

**Year 3 Unit 2A: JUDAISM Week 1**  
**Title: Judaism and Christianity**

**Learning Intentions:**

**AT1:** To know that Judaism and Christianity have a lot in common, especially the Jewish Bible. To know that Judaism is a historical religion that goes back to Abraham; and that Jews have a strong sense of belonging to the Jewish people.

**AT2:** To value our own roots and sense of belonging (to school/family).

**Assessment:**

AT1 L2: I can begin to show awareness of similarities between Judaism and Christianity.

AT1 L3: I can describe some similarities between Judaism and Christianity.

AT2 L2: I can ask and respond sensitively to questions about my own and others' experiences and feelings, when talking about homelands and family trees.

AT2 L3: I can make links between my school history and my own feelings about belonging to my school.

**Key Words:**

Bible  
Christianity  
Israel  
Jews  
Jewish  
Judaism  
New Testament  
Old Testament (same as Jewish Bible)

**Resources:**

Globe and map showing Israel.

Prepare a simple PowerPoint presentation on ways that Judaism and Christianity are similar.

Class set of Bibles.

Historical records and artefacts of your school. Try to find parents or even grandparents who once attended your school.

*Jewish Way of Life* CD Rom and/or website

**NB:** You may wish to send a letter home to parents with details of the different types of foods that are part of this unit on Judaism. You may need permission.

This first session may be extended over 2 weeks depending on the length of the term.

## Activities:

- Using a globe or atlas, show pupils where Judaism comes from. Israel is still a Jewish state today, although there have been periods of their history when the Jews were driven out. This is one of the reasons why Jews live all over the world eg. in the UK and USA. However, all Jews regard Israel as their homeland and many Jews are still going back there to live. (AT1)
- There may be pupils in the class who also have a sense of a homeland in another country if they or their parents have lived in another country. If so, you could talk about this and the way that they belong to both countries. Encourage pupils to ask them questions about their feelings for their other country. (AT2)
- Remind pupils that Jesus was a Jew and he grew up in the country that we now call Israel. It was called Judea in his day. Show them a map of Israel. Can they name any places in Israel that they have heard of in connection with Jesus? (Bethlehem where he was born; Nazareth where he grew up; around the Sea of Galilee, where he preached eg. at Capernaum; Jerusalem where he was killed.) (AT1)
- Because Jesus and his Twelve Disciples were Jews, there is a lot in common between Judaism and Christianity. If asked, explain that Jesus lived and died a Jew but later his followers took the message to non-Jews as well. Eventually the Jews rejected Christians from their synagogues and Christianity became a separate religion. Show a PowerPoint presentation to explain ways in which Judaism and Christianity are similar: (i) One God; (ii) Ten Commandments; (iii) church worship is like Jewish synagogue worship, with congregations meeting for services with Bible readings, sermon and religious songs. Most important: (iv) Christians use the Jewish Bible (which they call the Old Testament, because they have added the New Testament which tells about Jesus and Christianity). If asked, 'testament' meant an 'agreement' ie between God and his people. The OT tells of the agreement between God and the Jews. The NT tells of the agreement between God and the Christians. Give out Bibles for pupils to find where the OT ends and the NT begins. (AT1)
- Explain that Judaism goes back to Abraham, the 'Father' of the Jews. Do pupils remember any stories about Abraham (see Unit 1 lesson 1 especially the timeline/family tree)? It was Abraham who first started to worship the One God. He left behind his homeland (in modern Iraq) and took his family to settle in 'The Promised Land' – later called Israel. His 12 great grandsons became the 12 tribes of Israel. One of these was Joseph (whom pupils should remember). It was Joseph who made good in Egypt and let his people settle there at a time of drought in Israel. Each year at the Passover Festival, Jews love to retell their family history, starting from Abraham to the present day. You could put up a

simple time-line to remind pupils of this. So the Jews have a very strong sense of their historical roots.(AT1)

- Ask: What do we know about our historical roots as a school? Using old school records and artefacts, or the school brochure/website, help pupils to find out a simple history of their school. Invite in parents or grandparents who once attended your school and encourage pupils' questions that will draw out what was similar or different to today. (AT2)
- Ask pupils how it makes them feel to think of all the pupils who have gone before them eg. Are they proud to be part of this stream of history? Does it give them a sense of responsibility for the school's reputation or for those who will come after? Does it give them a sense of belonging to something much bigger than themselves? Do they feel any sense of connection with pupils who once attended their school? (AT2)
- Encourage pupils to ask a family member to help them make a simple family-tree, so that they can develop a sense of their own roots. With permission, share some of these with the class. (AT2)

<p><b>Year 3 Unit 2A:</b> <b>Title: Passover</b></p>	<p><b>JUDAISM</b></p>	<p><b>Week 2</b></p>
<p><b>Learning Intentions:</b>  <b>AT1:</b> To understand the significance of the symbolic Seder foods.  <b>AT2:</b> To identify significant events in their own history.</p>		
<p><b>Assessment:</b>  AT1 L2: I can suggest meanings for the symbols on the Seder plate.  AT1 L3: I can make links between the Seder symbols and the Exodus story.   AT2 L2: I can respond sensitively to questions about my memorial plate and I can ask questions sensitively of others.  AT2 L3: I can identify a significant event that I want to remember and the influence this has on my life.</p>		
<p><b>Key Words:</b>  charoset (pr. hard h to begin and emphasis on o ie harrowset)  Jews  Jewish  Judaism  Passover (or Hebrew Pesach pr. pay-sah)  Seder (pr. say-der)</p>	<p><b>Resources:</b>  <i>Jewish Way of Life</i> CD Rom   <a href="http://bibleforchildren.org/languages/english/stories.php">http://bibleforchildren.org/languages/english/stories.php</a>  <i>Goodbye Pharoah</i>   Artefacts for the Seder service (see descriptions below).  The RE Centre has some boxes on Passover.   A seder plate or photo eg. from Religion in Evidence   Photopack of Jewish artefacts.  Another type of memorial plate.   Enough paper plates for each pupil.</p>	

**NB:** This lesson may need to extend to 2 sessions.

## Activities:

- Introduction: Last lesson pupils learnt about the Jews' sense of history. In the annual Passover Festival, Jews recall their history, starting with Abraham, to the present day. However, the focus is on Moses and the Exodus (exit/ going out) of the Jews from Egypt. Jews remember that God saved them from slavery at the Exodus and led them back to the Promised Land of Israel. (ATI)
- Remind pupils of the story of how Moses begged the Pharaoh to set the Jews free. When he refused, 10 plagues hit the land of Egypt. In those days people understood such disasters as being God's punishment for their sins. Eventually, Pharaoh weakened and Moses took this opportunity to lead his people to freedom.
- Explain that Passover is a week-long festival, which starts with the Seder. This is a symbolic retelling of the story of the Exodus, followed by a big celebration meal. Tell the story of the Exodus, using the following Seder symbols (after pupils have first washed their hands):
  - A. Long after the time of Moses, the Jews had been enslaved by Pharaoh in Egypt and they were very unhappy.
    - (i) Stir some **salt into a dish of water**. This is like the tears that they cried because they were so unhappy.
    - (ii) Show the **horseradish** (a jar of mild horseradish sauce or fresh horseradish with some grated for pupils to taste). Explain that it is very bitter and can bring tears to your eyes. Pupils can taste a little if they dare (but avoid the tip of the tongue). It reminds Jews of the dreadful suffering they went through.
    - (iii) Show the **charoset** (a mixture of grated apple, dried fruit, cinnamon and grape juice – omit the ground nuts because of allergies. You could use mincemeat). It is like the cement they used in slave labour to build Pharaoh's great cities. Taste it.
  - B. Moses felt called by God to help the Jews escape and lead them to freedom.
    - (iv) Show the **lamb's bone**. This reminds Jews that their ancestors killed and ate lamb, so that they would have a good meal inside them for their journey.
    - (v) Pass round small pieces of **parsley**. Notice that it looks like little branches of a tree. This reminds them of the branches that were used to paint the blood of the lambs on their door-frames, to mark out their homes to protect them again the final plague. Pupils can eat it if they want.
    - (vi) Show pupils the large rectangles of **unleavened bread** (boxes of Matzah can be bought in big supermarkets). Break into small pieces and pass round for pupils to taste. Explain that it is very flat bread because it has no yeast in it and therefore hasn't risen. It reminds Jews that their ancestors left Egypt in such a hurry they couldn't wait for the bread to rise. They threw it over their backs and it baked in the hot sun!

*Contd.*

C. The last foods on the Seder plate are symbols of the new life that the Jews looked forward to in the Promised Land.

(vii) Pass round pieces of **lettuce**. This is a fresh, green vegetable reminding Jews of new growth and therefore hope for their new lives.

(viii) Show pupils a **roast egg** (hard boiled with the shell browned off in a flame). Compare this symbol with Easter eggs ie a symbol of new life. (AT1)

- Use Jewish Way of Life CD Rom to reinforce and extend learning.
- Show pupils a Seder plate, or picture of one. This is used to remind Jews of the Exodus from Egypt long ago. If possible, show another type of memorial plate eg. to commemorate a royal event or a particular year. Give out paper plates for pupils to make their own memorial plates of something important that they want to remember and which affects them personally. (*Most pupils will think of important events in their own lives. One Year 3 pupil drew Jesus on the cross.*) If they want to, pupils should talk about them in small groups, asking each other questions about what they've drawn and why. (AT2)

<b>Year 3 Unit 2A:</b> <b>Title: Hanukkah</b>	<b>JUDAISM</b>	<b>Week 3</b>
<b>Learning Intentions:</b> <b>AT1:</b> To learn about the story of Hanukkah and how Jews celebrate it. <b>AT2:</b> To think about good overcoming evil.		
<b>Assessment:</b> AT1 L2: I can retell the story of Hanukkah. AT1 L3: I can link the key features of Hanukkah celebrations with the story of Hanukkah.  AT2 L2: I can wonder about why bad things sometimes happen and how we can make sure that good is stronger in our lives. AT2 L3: I can take the idea of good overcoming evil and link it with my own behaviour.		
<b>Key Words:</b> Festival of Lights hanukiah (8-branched candlestick, sometimes with a 9 <sup>th</sup> candle to light the others) Hanukkah (sometimes spelt Chanukah, but still pronounced with an 'h'.) Jews Jewish Judaism	<b>Resources:</b> <i>Jewish Way of Life</i> CD Rom  Books etc. on the Hanukkah story. Books on how Hanukkah is celebrated. Some Hanukkah artefacts eg. hanukiah and greetings cards, perhaps doughnuts/potato cakes. The RE Centre has boxes on Hanukkah.  A hanukiah template.  BBC <i>Active Celebrations and Special Times: Hanukkah</i>	

**Activities:**

- Using resources, tell the story behind Hanukkah. This is a historical event that took place in the 2<sup>nd</sup> century BCE and is therefore too late to be found in the Jewish Bible (Christian Old Testament). Israel was ruled by a Syrian emperor, who tried to wipe out their religion. He set up a statue of himself in the Temple

in Jerusalem. The Jews fought back and rededicated the Temple to the worship of the one God. Hanukkah means 'Dedication.' (AT1)

- Continue with the story of the miracle of the oil. When the temple was clean and ready to be dedicated, the priests went to light the great 7-branched candlestick in the Temple. But they found there was only enough pure olive oil for it to burn for one day. It is believed that, miraculously, it burnt for 8 days, the time it took to prepare fresh supplies of oil. (AT1)
- Explain that this is why:
  - (i) The Festival of Hanukkah lasts for 8 days.
  - (ii) A special candlestick is used for the festival with eight branches (known as a hanukiah), so that one candle can be lit on the first evening, two on the next etc. until all eight are lit on the best and final day of the festival. (\*Some hanukiahs have an extra 'servant' candle to light the others.)
  - (iii) The Jews eat lots of food cooked in oil at this festival, like doughnuts and potato latkes (deep fried potato cakes). You may want to share some of these in class! (AT1)
- Try to conjure up the feelings of Jewish people as they place their lighted candlesticks in their windows on the dark nights of Hanukkah, or as they see them shining out from other people's houses. (You could compare this with pupils' feelings when they see all the lights of Christmas in mid-winter.) (AT1/2)
- The Hanukkah lights represent the Jewish victory over the people who were trying to stop them worshipping God. It was a triumph of good over evil, of courage over fear, of hope over despair. Help pupils to wonder about the existence of both good and evil in the world. Ask how they can make sure that good is stronger in their lives. (AT2)
- Give a large sheet of paper with a hanukiah template on it. Ask pupils to think of the meaning of Hanukkah as good overcoming evil. What bad things would they like to overcome, or see overcome in school/ society (eg. bullying, wasting the earth's resources, cruelty to animals)? Write them on the eight candles. Discuss how they themselves can help to achieve this. (AT2)



**Year 3 Unit 2A:**  
**Title: The Sabbath**

**JUDAISM**

**Week 4**

**Learning Intentions:**

**AT1:** To know how and why the Jewish Sabbath is celebrated.

**AT2:** To think about their use of free time.

**Assessment:**

AT1 L2: I can suggest reasons for the way Jews celebrate the Sabbath.

AT1 L3: I can link the Sabbath day with the Ten Commandments and the Creation.

AT1 L3: I can begin to identify the impact religion has on the Jewish way of life.

AT2 L2: I can ask and answer questions about how we like to spend our free time.

AT2 L3: I can make links between what I think is important and the way I choose to spend my time.

**Key Words:**

Havdalah

*(ceremony at the end of the Sabbath to 'separate' it from the rest of the week)*

Jews

Jewish

Judaism

Sabbath day

*(called Shabbat in Hebrew – it means 'to break off' ie from ordinary daily work)*

Shabbat Shalom *(Sabbath greeting)*

Ten Commandments

**Resources:**

**Key Passage:** Exodus 20:8-11

BBC Pathways video on Judaism or BBC *Active Worship and Sacred Places* on Sabbath observance.

*Jewish Way of Life* CD Rom

Books on the Sabbath eg. Sammy Spider is good fun, although written for a younger age-group.

Bibles

Sabbath boxes are available on loan from The RE Centre.

You may want to share some 'challah' bread and light a special Havdalah candle.

## Activities:

- Introduction:- Shabbat, the Jewish holy day, is another Jewish festival. Like Passover and Hanukkah, this too takes place mainly in the home, and this too involves lots of food! You could talk about the way children in Judaism mainly learn their religion at home, as they grow up. It is a bit like this in a Church school, where pupils grow up learning a lot about Christianity, as it is lived out every day. (AT1)
- Show a video/DVD of how Jews celebrate the Sabbath ie without work; it starts on the Friday night with a big family meal; Saturday morning is spent at the synagogue. You could share some of the special 'challah' bread together. It ends with the Havdalah ceremony when all the senses are used to remember the wonderful tastes and smells and sights of the Sabbath until it comes around again. You could light a special Havdalah candle. (AT1)
- Ask for pupils' ideas as to why they think Jews celebrate this day by (i) stopping work (eg. to make it special and to make time for the things they think are really important), (ii) attending synagogue services (making time for God), and (iii) spending time with the family, around the meal-table and in the home (eg. because the family is important and also needs time, especially at meal times). (AT1)
- Look up together Exodus 20: 8-11. Point out that Jews keep the Sabbath day holy because (i) it is commanded in the Ten Commandments, and (ii) it is a way of remembering God the Creator because, according to Genesis 1, he rested on the seventh day of creation. (AT1)
- In pairs, pupils should ask and answer questions about how they like to spend their free time. Ask pupils to write a timetable for their own Special Day. Get them to think about why they want to do certain things and who they would like to do them with. Remind them of the Jews who have to put God and their families first. (AT2)