	Ayin (Silent 'O')

Although most of the vowels are missing, try to write in Hebrew some of the new words that you have learnt in this unit using the Hebrew alphabet. Leave a space for the missing vowel. Then give your sheet to someone else and ask them to translate the words.

Word	Translation

# Worksheet 6.13

## Imaginary Interview

Imagine you were able to talk to a Jewish boy about his Bar Mitzvah. Write down five questions you would ask him and how he might reply.

With a partner take it in turns to ask each other your questions.

1 \_\_\_\_\_  
\_\_\_\_\_

Answer \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

Answer \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

Answer \_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_

Answer \_\_\_\_\_  
\_\_\_\_\_

5 \_\_\_\_\_  
\_\_\_\_\_

Answer \_\_\_\_\_  
\_\_\_\_\_