

Unit title: How do Jews worship in the synagogue and observe their faith in the home? KS2Y3/ 4 on a rolling programme or use to support Encounter Unit in Year 5	
Key Areas of Enquiry C Forms of Expressing Meaning D Identity, diversity and belonging	
Background Story/information It is often said 'If you want to know about Judaism go home' Children will have heard about many of the main features about the synagogue in Y2[SEE LESSON BACKGROUND NOTES] In the Jewish religion there is a close relationship between the teachings heard and the prayers used in the synagogue and observance in the home. The lives of Jewish believers are interwoven with rituals, celebrations and behaviours that are closely related to their faith. These include observance of the Sabbath [the Holy Day in the week] and hygiene and dietary rules. There are numerous web sites which give detailed information on this, including www.Torahtots.com and www.reonline.org.uk	
Cross curricular links Speaking and Listening Design Technology Art	Key vocabulary Synagogue, worship, beliefs, tradition, symbol, celebration, festival, Shabbat, + vocabulary associated with the synagogue from Year 2
Skills Reflecting Questioning Making links	Attitudes Empathy Respect

Key questions

- What is the significance to Jews of the various artefacts found in the synagogue?
- What kinds of activities do Jewish believers engage in the home that strengthens their faith?
- What can I learn from the Jewish practice of keeping one day holy?

Learning Objectives

recall of the main
features of a synagogue

Possible Teaching/Learning Activities

Use DVD /internet /pictures /artefacts to remind children about some key aspects of the synagogue, including

- *Torah... scrolls*
- *Ark of the Covenant*
- *Candle , menorah*
- *Lamp....Ner Tamid*
- *Seating arrangements[orthodox]*

learn how worship is
conducted in the
synagogue

Remind children about what happens in the synagogue with help of pictures and books or show DVD virtual tour video clip , include *Prayer, worship, reading from the sacred texts, learning more about the faith[children may go to schul]*

Rabbi is the leader of the Jewish community

Make a mind map showing all that you remember about the Synagogue. [Pairs or small groups]

Learning Outcomes

I can recall some aspects of the synagogue and Jewish worship

I can describe some significant features of the Synagogue

Resources

Web sites such as RE
online or Torah tots.
Special Places
Developing primary RE,
pages 14-15

Poster packs

<http://www.reonline.org.uk/ks2/index.php>

<http://www.torahtots.com/home.htm>

<http://www.cleo.net.uk/resources/index.php?ks=3&cur=15> This shows clips from different elements of a service in a synagogue

<p>know the meaning of the Menorah, Star of David (Magen David)(Tallit and Kippur if not covered before)</p>	<p><i>Combine these to make a whole class display in Plenary,</i></p> <p><u>ACTIVITY</u></p> <p>Children discuss in pairs and compile a children's guide for visiting the synagogue , pointing out significant features☺</p> <p><u>Lesson 2/3</u></p> <p>Show actual artefacts, pictures or DVD of Menorah, star of David. (Six pointed star said to represent the first and last letters of David's name. David was the first king of Israel and the star is now the national symbol of Israel). Tell the Legend of king Christian X of Denmark who protected his Jewish citizens by wearing the yellow star and asking all his subjects to do the same. <i>Note Children will need to have some passing familiarity with the holocaust for this. It would be a good task to link to Holocaust memorial day.</i> Was the Danish King right to do this? What would they have done if they had lived in Denmark at the time</p> <p><u>Discussion:</u></p>	<p>I can ask important questions about religion and belief and identity making links between my own responses and those of people in the past.</p>	<p>The Yellow Star by Carmen Agra Deedy</p>
--	--	--	---

reflect on symbols of belonging in their own lives	<p>How might people know that we go to this school? Belong to various clubs or organisations? Support teams or are fans of someone famous? Teachers and other adults can share own experiences... Wearing a cross, badges on cars, membership cards etc</p> <p><u>ACTIVITY</u> Design a family badge or Logo which symbolises what is important to your family☺</p>		Resources... video/ web sites
Learn about the use of Jewish artefacts to help Jews worship at home.	<p style="text-align: center;"><u>Lesson 4</u> <u>Activities</u></p> <p>Explain that many Jews today live a long way from the nearest synagogue and therefore the home has become a special place to worship G_D. It is also a symbol that G_D is everywhere. -Menorah, Mezuzah, Shema, Tallit & Kippah - show artefacts, children in groups ask two good questions about each item -Teacher tells or children research using Books/internet find the answer to these questions (For teachers Jewish Artefacts packs contain this info!)</p>	I can describe and show understanding of some Jewish artefacts and make links between these and some key Jewish beliefs.	.Exodus 19-20 32-34 ' My Jewish Faith' [pub.Evans]

<p>Know about the significance of the Mezuzah for Jews</p>	<p>-Possible worksheet labelling task</p> <p><u>Lesson 5 The Mezuzah</u></p> <p>Background information: Jewish people have a Mezuzah made of wood, pottery or metal on the right hand side of their front door. They touch this as they enter and leave the house. It reminds them of God's presence in their lives. A Mezuzah is a small box containing a tiny scroll with words from the Torah about observing God's laws, remembering His love and knowing his presence is everywhere.</p> <p><u>Teaching and learning</u></p> <p>-Make a small case like a <i>Mezuzah</i>; decorate with your own favourite or special pictures (signs and symbols) e.g. Football clubs, School Badge, picture of your cat. etc On a piece of paper, write a sentence or two that says something about something that is important to you, (the teacher will need to provide a writing frame for this) Write it out as neatly and as carefully as you can, roll this up and keep it inside the case😊</p> <p>Discuss doorways and entrances to houses and homes. Do we ever see special welcoming signs,</p>	<p>I can give meaning for the symbols I have chosen to represent my own life, values and commitments.</p> <p>I can begin to identify the impact of Jewish faith on a believer's life.</p>	<p>'I am a Jew'. Series ' My Belief' [published Franklin Watts]</p> <p>www. Torah tots</p> <p>Deuteronomy 6, 4-9 and 11,13-21- the Shema <i>Hear O Israel, the Lord our God is one. You shall</i></p>
--	---	---	--

<p>I can retell the story of Queen Esther making links between the story and the Jewish belief that only God should be honoured and worshipped</p> <p>Assessment-children can describe some key features of the synagogue and how faith</p>	<p>King and to plead for the life of her people. At the end of the evening service in the synagogue the scroll of Esther is read aloud often in a humorous way. Retell the story to the children and let them join in booing the name of Haman with as much noise as they can(booing , hissing , football rattles etc) Purim is a time of generosity when children deliver presents of fruit , cake , sweets to friends/acquaintances. Children could invite a neighbouring class to share in the fun.</p> <p>Make a story board/comic strip of the story and use speech /thought bubbles to explore Queen Esther's feelings as she went to see King Artaxerxes. Write a few sentences to show why her visit was/is important to Jews and why she is considered a heroine. ☺</p>	<p>I can suggest why Purim is such a well loved festival for Jewish children</p> <p>I can identify why it might be important to Jews to remember the story of Esther and to celebrate it so joyfully.</p>	
---	---	---	--

is expressed in worship in the synagogue and home. They can make connections between their own experiences and those that are important to Jews.			
Assessment😊 Identify features of the observance of the Jewish faith in the home. Describe and show understanding of describing significant features of the synagogue.			