

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



<b>What this unit contains</b>				<p>The Torah.                  The mezuzah signifies the Jewish home.                  Festivals celebrated at home – Hannukah and Sukkot.                  An introduction to the Synagogue.</p>
<b>Where the unit fits and how it builds upon previous learning</b>				<p>This unit builds on work covered in Unit I and further develops pupils' knowledge about the importance of the home in Judaism. It develops pupils' knowledge about the Torah and introduces pupils to the Synagogue.</p>
<b>Extension activities and further thinking</b>				<ul style="list-style-type: none"> <li>➤ Reflect on the feelings of refugees when escaping to a new land (linked to Sukkot).</li> <li>➤ How might a long journey together have made the people of Israel think of themselves as a family?</li> </ul>
<b>Vocabulary</b>				<b>SMSC/Citizenship</b>
Mezuzah Shema Hanukkah dreidel latkes	doughnuts oil miracle Sukkot sukkah	willow synagogue Ark Torah	myrtle etrog palm Hebrew	<ul style="list-style-type: none"> <li>➤ Communities are made up of people who all have different contributions.</li> <li>➤ Rights of individuals in society.</li> <li>➤ Reflection on values that matter to all the class.</li> <li>➤ Importance of remembering the past.</li> </ul>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 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"> <li>➤ know about the festival of Sukkot:                             <ul style="list-style-type: none"> <li>▪ the origin of a sukkah;</li> <li>▪ what people do during the festival</li> <li>▪ the symbolism behind the way Sukkot is celebrated;</li> </ul> </li> <li>➤ consider why it is important to remember and learn from people in the past.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Recall what pupils can recall about Judaism from Unit 1. Explain that in this unit pupils will find out about two festivals celebrated by Jewish people.</p> <p>Talk about how people who are travelling in the desert need to make temporary homes. Discuss tents and other forms of shelter that can be easily erected and taken down. Explain that at the festival of Sukkot Jews build a Sukkah, a special type of temporary home, and that this reminds Jews of the time they travelled for many years in the desert.</p> <p>Show pupils a video of a Jewish family making and using a Sukkah and then talk about why Jewish families build and use a sukkah today.</p> <p>Watch the three short pieces of film about Sukkot in the 'Espresso / LgFL Faiths CD Rom or online at the LgFL.</p> <p>Consider why it is important to remember the past. Complete a short response sheet: 'A special time in my life was....'</p>	<p><b>Resources</b></p> <p><b>Books</b></p> <p>My Jewish Life My Jewish Faith</p> <p>Story Video Pictures of the 4 species: Etrog, myrtle, palm, lulav.</p> <p>Espresso / LgFL Faiths CD Rom or online at the LgFL 'Sukkot parts 1, 2 3.'</p> <p>Short response sheet. "A special time in my life was".</p>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 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"> <li>➤ know how and where a Sukkah is made;</li> <li>➤ know that Jews believe that God is everywhere;</li> <li>➤ consider the importance of sharing with others.</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Make a Sukkah in class. Decorate with fruit drawings / plastic or real fruits. Consider, and where possible follow, rules about making a Sukkah, e.g. no nails, must be able to see through the roof, can have two permanent walls etc.</p> <p>Share some food inside the Sukkah or classroom with guests, e.g. pupils from another class. Explain to the guests why a Sukkah is built by Jews at Sukkot.</p> <p>Record how the 'four species' are used to show that Jews believe that God is everywhere.</p>	<p><b>Resources</b> Sukkah information sheet.</p> <p>The Sukkah activity could link to school harvest festival celebrations.</p> <p><b>N.B.</b> If making a large scale Sukkah is impractical, pupils might make small shoe-box Sukkahs.</p>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 Session 3

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"> <li>➤ know that in the Jewish home the Mezuzah contains the Shema written on parchment;</li> <li>➤ understand why the mezuzah is placed on the door posts of Jewish homes;</li> <li>➤ know that the Torah, the sacred book of the Jews, is also hand-written on parchment.</li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Remind the class that Sukkot is usually celebrated both outside and inside a Jewish home. This lesson will focus on going inside the Jewish home.</p> <p>Watch the first part of programme one in the video Pathways of Belief - Judaism about the Mezuzah and how it signifies the Jewish home. Find out what is inside it - the Shema. Look at some examples of mezuzah designs. Read the words and recall ways in which Jews put the Shema into practice in their homes.</p> <p>Talk about times when people might have to say aloud what they believe - e.g. making a promise as a guide or scout or as a bride or groom at a wedding. What does the Shema ask Jewish people to do? Break down the things that are being asked, e.g. teach the Torah to children, say the Shema twice daily, make and use the mezuzah. When is it hard to say what you believe?</p> <p>Decide on something that is important to all the class and make a beautiful hand-written statement that can be placed by the classroom door as a reminder to the class every time they enter.</p> <p>Find out about the work of a scribe in writing the text for the mezuzah and the Torah. Either watch elements of programme two of Pathways of Belief - Judaism Video or read sections of 'Sofer - the story of a Torah scroll'.</p>	<p><b>Resources</b>  <b>Video:</b> Pathways of Belief – Judaism - BBC</p> <p><b>Book</b>  'Sofer - the story of a Torah scroll'. By Eric Ray ISBN 0933873980</p> <p>Mezuzah images</p> <p><a href="http://www.jewfaq.org/prayer/shema.htm">http://www.jewfaq.org/prayer/shema.htm</a>  <a href="http://www.jewfaq.org/signs.htm">http://www.jewfaq.org/signs.htm</a>  <a href="http://www.jewfaq.org/prayer/mezuzah.htm">http://www.jewfaq.org/prayer/mezuzah.htm</a></p> <p>Shema (abridged version for young children)</p> <p><b>Note to teachers</b>  The mezuzah reminds Jews of God's presence and protection and of the duty to obey His commandments</p>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 Session 4

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"> <li>➤ know that the Synagogue is the Jewish place of worship;</li> <li>➤ know that the Torah scrolls are kept in a special cupboard called an Ark;</li> <li>➤ consider places where pupils keep things that are special to them.</li> </ul>	√	<ul style="list-style-type: none"> <li>√</li> <li>√</li> </ul>	<p>Using video clips, pictures, a book or a synagogue jigsaw puzzle, show pupils the layout of a synagogue, concentrating on the Ark as the special place where the Torah scrolls are stored.</p> <p>Talk about how and where pupils might keep things that are precious to them. Consider issues of security, beauty etc.</p> <p>Design a place or a container for keeping something special.</p>	<p><b>Resources</b></p> <p>Video of a synagogue, pictures, book or jigsaw puzzle of a synagogue. Espresso &amp; LgFL film footage – Judaism ‘The Synagogue’ and ‘Shabbat at the Synagogue (part 1)’</p>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 Session 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"> <li>➤ consider why it is important to remember and learn from people in the past;</li> <li>➤ know about the festival of Hanukkah:                             <ul style="list-style-type: none"> <li>▪ the story behind the festival,</li> <li>▪ the inner meaning.</li> </ul> </li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Talk about why it is important to remember people who have done special things in the past. Share examples from contemporary life.</p> <p>Explain that in the final two lessons of the unit pupils will learn about Hanukkah, another special festival for Jewish people.</p> <p>Retell the story of the Macabees (examples can be found on the websites referred to in the resources column) and the miracle of the oil or read the story of "Judah, Who Always Said No" as a way of telling the story.</p> <p>Reflect on the inner meaning of the story - the rights people have to worship and live their lives the way they want and why this might be important.</p> <p>Make simple Hanukiah pictures. Recap story. Using a Hanukiah, explain how the candles are lit every evening. Estimate how many candles are used over the festival (44) and model the lighting ceremony with pupils prompting the actions. Link to the miracle of the oil.</p>	<p><b>Resources</b></p> <p>Story of the Macabees and the miracle of the oil.</p> <p><a href="http://www.holidays.net/chanukah/story.html">http://www.holidays.net/chanukah/story.html</a></p> <p><a href="http://www.geocities.com/Heartland/Prairie/5493/hanuka.html">http://www.geocities.com/Heartland/Prairie/5493/hanuka.html</a></p> <p><a href="http://search.aish.com/holidays/Chanukah/default.asp?s=g&amp;k=chanukah">http://search.aish.com/holidays/Chanukah/default.asp?s=g&amp;k=chanukah</a></p> <p><a href="http://www.jafi.org.il/education/festivals/hanukah/">http://www.jafi.org.il/education/festivals/hanukah/</a></p> <p><a href="http://www.kidsdomain.com/holiday/chanukah/about.html">http://www.kidsdomain.com/holiday/chanukah/about.html</a></p> <p><a href="http://www.sesameworkshop.org/parents/activity/article.php?contentId=19220">http://www.sesameworkshop.org/parents/activity/article.php?contentId=19220</a></p> <p>Hanukiah. Candles. Materials for making Hanukiah e.g. black, gold and red paper.</p> <p><b>Books</b></p> <p>'Judah, Who Always Said No' Harriet K. Feder ISBN 0929371143 or other version of the story</p> <p>'A World of Festivals- Hanukkah' by Clark, Rose and Rose. ISBN 023751802-3</p>

# JUDAISM Part 1 Unit 2: Celebrations in the Jewish Home



## Unit 2 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>➤ know about the festival of Hanukkah:               <ul style="list-style-type: none"> <li>▪ how it is celebrated in the home,</li> <li>▪ symbolism attached to elements of the celebration.</li> </ul> </li> </ul>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Recall work from previous session. Explain that as well as lighting candles, there are other ways that Hanukkah is celebrated.</p> <p>Share experiences about special foods that are eaten at times of celebration. Discuss why it might be important to eat foods cooked in oil at Hanukkah. Show pupils some latkes and doughnuts and explain that they are eaten during the festival. Share doughnuts in the class.</p> <p>If the class can be split into groups and staffing permits a group could make latkes for the class to share or you could have latkes from a shop for the class to try.</p> <p>Explain how this gambling game was used as a cover for studying the Torah in a time of persecution.</p> <p>Play the dreidel game. Record simple rules/instructions for the game or for making latkes.</p> <p><b>Assessment task</b> Using examples of what is remembered and how it is celebrated, describe why Jews find it important to remember the festivals studied in this unit.</p>	<p><b>Assessment Level</b> Working at: <i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols. <i>Attainment target 2</i> Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. <i>Attainment target 2</i> Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p>	<p><b>Resources</b> Hanukiah and candles Doughnuts Ingredients and recipe for latkes Dreidels and instruction</p> <p><a href="http://www.historychannel.com/exhibits/holidays/hanukkah/">http://www.historychannel.com/exhibits/holidays/hanukkah/</a> <a href="http://www.chabad.org/holidays/chanukah/default.asp">http://www.chabad.org/holidays/chanukah/default.asp</a></p> <p><b>N.B.</b> Making latkes in hot oil could be dangerous</p>



## Unit 2 Session 2 Activity Sheet 1

### Building a Sukkah

Here are the requirements for the construction of a Sukkah:

The Sukkah must have at least two complete walls and a small third wall.

**TWO AND A HALF WALLS**



**THREE WALLS**



**FOUR WALLS**



Using one or two existing walls of your home / building will make the Sukkah easier to build.

The size of a Sukkah varies but according to Jewish law it must be a minimum of 70cms square and at least a metre high. It should not be more than nine metres high.

On top of the Sukkah loose branches are placed to make a temporary roof. These must:

1. Be from something which grows from the ground.
2. Be cut, e.g. evergreen branches, corn stalks or other natural materials.
3. The branches must be placed so there is more shade than light but you must be able to see the sky through them.

The Sukkah walls can be of wood, curtain or any other material but must be firm enough to keep out a strong wind.

Your Sukkah should be built in a clean, pleasant place and decorated to make it as attractive as possible. Use autumn fruits and vegetables, children's drawings, holiday cards etc to make the shelter beautiful.





## Unit 2 Session 1 Activity Sheet 2

A special time in my life was .....





## *Unit 2 Session 3 Information Sheet 1*

### **The Shema**

**(Abridged version for young children)**

*Listen Israel, the Lord is our God, the Lord is one.*

*Let the name of His magnificent kingdom be blessed forever and ever.*

*You shall love the Lord your God with all your heart, with all your soul and with everything you have.*

*Let these words which I command you today, be on your heart.*

*Teach them carefully to your children.*

*Speak of them when you are sitting at home and when you are travelling. When you go to bed and when you get up.*

*Tie them on your arm as a sign and place them as a sign between your eyes.*

*Write them on the doorposts of your house and on your gateposts.*

**Deuteronomy 6: 4-9**



## *Unit 2 Session 5 Story 1*

### **The Story of Hanukkah**

Every year between the end of November and the end of December, Jewish people around the world celebrate the holiday of Hanukkah, the Festival of Lights. Hanukkah begins on the 25th day of the Hebrew month of Kislev, but the starting date on the western calendar varies from year to year. The holiday celebrates the events which took place over 2,300 years ago in the land of Judea, which is now Israel.

Long ago in the land of Judea there was a Syrian king, Antiochus. The king ordered the Jewish people to reject their God, their religion, their customs and their beliefs and to worship the Greek gods. There were some who did as they were told, but many refused. One who refused was Judah Maccabee.

Judah and his four brothers formed an army and chose as their name the word "Maccabee", which means hammerer. After three years of fighting, the Maccabees were finally successful in driving the Syrians out of Israel and reclaimed the Temple in Jerusalem. The Maccabees wanted to clean the building and to remove the hated Greek symbols and statues. On the 25th day of the month of Kislev, the job was finished and the temple was rededicated.

When Judah and his followers finished cleaning the temple, they wanted to light the eternal light, known as the N'er Tamid, which is present in every Jewish house of worship. Once lit, the oil lamp should never be extinguished.

Only a tiny jug of oil was found with only enough for a single day. The oil lamp was filled and lit. Then a miracle occurred as the tiny amount of oil stayed lit not for one day, but for eight days.



## *Unit 2 Session 5 Story 1 continued – The Story of Hannukah*

Jews celebrate Hanukkah to mark the victory over the Syrians and the rededication of the Jerusalem Temple. The Festival of the Lights, Hanukkah, lasts for eight days to commemorate the miracle of the oil. The word Hanukkah means "rededication".

Families celebrate Hanukkah at home. They give and receive gifts, decorate the house, entertain friends and family, eat special foods, and light the holiday menorah.

**This is an adaptation of a story found in the Book of Maccabees.**





## Unit 2 Session 3 Information Sheet 2

### Some Mezuzah designs

