

Year 3 Unit 6:
Title: The synagogue

JUDAISM

Week 1

Learning Intentions:

AT1: To learn about synagogues and synagogue-worship.

AT2: To consider the value of congregational worship.

Assessment:

AT1 L2: I can use the correct Jewish words to identify the main features of a synagogue and their uses.

AT1 L3: I can use the correct Jewish words to describe the main features of a synagogue and their uses.

AT2 L2: I can express my own preferences about worship and respond sensitively to others.

AT2 L3: I can join in discussion about the value of worship for myself and others.

Key Words:

ark
bimah
Jews
Jewish
Judaism
Orthodox Judaism
rabbi ('teacher')
synagogue
Ten Commandments
Torah scrolls

Resources:

Arrange a visit in Week 4 to the Bromley & District Reform Synagogue (020 8460 5460) or the Chatham Memorial Orthodox Synagogue (Mr G Lancaster 01634 842893).

BBC Active Whiteboard resource or

<http://www.hitchams.suffolk.sch.uk/synagogue/>
Virtual tour of a synagogue.

Jewish Way of Life CD Rom.

Books on synagogues and rabbis.

Prepare an activity sheet to help pupils record the main features of a synagogue.

<http://www.reonline.org.uk/ks2/topiclist.php?81>
Further resources

NB Keep a list of pupils' questions that you haven't been able to answer. Take them with you to the synagogue (Week 4), to ask the person who shows you round. Alternatively, enquire at The RE Centre or contact REToday.

NB Don't let pupils talk about synagogues as 'Jewish churches'. They are Jewish places of worship. (If anything, it is more correct to speak of churches as Christian synagogues!)

Activities

- **INTRODUCTION:**
What can pupils remember about Judaism from their previous Unit 2A? (AT1)
- Explain that they will be learning about the Jewish place of worship, which is called a synagogue. 'Synagogue' means 'meeting place' because Jews gather together there at set times for worship in religious services. This is just like Christians do, because the first Christians were Jews and they got this idea from the Jews. It is different, however, from the Hindus – who come and go at their temples throughout the day, while the priests carry on the worship. Relate this to the different types of worship in your school eg. collective worship when large groups of pupils collect/gather together - contrasted with the use of interactive prayer stations, like prayer-trees, that you may have in your classroom or around the school to encourage individuals to pray. Discuss which pupils prefer and/or the benefits of each type of worship. Focus particularly on the benefits of congregational worship, as this is so important in Judaism. (AT2)
- Using visual resources, take pupils on a virtual tour of a synagogue, pointing out the main features and their uses:
 - (i) The Holy Ark, where the Torah scrolls are kept. The ark is a cupboard set in the wall, usually covered by a curtain. The Torah scrolls contain the most important part of the Jewish Bible. *(There is a lesson on this later.)*
 - (ii) The light that burns continually above the ark, to show that the Torah guides the Jews in their lives, just like a light can guide us in the dark.
 - (iii) The Ten Commandments on the same wall as the ark. These sum up the teachings in the Torah.
 - (iv) The bimah – the raised desk from where the Torah scroll is read.
 - (v) In an Orthodox synagogue, there is separate seating for men and women (probably so that they can concentrate better on the service).

Record this in some way, perhaps labelling a diagram. (AT1)

Year 3 Unit 6: Title: The Torah	JUDAISM	Week 2
Learning Intentions: AT1: To learn how the Torah scroll is treated in the synagogue. AT2: To consider the value of rules/guidance in our lives.		
Assessment: AT1 L2: I can use the correct words to name aspects of the Torah scrolls. AT1 L3: I can use the correct words to describe how Torah scrolls are treated. AT2 L2: I can recognise the role of rules for guidance (or people who guide me) in my life. AT2 L3: I can make links between rules (or people who guide me) and my own attitudes and behaviour.		
Key Words: breastplate Hebrew Jews Jewish Judaism mantle parchment Torah scroll Yad	Resources: Visual resources to help describe Torah scrolls; a replica Torah scroll would be helpful. The RE Centre has some boxes on the Torah. <i>Jewish Way of Life</i> CD Rom or Espresso LGfL CD Rom on Judaism or <i>BBC Active Worship and Sacred Places</i> Relevant cards from Religion in Evidence artefact card pack on Judaism. Teacher's Information Sheet on the Torah Scroll.	

NB If you feel that your pupils have already explored the value of rules in the lesson on Moses and the Ten Commandments (Unit 1.3), consider the alternative emphasis at the end of the lesson activities below.

Activities

- Introduction on the importance of the Torah: Remind pupils how many of the main features of a synagogue are to do with the Torah scrolls (the holy ark where it is kept; the light as a symbol that it guides the Jews; the Ten Commandments to sum up its rules; the bimah where it is read.) The ark for the scrolls is the focal point in any synagogue. Explain that in this lesson pupils will find out much more about a Torah scroll and make a scroll of their own.
- Using visual aids, explain how carefully and beautifully the Torah scrolls are made, decorated, used and cared for (see Teacher's Information Sheet). (AT1)
- Explain that the Torah is so important that Jewish children have to learn to read a passage from the Torah (in Hebrew) for the synagogue service when they come of age ie 12 for girls and 13 for boys. (NB Only boys do this in Orthodox synagogues. The name for this coming-of-age is Bar Mitzvah for a boy and Bat Mitzvah for a girl.) (AT1)
- Explain that 'Torah' means 'Teaching' and that Jews look to the Torah for guidance on how God wants them to live their lives. There are hundreds of rules in the Torah, but they are all summed up in the Ten Commandments. (AT1)
- Pupils should make their own scrolls and write on them one or more rules that they think are important for guiding their lives. You might begin by discussing the class or school rules; ask each pupil to choose the rule they think is most important and discuss why. Maybe there is some important rule like 'Respect other people' that covers lots of other rules like 'Listen to others' and 'Take your turn' etc. Ask pupils to describe how their chosen rule affects the way they behave and give examples. Perhaps they could write about or draw an example. (AT2)
- **OR** If pupils have already done something similar in the Bible unit on Moses and the Ten Commandments, they could focus more on the importance of guidance – who guides them? eg. parents/carers, teachers, Vicar , Jesus etc. They should record someone who guides them and an example of the guidance that person has given them. (AT2) You could explore the idea that some Christians wear bracelets with WWJD on them (for 'What would Jesus do?') because they think about things Jesus said and did to guide them in their own lives. (AT1)

Teacher's Information

THE TORAH SCROLL

How it is made:

A Torah scroll is made entirely from natural substances. It is made out of parchment ie animal skin with the hair scraped off, cut into rectangles and sewn together to make a long piece of very strong writing material. These are attached at each end to wooden poles that also serve as handles. Explain that scrolls were used before books were invented, and the Jews have kept this tradition going in their synagogues for the Torah ie the first five books of the Bible.

The first five books of the Bible are carefully written on the parchment by hand, using a quill pen that has to be dipped in ink. This is done by someone who is specially trained and it can take between a year and a year and a half to do!

It is written in the Hebrew language – the language of the Jews. Hebrew is written from right to left, so the scroll will begin at the right hand side and gradually work towards the left as it is read. A section of the Torah scroll is read each week in the synagogue, until it has all been read from beginning to end (it would be very difficult to skip around in it – no doubt, this was why books were invented, with numbers on each page).

How it is decorated:

When the scroll is closed up, it is held together by a band of cloth, often beautifully embroidered.

Once securely fastened, it is covered with a beautiful velvet mantle. This is usually in a rich red or royal blue. Some have inscriptions embroidered on them to remember people who have died.

Bells are attached to the wooden poles at the top of the scroll, so that it makes a lovely sound when it is carried around the synagogue.

A silver 'breastplate' is hooked over the top poles, to hang at the front of the mantle. Thousands of years ago, in Bible times, the Jews used to have priests; and the high priest wore a large breastplate over his chest as part of his uniform. Now the Torah scroll wears this breastplate because, like the high priest in olden days, the Torah helps to bring people closer to God. This breastplate often has Jewish symbols on it.

How it is used:

During the synagogue service, the doors of the Holy Ark are opened and the Torah scroll is removed. (There may be more than one, but each scroll is the same in that it has the first 5 books of the Bible written on it.)

It is carried in procession to the a reading desk, called the bimah, with bells tinkling. Everyone stands and people may touch it as it passes.

At the bimah, the decorations and coverings are removed and the scroll is laid down on the desk to be read. The person reading uses a 'yad', to keep his place as he reads. The word 'yad' means 'hand' because it is a metal stick, finishing in the shape of a pointing hand. Ask pupils why they think he uses this, rather than rubbing his own finger along the words (to preserve the scroll better).

How it is cared for:

Torah scrolls are so important that they are never thrown away. As they get older, other newer scrolls will be used more frequently. When they are too old to use, they are buried (often in the ground beneath the ark).

Year 3 Title: The rabbi	Unit 6: JUDAISM	Week 3
Learning Intentions: AT1: To learn about the work of a Jewish rabbi by comparing with a Christian vicar. AT2: To ask some important religious questions.		
Assessment: AT1 L2: I can see some similarities between the work of a Jewish rabbi and a Christian vicar. AT1 L3: I can point out both similarities and differences between the work of a Jewish rabbi and a Christian vicar. AT2 L2: I can ask the rabbi some questions about his/her beliefs. AT2 L3: I can respond to the rabbi by asking some important questions about religion and beliefs.		
Key Words: Jews Jewish Judaism rabbi ('teacher') vicar	Resources: <i>Jewish Rabbi (My Life, My Religion)</i> by Many Ross (pub. Franklin Watts 2001) ISBN: 978-0749640910 RE Today Developing Primary RE: <i>Special People</i> - resources about a rabbi with weblinks <i>Jewish Way of Life</i> CD Rom.	

Activities:

- Introduction: Explain that this lesson is to find out about a rabbi and prepare some questions for a visit to a synagogue.
- Explain that the word 'rabbi' means 'teacher' and is the name given to the religious leader in a Jewish synagogue, a bit like a vicar in a church. Think about what the vicar does and discuss what pupils might expect a rabbi to do. (AT1)

Contd.

- In groups, pupils should write down any questions they would like to ask a rabbi about his/her work. Remember that this is a religious teacher, so they can ask any religious questions that are puzzling them too. Gather together the questions in class, so that you have a list of good questions to ask a rabbi. (AT1/2)
- Using resources, present some information about rabbis. With pupils, see which of their questions about a rabbi's job can already be answered. (AT1)

NB Other questions will be dealt with in the next two lessons.

(Standing Advisory Council on RE) for the name of their Jewish representative. If you can't get a Jew to answer your questions, ask your Vicar to help or contact The RE Centre. (AT1/2)

Week 5:

- In pairs, pupils should write a 'Thank you' letter to the synagogue or Jewish visitor, saying what they enjoyed most and what they learnt from the visit. Encourage them to refer to questions that particularly interested them and to some of their own ideas. Send these off.
- In small groups, produce charts with 2 columns under 'Synagogue' and 'Church', with similarities and differences recorded. They could print off some of their photographs for illustrations. Higher attaining pupils may need more space to describe the similarities and differences.

Year 3 Unit 6:
Title: Conclusion

JUDAISM

Week 6

Learning Intentions:

ATI: To review previous work on Judaism.

Assessment:

ATI L2: I can use Jewish words and phrases to identify some features of Judaism.

ATI L3: I can use the correct Jewish words to describe some key features of Judaism.

Key Words:

Abraham (the father of the Jews)
ark (cupboard for the Torah scrolls)
bimah (reading desk for Torah scroll)
Exodus (escape from Egypt)
hanukiah (candlestick for Hanukkah)
Hanukkah (festival of lights)
Havdalah (ceremony at end of Sabbath)
Hebrew (Jewish language)
Israel (the country of the Jews)
Jews (people who follow Judaism)
Judaism (name of the religion)
Moses (great Jewish leader at the Exodus)
Passover (festival to recall the Exodus)
rabbi (Jewish teacher and leader)
Sabbath Day, called Shabbat in Hebrew
(the holy day of rest)
Seder (service at meal-table at Passover)
Synagogue (place of worship)
Ten Commandments
Torah Scroll
yad ('hand' shaped pointer used when
reading the Torah)

Resources:

Jewish displays, including Jewish artefacts.
Pupils' work in books.

Activities:

- Revise together the work you have done on Judaism this year.
- Set pupils this assessment task: If you had to tell someone about Judaism who didn't know anything about it, what are the 6 most important things that you would tell them? Present each idea with a sub-heading, brief commentary and a picture, across a double-page spread. The teacher should provide some of this material for those pupils who need more help with this task. (ATI)
- Play Key Word Bingo to reinforce pupils' knowledge and understanding of the key words in Units 2A and 6 on Judaism for Year 3. (ie Write up the 20 words in the list above, reminding pupils of their meanings; tell pupils to draw a square with 9 smaller squares inside and to choose any 9 words to write in any of the squares. Picking words at random, give the definition only to the pupils. If it describes one of their words, they should cross it off. The winner is the first to get a whole line correct or the 4 corners, or you could go for a full house. (ATI)