



<p>What this unit contains</p>	<p>The significant events in the life of Abraham and their connection to the life cycle of modern Jews from different traditions. This unit will also provide an opportunity to find out about some laws and rules by which Jews live and ways of interpreting them. The Talmud and the Midrash.</p>																	
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds upon work covered in Judaism 1 and 2 and is the first of two Judaism units for the Secondary phase.</p>																	
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Pupils might consider the relationship between authority and personal freedom in their own lives and in the viewpoint of a religion of their choice. ➤ Pupils might suggest how members of different Jewish communities would agree or disagree about what it means to be and live as a Jew. ➤ Are there any different practices related to the Brit Milah in different branches of Judaism? (progressive / traditional). 																	
<p>Vocabulary</p> <table border="0" style="width: 100%;"> <tr> <td>Judaism</td> <td>Midrash</td> <td>mohel</td> </tr> <tr> <td>Jewish</td> <td>Talmud</td> <td>Torah</td> </tr> <tr> <td>Abraham</td> <td>covenant</td> <td>Progressive</td> </tr> <tr> <td>Sarah</td> <td>Brit Milah</td> <td>Traditional</td> </tr> <tr> <td>Isaac</td> <td>Bar/Bat Mitzvah</td> <td>Orthodox</td> </tr> </table>	Judaism	Midrash	mohel	Jewish	Talmud	Torah	Abraham	covenant	Progressive	Sarah	Brit Milah	Traditional	Isaac	Bar/Bat Mitzvah	Orthodox	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The relationship between authority and personal freedom. ➤ How a community can include different ways of interpreting and living by accepted community rules 		
Judaism	Midrash	mohel																
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Unit 5 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider the impact of entering into a relationship with authority in their own lives; ➤ know and understand that Abraham's relationship with God is expressed through a covenant. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Examine a topical school situation where the students engage in a relationship with authority, e.g. home-school agreements, school council. Discuss and draw out how a contract is a two-way agreement with rights, responsibilities, rewards and consequences built in.</p> <p>Introduce the topic of Abraham's covenant with God. Introduce the Midrash explaining why Abraham was different. Read the Midrash about idols.</p> <p>Show part of the Testament Video - up to the first 'egg-timer' (an opportunity to stop and discuss), beginning with God's command to Abraham to 'Go.'</p> <p>Using the Covenant Worksheet pupils should answer the questions as far as they can; this will enable them to begin to develop their own idea of what the covenant might be.</p> <p>Homework As Abraham, write a letter to your father explaining your behaviour and your beliefs.</p>	<p>Resources Video: <i>Testament - Abraham</i></p> <p>Midrash about idols - an explanatory story Covenant Worksheet</p>



Unit 5 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know what God's covenant with Abraham involved; ➤ Know that God's promise of a child was fulfilled; ➤ know the biblical story of the sacrifice of Isaac; ➤ consider different interpretations of the story. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Recap answers from homework.</p> <p>Read text extracts explaining the introduction of the Covenant through either on handouts, via the Torah portion on an interactive whiteboard or on the Computer. Explain that the portion is read in Hebrew as part of the annual cycle of readings of the Torah and that it is very familiar to Jewish people and defines their identity.</p> <p>Using their notes from the previous lesson and the text extract, brainstorm with pupils what the two different parts of the covenant might be - Abraham's and God's. Compare orally and in writing the differences and similarities between their own previous impressions of the covenant (in lesson 1) and now having read the text. Record on the Covenant explanation sheet.</p> <p>Continue the story of Abraham using the Testament Video showing the section on the sacrifice of Isaac. Point out to pupils that it is not clear in the Bible what age Isaac was when this happened. Does that make a difference to their attitude to the story?</p> <p>In pairs let pupils role-play a conversation between Abraham and Isaac following the sacrifice situation where both can explore their motivation and feelings.</p> <p>Homework</p> <p>Read the given interpretations and write a paragraph explaining which interpretation you find the most convincing and that you feel can explain the story.</p>	<p>Resources</p> <p>Covenant explanation sheet.</p> <p>Text extract Torah portions: http://bible.ort.org.books/torahd5.asp</p> <p>PORTIONS Lech Lecha Genesis 12:1 ; 12:7 - 8; 13:14- 17; 15:2 -8; 15:13-16</p> <p>Video: Testament - Abraham.</p> <p>Homework - interpretation task (Isaac).</p> <p><i>N.B. the story needs to be abbreviated to enable the unit to cover the Covenant - Ishmael and Sodom and Gomorrah have been omitted on purpose</i></p>



Unit 5 Sessions 4 & 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the 'journey of life' is marked by significant times /stages; ➤ know that in Faith Communities some significant times are: <ul style="list-style-type: none"> ▪ common to many religions, ▪ marked in the faith community as well as the family. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Listen to music - taking care to listen to the words. Discuss homework in the light of their responses to the music.</p> <p>Explain that there are different ways of seeing life in religious traditions, e.g. the cycle of life - death - rebirth in Buddhism or Hinduism and a linear 'one chance at it' life ending in death and judgement as in Judaism, Islam and Christianity.</p> <p>Pupils should place their life milestones from homework onto a linear scale, indicating which of these occasions are shared with others, which marked in religious traditions and which is common to more than one religion but with different rituals attached?</p> <p>Explain that a 'rite of passage' is a ceremony when in a Faith Community someone passes from one state to another through participating in a ceremony. Relate to personal milestones. Write definitions of 'rite of passage' and 'ritual'.</p> <p>Explain that the next lesson and 2 homeworks will be spent researching in groups one of 3 other Jewish Rites of Passage. Explain that there are different Jewish Communities who interpret Jewish teaching in a variety of ways. During the research pupils are expected to find out about how their area for study is understood and celebrated differently by these denominations.</p> <p>Organise pupils into groups and give their tasks so that the groups can divide tasks among them and be clear about each individual's homework research task.</p>	<p>Resources Song - either 'The Circle of Life' by Elton John from the Lion King soundtrack or 'Those were the days of our lives' by Freddie Mercury</p> <p>'Rite of Passage table'. A question sheet will need to be created for each group about their particular Rite of Passage that is appropriate to their abilities. The Brit Milah sheet may provide a useful example.</p> <p>Note for teachers: <i>Pupils who have not studied Judaism parts Ks 1 & 2 could research Bar / Bat Mitzvah or Weddings as this will fill in some gaps for them Those who have should be encouraged to develop greater understanding of the practices and the underlying concepts.</i></p>



Unit 5 Session 3 Midrash story

A midrash is a traditional story which illuminates characters and scriptural teaching. This is a 'midrash' about Abraham's belief in worshipping only one God.

Abraham and the Idols

Abraham's father, Terah, made and sold clay idols; many people came to his shop to buy them. They took them away and then worshipped them.

Abraham was puzzled about how people could 'worship' and put their trust in a statue made by a human from such a fragile material as clay. Surely, he thought, the only thing worth worshipping would be strong, powerful and unchanging. So Abraham worshipped God.

One day, when he was left in charge of his father's shop, Abraham took a hammer and smashed all the idols except one, the largest statue. He placed the hammer beside this statue.

When Terah came home he demanded to know what had happened. Abraham explained that the idols had been arguing and that in his anger the largest idol had taken the hammer and smashed the others to pieces!

'Don't be stupid!' replied his father, 'It's only a statue. It has no power'.
'If it has no power,' said Abraham, then why do you worship it?'



Unit 5 session 1 – Covenant Worksheet

The Covenant

What was Abraham told to do?

What was he promised?

What did Abraham have to do for God?

Why do you think God wanted him to move to Canaan?



Unit 5 Session 2

God's Promises to Abraham

Below are the promises God gave to Abraham. These are all contained in Genesis, which is the first 'book' of the Torah. The translation used is Jewish and so Abraham is called Abram as he does not have his name changed until after the promises have been given.

Genesis 12:1-3

God said to Abram, 'Go away from your land, from your birthplace, and from your father's house, to the land that I will show you. I will make you into a great nation. I bless you and make you great. You shall become a blessing. I will bless those who bless you, and he who curses you, I will curse. All the families of the earth will be blessed through you.'

Genesis 12:7

God appeared to Abram and said, "I will give you this land to your off-spring." He [Abram] built an altar to God who had appeared to him.

Genesis 13:14-17

After Lot left him, God said to Abram, 'Raise your eyes, and, from the place where you are now, look to the north, look to the south, look to the east, and to the west. From all the land that you see, I will give you and to your offspring forever. I will make your offspring like the dust of the earth; if a man will be able to count all the grain of dust in the world, then you offspring also will be countable. Rise, walk the land through its length and breadth, for I will give it all to you.'

Genesis 15:1-6

After these events, God's work came to Abram in a vision, saying, "Fear not Abram, I am your shield. Your reward is very great." Abram said, "O Lord, God, what will you give me if I remain childless? The heir to my household will be Damascus Eliezar." Abram continued, "You have given me no children. A member of my household will inherit what is mine." Suddenly God's word came to him: "That one will not be your heir! One born from your own body will inherit what is yours." He then took Abram outside and said, "Look at the sky and count the stars. See if you can count them." Abram believed in God and God counted it as righteousness.

Genesis 15:13-16

God said to Abram, "Know for sure that your descendants will be foreigners in a land that is not theirs for 400 years. They will be enslaved and oppressed. But I will finally bring judgement against the nation who enslaves them, and they will leave with great wealth. You shall join your fathers in peace, and they will leave buried at a god old age. The forth generation will return here, since the Amorite's sin will not have run its course before then."

Genesis 17:1-22

These verses are found at the end of the history of Abraham. God repeats all his previous promises and demands that Abraham and all the men of his household circumcise themselves as sign of the Covenant.



Unit 5 Session 2

The Torah is divided into portions, each of which has a special name. A portion is read in Hebrew each week and during one year the whole of the Torah will be read aloud to the congregation. On the following sheets you will find the story of Abraham. It has been divided up into the portions in which it would be read in the synagogue. The promises which are given have been marked by number as they occur in the story.

Lech Lecha (Genesis 12:1-17:27)

When Abram is 75 God tells him to leave the place of his birth and go to a land that God will show him. God promises Abram that he will be given a special land and that he will have many descendants. (1)

Abram, his wife Sarai and his nephew Lot and all their servants travel towards Canaan. During the journey God repeats his promise of many descendants and Abram builds an altar to God. (2)

A famine in Canaan forces Abram to go to Egypt in search of food. Because Sarai is very beautiful Abram is worried that he will be killed by the Egyptians who may wish to marry Sarai so he pretends Sarai is his sister. Sarai is taken into the palace of the Pharaoh but God sends plagues then Pharaoh realises that Sarai is Abram's wife and he sends them out of Egypt with all their possessions.

Abram and his nephew Lot graze their cattle together but their servants argue and they realise that the land will not support them both. They decide to part with Lot going towards Jordan and Abram remaining in Canaan. Abram has a vision in which God shows him the land that will belong to Abram. (3)

There is a war between the two tribes and Lot is taken captive. When Abram hears of this he rescues Lot and his men. God appears to Abram and promises him a child of his own (4). Abram then sacrifices some animals to God and then God tells him that his descendants will also be enslaved for 400 years.

Sarai believes she cannot bear children so she asks Abram to have a child with her servant Hagar. Hagar and Abram have child called Ishmael.

Some time later God repeats his promises (6) to Abram and demands that Abram and all the males in his household be circumcised as a sign of the covenant. Although he is 99 years old Abram circumcises himself and his 13-year-old son Ishmael. All the men in the household are circumcised. God changes Abram's name to Abraham and Sarai's to Sarah.



Vayera Genesis 18:1-22

Three strangers appear and are welcomed by Abraham. One of the strangers predicts that Sarah will have a child. As she is 90 years old, she laughs at this prediction.

God tells Abraham that He [God] will destroy Sodom and Gomorrah. Abraham argues that not all the inhabitants of these cities should be killed, as there may be good people among them. To test this two angels are sent to Sodom where Lot (Abraham's nephew) takes them into his home. The townspeople demand the strangers' lives and Lot offers them his daughters instead, but before anything can happen the angry mob is blinded by a bright light. Lot and his family flee from the city. They are told not to look back but Lot's wife disobeys and turned into a pillar of salt.

While journeying, Abraham again pretends that Sarah is his sister and a king called Abimelech takes her as his wife. But God warns Abimelech not to touch Sarah as she is Abraham's wife. Abimelech is angry with Abraham for tricking him but let's them go.

In time, Sarah bears a son called Isaac and Hagar and Ishmael are sent away. God cares for the abandoned Hagar and promises her that her son will also have many descendants.

God asks Abraham to sacrifice his youngest son Isaac. Abraham obeys, but as he lifts the knife to take the life of Isaac God calls out for him to stop and to sacrifice a goat in Isaac's place. God repeats his promises to Abraham.

Chayay Sarah (Genesis 23:1-25:18)

Sarah dies at the age of 127 and is buried in a cave in Hebron. Abraham decides his son Isaac should have a wife and sends his servant back to the land of his birth to look for a wife for his son. When the servant arrives in Nahor he asks God to send him a sign. When he meets Rebekah, the daughter of Abraham's brother, he knows from her generous behaviour that he has found the right wife for Isaac. Her family agree that she can become Isaac's wife and Rebekah agrees to leave immediately.

As Sarah is dead Abraham takes another wife called Keturah, who bears him six children. Before his death he gives gifts to all his children but leaves most of his goods to Isaac. Abraham is buried by his sons Isaac and Ishmael beside Sarah in Hebron.

The portion ends by listing the twelve sons of Ishmael and tells of Ishmael's death at the age of 137.



Unit 5 Session 2

The Covenant

The term Covenant refers to a special kind of agreement between God and the Jews.

Essentially this covenant is an agreement, both religious and oral which places certain obligations upon the Jews and certain consequences if the agreement is not kept.

The Jewish Bible refers to several different covenants, but two of the principle ones are those between God and Abraham and God and Moses.

In the book of Genesis, God appears to Abraham in a vision and promises to protect him. The promise was that he would have many descendants, among who would be Kings and rulers of people.

This covenant, promised by God, is declared by Him to be an everlasting covenant applicable to all generations after Abraham.

The covenant was to be marked by an act of circumcision of all males. Should a male not be circumcised, then that man would not be part of the covenant with God.



Unit 6 Session 3

Brit Milah

The Mohel

Who is this?

What does he do and why?

The Cushion

What is this for?

Elijah's Chair

Why is there an empty chair?

Who is it for?

Tsandek

Who is this?

What is his role in the ceremony?

The Blessing

Who says this?

Why is it said?

How does the Brit Milah make the child 'a child of the covenant'?



Unit 5 Session 4, 5 & 6

Rite of Passage Table

Find out these facts	Birth	Coming of Age	Marriage	Death
Hebrew name				
What rituals take place and why?				
Who is involved?				
Where does this take place?				
Explain the symbolism of any item / action				
What is the significance of this in the life of a Jew?				
Are there differences between Jewish traditions in what happens?				
What does this tell us about Jewish beliefs?				



Unit 5 Session 2 - Interpretations homework

Read the given interpretations and write a paragraph explaining which interpretation you find the most convincing and that you feel can explain the story.

God was tempting Abraham. He deliberately misled him because He wanted Abraham to find out for himself what God really wanted.

1

The story is about a test with a hidden purpose. God tested Abraham knowing that he would pass the test. In this way Abraham would have more self-confidence.

2

God wanted Abraham to disobey Him in order to show that he was not just a puppet figure who always obeyed God without thinking. In this way Abraham would show his free will.

3

The story is a moral lesson. It shows that parents should never 'sacrifice' their children for their own beliefs and purposes. Children should have their own lives to lead.

4

God didn't speak to Abraham at all. The sacrifice was Abraham's own idea and his way of showing God the seriousness of his faith. Abraham changed his mind, deciding that, to truly thank God for his son, Isaac should live for God not die for God.

5