

Title: Judaism Sub-unit

Overview: The activities in this lesson plan comprise a sub-unit about Judaism in a World Religion unit. In this sub-unit, the students will be introduced to general background information about Judaism, learn about beliefs and traditions by examining Jewish scripture and map Jewish populations around the world.

Objectives: By the end of this sub-unit, students will know what the Ten Commandments and Kosher laws are by examining Jewish scripture, understand the influence the Jewish culture has had on non-Jewish culture by examining Jewish scripture and works of art, understand the origination of a Jewish holiday and present day practices by comparing Jewish scripture and encyclopedia entries and know where Jews are found around the world by creating a world Jewish population map.

Standards:

NGS Essential Element 1: The World in Spatial Terms: Map, globe and atlas use.

NGS Essential Element 2: Places and Regions: The importance of places and regions to individual and social identity.

NGS Essential Element 4: Human Systems: Population Characteristics by world regions, country and regions within countries.

Grade Level: 10-12

Subjects: Cultural Geography, Art, World History

Time: 3-4 84 minute periods

Prerequisites: None

Required Materials:

5-7 Agree/Disagree statements for introduction

Overhead copies of Jewish traditions in art, such as Adam and Eve, Noah/flood, Moses

Copies of ancient maps of near east for each student

Copies of present day near east for each student

Copy of readings from Jewish scripture about the Ten Commandments and Kosher dietary laws for each student

3 - 3x5 note cards for each student

Copy of readings from Jewish scripture about Passover for each student

Copy of encyclopedia style description of Passover celebrations for each student

Blank world political map for each student

Chart of World Jewish populations by country

Suggested Procedure:

This lesson is part of a unit on World Religion. The students have already done a pre-assessment at the beginning of the unit to determine what words they recognize that

pertain to Judaism. The words in the pre-assessment were Judaism, Jewish, Hebrew, monotheism, Torah, Kosher, covenant, circumcision and Passover. The following activities will introduce the students to Jewish history, practices and beliefs based on the Torah, influence on non-Jewish culture and where Jews are found today. The activities use readings from the Torah, the first five books of Jewish scripture. They are the same as the first five books of Christian Old Testaments. The Torah (“the law”) is split into books (Genesis, Exodus, Numbers, Leviticus, Deuteronomy) and chapters and verses (numbered). A segment written as Genesis 1:26-27 means the book of Genesis, chapter 1, verses 26-27. All the scripture readings are taken from the Contemporary English version of the Old Testament. Many works of art depict nudity; prepare the students before hand about the use of the body in art and how to discuss nudity as art.

Opening:

Activity 1: 15 minutes

Begin the lesson using the Anticipation Guide Strategy where the teacher pulls 5-7 interesting statements from the reading and asks students if they agree or disagree with the statement. Suggested statements are ones that focus on Jewish traditions that students may be familiar with, without knowing that they are Jewish. Suggested statements can be found at the end of this sub-unit. Post the statements on the overhead or chalkboard. The students should jot down an “A” or “D” for each statement in their notebook. When the students have finished reading the statements and jotted down “A” or “D,” compare the answers as a class using a show of hands. Record the number that said agree and the number that said disagree for each statement. Make sure the students understand they will come back to these statements at the end of the activities to find out if their answers have changed because of learned information.

Activity 2: 30 minutes

At this point, students should be given basic background information about Judaism either from the teacher or an age appropriate reading. The information should include who the founder was, when it was founded, where it was founded, etc. Make sure the information specifically mentions Abraham as a patriarch and that he had two sons, Ishmael, through which Muslims trace the lineage of Mohammed, and Isaac, through which Jews trace their lineage. The information should also make the distinction between the historical area occupied by Abraham and biblical area claimed by Jews, specifically the land of Canaan. The information also needs to highlight the central idea of the covenant and circumcision’s connection to the covenant. The students should write this information into their notebooks, leaving room for information on beliefs and traditions. A globe or world maps should be used so students have a visual of where in the world Judaism originated. Hand out to the students ancient maps of the near east with a modern map next to it. Discuss where places mentioned in Jewish scripture are located today. Suggested maps can be found at the end of this lesson.

Activity 3: 20 minutes

The next activity uses art to introduce students to Jewish tradition that are often used in contemporary media, such as Adam and Eve, Noah’s Ark and Moses. First, view slides/overheads of the works of art and discuss their artistic attributes first; how does the

eye move through the work, how are color and light used, what is the focal point. Next, simply assess the painting by what the students simply see, make it clear to the students that if they recognize the image, they are not to blurt out what it is. When they have exhausted what they see, ask if anyone recognized what is going on in the images. Next, use the ancient maps to find out where these areas are located on present day political maps. For example, the woodcut in this sub-unit of Adam and Eve shows one man, one woman, trees, a serpent, a piece of fruit, a cat, a bird, a cow. A volunteer who recognizes the image would be able to mention the names Adam, Eve, Garden of Eden and relate them to one another and the serpent. To find out what the Garden of Eden is, read Genesis 2:1-14. Use the names of the rivers in the reading and a present day map to have students make educated guesses where it could have been located. To find out whom Adam and Eve were, read Genesis 2:15-25. Compare this version with Genesis 1:26-27. How are they different? Which one is most commonly known? Why? The telling of Noah's Ark is found in Genesis 6-8. The telling of Moses parting the Red Sea is found in Exodus 14. Repeat the process of reading the painting, reading the text and reading maps for all three paintings. If you feel the students have very limited familiarity with the traditions, assign the paintings along with the readings and have students match the reading with the painting, then discuss them together. Guidelines for using art are found at the end of this sub-unit. Examples of art are also included, but will need to be enlarged to fit onto an overhead.

Activity 4: 20 minutes

The next readings will be about the Ten Commandments in Exodus 20:1-17 and kosher dietary laws in Leviticus 11:1-17 or Deuteronomy 14:3-21. As the students independently read the sections they should take notes in a three column chart. The first column is labeled "Information I already know," the second "New information I understand," and the third "Confusing information/Word I Don't Know/What?!!!" Give the students an appropriate amount of time to read the passages and fill out their columns. Students may use post it notes to mark interesting or troubling passages as they read. When each student is done, they are to come to the board and write one thing in any of the three columns and initial it. Go over the information together as a class. Do the Ten Commandments first, then repeat the process for kosher.

Activity 5: 30 minutes

When the reading strategies for both words have been completed, use note cards and small groups for a post reading strategy. Give each student three note cards and have them go back through any of the readings done so far looking for three statements that stick out to them. One statement goes on each card and the student writes his/her reaction to the statement on the back. For example, a student chooses Leviticus 11:12 Every water creature that lacks fins or scales is loathsome for you. This is written on one side. On the other the student might write "I find this interesting, it would mean I can't eat shrimp anymore". Place students into small groups of 3-4 students to share their statements and reactions.

The first student starts by reading his/her statement and then holds it out for the group to read. The student to the right of the statement writer says his/her reaction to the statement. This process is repeated with each student in the group until it comes back to

the statement writer. The statement writer then gets to read their reaction and be the last one to make a comment on the statement. Repeat this process for each student in the group. When each student has gone once, repeat the process for the second question. The third question is available in case there are students with the same statements. When the groups have had a chance for each student to use two statements, have them choose two things their group learned and then compare these as a class. At this point time can be taken to record information learned so far. Each student should make a three column chart in his/her notebook; Traditions/History, Acceptable Behavior, Unacceptable behavior. Complete the chart as a class. Make sure the word kosher is introduced at this time and listed for Acceptable Behavior. Examples from food labels can be shown to illustrate these laws.

Activity 6: 20 minutes

For the next activity, the students will be comparing the scripture for Passover with an encyclopedia type description. Students should read the scripture first and fill out the first part of the chart imagining how they believe the holiday should be celebrated based on the reading. Only when they have filled out the first column for the holiday should they read an encyclopedia style description. When each student has had a chance to finish, compare answers as a class. A sample chart and encyclopedia description is found at the end of this sub-unit.

Activity 7: 84 minutes

The map activity includes mapping where in the world people who celebrate Passover are found. Brainstorm with the students what countries in the world they think have the highest population of Jewish people who celebrate the holidays they just studied and how many Jews there are in the world. Then pass out a political world map and a list of countries with the highest Jewish populations and countries with low Jewish populations. A website with lists is found at the end of these activities. Have students map where Jewish people are and are not found. The map should have a title, orientation, date, author (student name), legend, source and scale (already included on the map). The suggested website gives nearly 100 countries with Jewish populations over 100 and 28 countries with less than 100 Jewish people. The teacher should organize how to set up the legend before the assignment so it is uniform on all the students' maps. A suggestion is to use only two colors, one for countries with over 100 Jewish people, the other color for countries with less than 100 Jewish people. To differentiate between the actual numbers use patterns such as slash marks, dots, vertical/horizontal lines, etc. Another way to map the countries using two colors is to simply color the top 20 one color and the bottom 28 one color. The top 20 can actually be labeled and numbered 1-20. When each student has had a chance to finish, assess the maps by asking the following questions:

- What regions of the world have the highest Jewish populations? (South and North America, Europe) Why do you think this is? (Countries of immigration, spread out in Roman Empire) If students are stumped for the European countries, show them a map of the Roman Empire to guide them to realizing the first Diaspora happened during Roman occupation.

- Which regions have low populations? (Africa, Middle East, Asia) Why do you think this is? (other religions are more dominant, Jews did not migrate there, affinity with European culture)
- What two countries have the highest populations? (U.S., Israel) Why? (immigration to escape pogroms in Europe, created as a Jewish state after World War II) Why was Israel created where it was? (homeland from biblical times)

To make sure students have an understanding of Jewish claim to the disputed territory of Palestine/Israel, compare historical maps to answer the questions below:

1. Why was Israel created where it was? Genesis 15:17-20 Genesis 17:1-8, Deuteronomy 11:22-25
2. Why is Jerusalem an important city in Jewish culture? 3 Kings 6:1, 11 (building of the temple that housed the ark which held the laws of Moses)
3. When did the Jewish nation control the area? Who were subsequent rulers of the area? Why is there dispute over the land between Palestinian Muslims and Jewish Israelis?

A website with maps can be found at the end of these activities.

Closing:

By the end of these activities, the students should be able to relate the history, traditions and beliefs of present day Jews to the Torah, the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy. The students should also be able to generalize the location of Jewish populations around the world and explain why.

A closing activity is to have the students compose answer an essay question relating Jews today to a document thousands of years old. A rubric for the essay is found in the Assessment section below.

Differentiation:

Children's bibles can be substituted for the readings for low level readers. This unit also has a corresponding module for accelerated students who wish to explore readings further on their own. Students can also bring in examples of kosher food labels. Examples and explanations can be found at <http://www.beth-am.org/index2.cfm?page=313>.

Assessment:

Essay Rubric

A The student

- generalizes Torah influence on Jewish beliefs and thoroughly and accurately connects Jewish beliefs of the Ten Commandments, Kosher, and Passover based on specific Torah readings.
- describes what the Ten Commandments, Kosher, Passover and are without error.
- analyzes information from maps and the Torah to justify Jewish and Palestinian claim to present day Israel.
- connects Jewish history and traditions commonly found in modern media.

- Uses all necessary conventions of writing without error. Additionally, includes some conventions that are not essential to the communication but add to the overall quality of the communication.

B The student

- generalize Torah influence on Jewish beliefs and thoroughly and accurately connects Jewish beliefs of the Ten Commandments, Kosher, and Passover to the Torah.
- describes what the Ten Commandments, Kosher, Passover and are with few errors.
- analyzes information from maps and the Torah to explain Israeli and Palestinian claim to present day Israel.
- describes Jewish history and traditions commonly found in modern media.
- uses all necessary conventions of writing without error.

C The student

- connects the Torah to Jewish beliefs of the Ten Commandments, Kosher, Passover.
- describes what the Ten Commandments, Kosher, Passover and are with few errors.
- connects historical map information to justify Jewish and Palestinian claim to present day Israel.
- mentions Jewish history and traditions commonly found in modern media.
- does not use some required conventions of writing or demonstrates errors in the use of some conventions. The communication demonstrates an attempt at using the necessary conventions of writing by has significant errors or omissions.

D The student

- does not make clear connections of the Torah to Jewish beliefs of the Ten Commandments, Kosher, Passover.
- brief description of what the Ten Commandments, Kosher, and Passover are.
- brief connection of historical map information to justify Jewish and Palestinian claim to present day Israel.
- does not mention Jewish history and traditions commonly found in modern media.
- the communication demonstrates little or no attention to the use of necessary conventions of writing.

Credits

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Agree/Disagree Statements: Activity 1

- A Packaged food is labeled so Jews know what they can eat.
- A We follow a seven day week because of Judaism.
- D Jewish is a religion. (Judaism is a religion; Jewish is ethnic or follower of Judaism)
- D Israel has the highest population of Jews in the world. (U.S.)
- A Judaism is the parent of Christianity and Islam.
- A The Ten Commandments started with Judaism.
- D Rome is the holiest city for Jews.

Scripture Readings: Activities 2, 3, 4, 5, 6, 7

Contemporary English Version

<http://www.biblegateway.com>

Genesis 1:26 God said, "Now we will make humans, and they will be like us. We will let them rule the fish, the birds, and all other living creatures."

Genesis 27 So God created humans to be like himself; he made men and women.

Genesis 21 So the heavens and the earth and everything else were created.

The Seventh Day

2 By the seventh day God had finished his work, and so he rested. 3 God blessed the seventh day and made it special because on that day he rested from his work.

4 That's how God created the heavens and the earth. When the LORD God made the heavens and the earth,

The Garden of Eden

5 no grass or plants were growing anywhere. God had not yet sent any rain, and there was no one to work the land. 6 But streams [1] came up from the ground and watered the earth. 7 The LORD God took a handful of soil and made a man. [2] God breathed life into the man, and the man started breathing. 8 The LORD made a garden in a place called Eden, which was in the east, and he put the man there. 9 The LORD God placed all kinds of beautiful trees and fruit trees in the garden. Two other trees were in the middle of the garden. One of the trees gave life--the other gave the power to know the difference between right and wrong. 10 From Eden a river flowed out to water the garden, then it divided into four rivers. 11 The first one is the Pishon River that flows through the land of Havilah, 12 where pure gold, rare perfumes, and precious stones are found. 13 The second is the Gihon River that winds through Ethiopia. [3] 14 The Tigris River that flows east of Assyria is the third, and the fourth is the Euphrates River. 15 The LORD God put the man in the Garden of Eden to take care of it and to look after it. 16 But the LORD told him, "You may eat fruit from any tree in the garden, 17 except the one that has the power to let you know the difference between right and wrong. If you eat any fruit from that tree, you will die before the day is over!" 18 The LORD God said, "It isn't good for the man to live alone. I need to make a suitable partner for him." 19-20 So the LORD took some soil and made animals and birds. He brought them to the man to see what names he would give each of them. Then the man named the tame animals and the birds and the wild animals. That's how they got their names.

None of these was the right kind of partner for the man. 21So the LORD God made him fall into a deep sleep, and he took out one of the man's ribs. Then after closing the man's side, 22the LORD made a woman out of the rib. The LORD God brought her to the man, 23and the man exclaimed,
"Here is someone like me!
She is part of my body, my own flesh and bones.
She came from me, a man.
So I will name her Woman!" [4] 24That's why a man will leave his own father and mother. He marries a woman, and the two of them become like one person. 25Although the man and his wife were both naked, they were not ashamed.

Genesis 6

The LORD Will Send a Flood

1-2More and more people were born, until finally they spread all over the earth. Some of their daughters were so beautiful that supernatural beings [1] came down and married the ones they wanted. 3Then the LORD said, "I won't let my life-giving breath remain in anyone forever. [2] No one will live for more than one hundred twenty years." [3] 4The children of the supernatural beings who had married these women became famous heroes and warriors. They were called Nephilim and lived on the earth at that time and even later. 5The LORD saw how bad the people on earth were and that everything they thought and planned was evil. 6He was very sorry that he had made them, 7and he said, "I'll destroy every living creature on earth! I'll wipe out people, animals, birds, and reptiles. I'm sorry I ever made them." 8But the LORD was pleased with Noah, 9and this is the story about him. Noah was the only person who lived right and obeyed God. 10He had three sons: Shem, Ham, and Japheth. 11-12God knew that everyone was terribly cruel and violent. 13So he told

Noah: Cruelty and violence have spread everywhere. Now I'm going to destroy the whole earth and all its people. 14Get some good lumber and build a boat. Put rooms in it and cover it with tar inside and out. 15Make it four hundred fifty feet long, seventy-five feet wide, and forty-five feet high. 16Build a roof [4] on the boat and leave a space of about eighteen inches between the roof and the sides. [5] Make the boat three stories high and put a door on one side. 17I'm going to send a flood that will destroy everything that breathes! Nothing will be left alive. 18But I solemnly promise that you, your wife, your sons, and your daughters-in-law will be kept safe in the boat. [6] 19-20Bring into the boat with you a male and a female of every kind of animal and bird, as well as a male and a female of every reptile. I don't want them to be destroyed. 21Store up enough food both for yourself and for them. 22Noah did everything the LORD told him to do.

Genesis 7

The Flood

1The LORD told Noah:

Take your whole family with you into the boat, because you are the only one on this earth who pleases me. 2Take seven pairs of every kind of animal that can be used for sacrifice [7] and one pair of all others. 3Also take seven pairs of every kind of bird with you. Do this so there will always be animals and birds on the earth. 4Seven days from now I will send rain that will last for forty days and nights, and I will destroy all other living

creatures I have made. 5-7Noah was six hundred years old when he went into the boat to escape the flood, and he did everything the LORD had told him to do. His wife, his sons, and his daughters-in-law all went inside with him. 8-9He obeyed God and took a male and a female of each kind of animal and bird into the boat with him. 10Seven days later a flood began to cover the earth.

11-12Noah was six hundred years old when the water under the earth started gushing out everywhere. The sky opened like windows, and rain poured down for forty days and nights. All this began on the seventeenth day of the second month of the year. 13On that day Noah and his wife went into the boat with their three sons, Shem, Ham, and Japheth, and their wives. 14They took along every kind of animal, tame and wild, including the birds. 15Noah took a male and a female of every living creature with him, 16just as God had told him to do. And when they were all in the boat, God closed the door.

17-18For forty days the rain poured down without stopping. And the water became deeper and deeper, until the boat started floating high above the ground. 19-20Finally, the mighty flood was so deep that even the highest mountain peaks were almost twenty-five feet below the surface of the water. 21Not a bird, animal, reptile, or human was left alive anywhere on earth. 22-23The LORD destroyed everything that breathed. Nothing was left alive except Noah and the others in the boat. 24A hundred fifty days later, the water started going down.

Genesis 8

The Water Goes Down

1God did not forget about Noah and the animals with him in the boat. So God made a wind blow, and the water started going down. 2God stopped up the places where the water had been gushing out from under the earth. He also closed up the sky, and the rain stopped. 3For one hundred fifty days the water slowly went down. 4Then on the seventeenth day of the seventh month of the year, the boat came to rest somewhere in the Ararat mountains. 5The water kept going down, and the mountain tops could be seen on the first day of the tenth month. 6-7Forty days later Noah opened a window to send out a raven, but it kept flying around until the water had dried up. 8Noah wanted to find out if the water had gone down, and he sent out a dove. 9Deep water was still everywhere, and the dove could not find a place to land. So it flew back to the boat. Noah held out his hand and helped it back in. 10Seven days later Noah sent the dove out again. 11It returned in the evening, holding in its beak a green leaf from an olive tree. Noah knew that the water was finally going down. 12He waited seven more days before sending the dove out again, and this time it did not return. 13Noah was now six hundred one years old. And by the first day of that year, almost all the water had gone away. Noah made an opening in the roof of the boat [8] and saw that the ground was getting dry. 14By the twenty-seventh day of the second month, the earth was completely dry. 15God said to Noah, 16"You, your wife, your sons, and your daughters-in-law may now leave the boat. 17Let out the birds, animals, and reptiles, so they can mate and live all over the earth." 18After Noah and his family had gone out of the boat, 19the living creatures left in groups of their own kind.

The LORD's Promise for the Earth

20Noah built an altar where he could offer sacrifices to the LORD. Then he offered on the altar one of each kind of animal and bird that could be used for a sacrifice. [9] 21The smell of the burning offering pleased God, and he said: Never again will I punish the earth for the sinful things its people do. All of them have evil thoughts from the time they are young, but I will never destroy everything that breathes, as I did this time.

22As long as the earth remains, there will be planting and harvest, cold and heat; winter and summer, day and night.

Genesis 15

17Sometime after sunset, when it was very dark, a smoking cooking pot [1] and a flaming fire went between the two halves of each animal. 18At that time the LORD made an agreement with Abram and told him: I will give your descendants the land east of the Shihor River [2] on the border of Egypt as far as the Euphrates River. 19They will possess the land of the Kenites, the Kenizzites, the Kadmonites, 20the Hittites, the Perizzites, the Rephaites,

Genesis 17

God's Promise to Abraham

1Abram was ninety-nine years old when the LORD appeared to him again and said, "I am God All-Powerful. If you obey me and always do right, 2I will keep my solemn promise to you and give you more descendants than can be counted." 3Abram bowed with his face to the ground, and God said: 4-5I promise that you will be the father of many nations. That's why I now change your name from Abram to Abraham. [1] 6I will give you a lot of descendants, and in the future they will become great nations. Some of them will even be kings. 7I will always keep the promise I have made to you and your descendants, because I am your God and their God. 8I will give you and them the land in which you are now a foreigner. I will give the whole land of Canaan to your family forever, and I will be their God. 9Abraham, you and all future members of your family must promise to obey me. 10-11As the sign that you are keeping this promise, you must circumcise every man and boy in your family. 12-13From now on, your family must circumcise every baby boy when he is eight days old. You must even circumcise any man or boy you have as a slave, both those born in your homes and those you buy from foreigners. This will be a sign that my promise to you will last forever. 14Any man who isn't circumcised hasn't kept his promise to me and cannot be one of my people.

Exodus 11

Moses Warns the Egyptians That the LORD Will Kill Their First-Born Sons

1The LORD said to Moses:

I am going to punish the king [1] of Egypt and his people one more time. Then the king will gladly let you leave his land, so that I will stop punishing the Egyptians. He will even chase you out. 2Now go and tell my people to ask their Egyptian neighbors for gold and silver jewelry. 3So the LORD made the Egyptians greatly respect the Israelites, and everyone, including the king and his officials, considered Moses an important leader.

4Moses went to the king and said: I have come to let you know what the LORD is going to do. About midnight he will go through the land of Egypt, 5and wherever he goes, the first-born son in every family will die. Your own son will die, and so will the son of the

lowest slave woman. Even the first-born males of cattle will die. 6Everywhere in Egypt there will be loud crying. Nothing like this has ever happened before or will ever happen again. 7But there won't be any need for the Israelites to cry. Things will be so quiet that not even a dog will be heard barking. Then you Egyptians will know that the LORD is good to the Israelites, even while he punishes you. 8Your leaders will come and bow down, begging me to take my people and leave your country. Then we will leave. Moses was very angry; he turned and left the king. 9What the LORD had earlier said to Moses came true. He had said, " The king of Egypt won't listen. Then I will perform even more miracles." 10So the king of Egypt saw Moses and Aaron work miracles, but the LORD made him stubbornly refuse to let the Israelites leave his country.

Exodus 12

The Passover

1Some time later the LORD said to Moses and Aaron: 2This month is to be the first month of the year for you. 3Tell the people of Israel that on the tenth day of this month the head of each family must choose a lamb or a young goat for his family to eat. 4-5If any family is too small to eat the whole animal, they must share it with their next-door neighbors. Choose either a sheep or a goat, but it must be a one-year-old male that has nothing wrong with it. And it must be large enough for everyone to have some of the meat. 6Each family must take care of its animal until the evening of the fourteenth day of the month, when the animals are to be killed. 7Some of the blood must be put on the two doorposts and above the door of each house where the animals are to be eaten. 8That night the animals are to be roasted and eaten, together with bitter herbs and thin bread made without yeast. 9Don't eat the meat raw or boiled. The entire animal, including its head, legs, and insides, must be roasted. 10Eat what you want that night, and the next morning burn whatever is left. 11When you eat the meal, be dressed and ready to travel. Have your sandals on, carry your walking stick in your hand, and eat quickly. This is the Passover Festival in honor of me, your LORD.

12That same night I will pass through Egypt and kill the first-born son in every family and the first-born male of all animals. I am the LORD, and I will punish the gods of Egypt. 13The blood on the houses will show me where you live, and when I see the blood, I will pass over you. Then you won't be bothered by the terrible disasters I will bring on Egypt. 14Remember this day and celebrate it each year as a festival in my honor. 15For seven days you must eat bread made without yeast. And on the first of these seven days, you must remove all yeast from your homes. If you eat anything made with yeast during this festival, you will no longer be part of Israel. 16Meet together for worship on the first and seventh days of the festival. The only work you are allowed to do on either of these two days is that of preparing the bread.

17Celebrate this Festival of Thin Bread as a way of remembering the day that I brought your families and tribes out of Egypt. And do this each year. 18Begin on the evening of the fourteenth day of the first month by eating bread made without yeast. Then continue this celebration until the evening of the twenty-first day. 19During these seven days no yeast is allowed in anyone's home, whether they are native Israelites or not. If you are caught eating anything made with yeast, you will no longer be part of Israel. 20Stay away from yeast, no matter where you live. No one is allowed to eat anything made with yeast!

Exodus 14

The Israelites Cross the Red Sea

1At Etham the LORD said to Moses:

2Tell the people of Israel to turn back and camp across from Pi-Hahiroth near Baal-Zephon, between Migdol and the Red Sea. [1] 3The king [2] will think they were afraid to cross the desert and that they are wandering around, trying to find another way to leave the country. 4I will make the king stubborn again, and he will try to catch you. Then I will destroy him and his army. People everywhere will praise me for my victory, and the Egyptians will know that I really am the LORD. The Israelites obeyed the LORD and camped where he told them. 5When the king of Egypt heard that the Israelites had finally left, he and his officials changed their minds and said, " Look what we have done! We let them get away, and they will no longer be our slaves." 6The king got his war chariot and army ready. 7He commanded his officers in charge of his six hundred best chariots and all his other chariots to start after the Israelites. 8The LORD made the king so stubborn that he went after them, even though the Israelites proudly [3] went on their way. 9But the king's horses and chariots and soldiers caught up with them while they were camping by the Red Sea near Pi-Hahiroth and Baal-Zephon. 10When the Israelites saw the king coming with his army, they were frightened and begged the LORD for help. 11They also complained to Moses, " Wasn't there enough room in Egypt to bury us? Is that why you brought us out here to die in the desert? Why did you bring us out of Egypt anyway? 12While we were there, didn't we tell you to leave us alone? We had rather be slaves in Egypt than die in this desert!"

13But Moses answered, " Don't be afraid! Be brave, and you will see the LORD save you today. These Egyptians will never bother you again. 14The LORD will fight for you, and you won't have to do a thing."

15The LORD said to Moses, " Why do you keep calling out to me for help? Tell the Israelites to move forward. 16Then hold your walking stick over the sea. The water will open up and make a road where they can walk through on dry ground. 17I will make the Egyptians so stubborn that they will go after you. Then I will be praised because of what happens to the king and his chariots and cavalry. 18The Egyptians will know for sure that I am the LORD."

19All this time God's angel had gone ahead of Israel's army, but now he moved behind them. A large cloud had also gone ahead of them, 20but now it moved between the Egyptians and the Israelites. The cloud gave light to the Israelites, but made it dark for the Egyptians, and during the night they could not come any closer.

21Moses stretched his arm over the sea, and the LORD sent a strong east wind that blew all night until there was dry land where the water had been. The sea opened up, 22and the Israelites walked through on dry land with a wall of water on each side.

23The Egyptian chariots and cavalry went after them. 24But before daylight the LORD looked down at the Egyptian army from the fiery cloud and made them panic. 25Their chariot wheels got stuck, [4] and it was hard for them to move. So the Egyptians said to one another, " Let's leave these people alone! The LORD is on their side and is fighting against us." 26The LORD told Moses, " Stretch your arm toward the sea--the water will cover the Egyptians and their cavalry and chariots." 27Moses stretched out his arm, and at daybreak the water rushed toward the Egyptians. They tried to run away, but the LORD drowned them in the sea. 28The water came and covered the chariots, the cavalry,

and the whole Egyptian army that had followed the Israelites into the sea. Not one of them was left alive. 29But the sea had made a wall of water on each side of the Israelites; so they walked through on dry land.

30On that day, when the Israelites saw the bodies of the Egyptians washed up on the shore, they knew that the LORD had saved them. 31Because of the mighty power he had used against the Egyptians, the Israelites worshiped him and trusted him and his servant Moses.

Exodus 20

The Ten Commandments

1God said to the people of Israel:

2I am the LORD your God, the one who brought you out of Egypt where you were slaves.

3Do not worship any god except me.

4Do not make idols that look like anything in the sky or on earth or in the ocean under the earth. 5Don't bow down and worship idols. I am the LORD your God, and I demand all your love. If you reject me, I will punish your families for three or four generations.

6But if you love me and obey my laws, I will be kind to your families for thousands of generations.

7Do not misuse my name. [1] I am the LORD your God, and I will punish anyone who misuses my name. 8Remember that the Sabbath Day belongs to me.

9You have six days when you can do your work, 10but the seventh day of each week belongs to me, your God. No one is to work on that day--not you, your children, your slaves, your animals, or the foreigners who live in your towns. 11In six days I made the sky, the earth, the oceans, and everything in them, but on the seventh day I rested. That's why I made the Sabbath a special day that belongs to me.

12Respect your father and your mother, and you will live a long time in the land I am giving you.

13Do not murder.

14Be faithful in marriage.

15Do not steal.

16Do not tell lies about others.

17Do not want anything that belongs to someone else. Don't want anyone's house, wife or husband, slaves, oxen, donkeys or anything else.

Leviticus 11

Clean and Unclean Animals

1The LORD told Moses and Aaron 2to say to the community of Israel: You may eat 3any animal that has divided hoofs and chews the cud. [1] 4-8But you must not eat animals such as camels, rock badgers, and rabbits that chew the cud but don't have divided hoofs. And you must not eat pigs--they have divided hoofs, but don't chew the cud. All of these animals are unclean, [2] and you are forbidden even to touch their dead bodies. 9-12You may eat anything that lives in water and has fins and scales. But it would be disgusting for you to eat anything else that lives in water, and you must not even touch their dead bodies. 13-19Eagles, vultures, buzzards, crows, ostriches, hawks, sea gulls, owls,

pelicans, storks, herons, hoopoes, [3] and bats are also disgusting, and you are forbidden to eat any of them.

Deuteronomy 11

22Love the LORD your God and obey all the laws and teachings that I'm giving you today. If you live the way the LORD wants, 23he will help you take the land. And even though the nations there are more powerful than you, the LORD will force them to leave when you attack. 24You will capture the land everywhere you go, from the Southern Desert to the Lebanon Mountains, and from the Euphrates River west to the Mediterranean Sea. 25No one will be able to stand up to you. The LORD will make everyone terrified of you, just as he promised.

Deuteronomy 14

Animals That Can Be Eaten

3Don't eat any disgusting animals. 4-5You may eat the meat of cattle, sheep, and goats; wild sheep and goats; and gazelles, antelopes, and all kinds of deer. 6It is all right to eat meat from any animals that have divided hoofs and also chew the cud. [2] 7But don't eat camels, rabbits, and rock badgers. These animals chew the cud but do not have divided hoofs. You must treat them as unclean. 8And don't eat pork, since pigs have divided hoofs, but they do not chew their cud. Don't even touch a dead pig!

9You can eat any fish that has fins and scales. But there are other creatures that live in the water, 10and if they do not have fins and scales, you must not eat them. Treat them as unclean.

11You can eat any clean bird. 12-18But don't eat the meat of any of the following birds: eagles, vultures, falcons, kites, ravens, ostriches, owls, sea gulls, hawks, pelicans, ospreys, cormorants, storks, herons, and hoopoes. [3] You must not eat bats. 19Swarming insects are unclean, so don't eat them. 20However, you are allowed to eat certain kinds of winged insects. [4] 21You belong to the LORD your God, so if you happen to find a dead animal, don't eat its meat. You may give it to foreigners who live in your town or sell it to foreigners who are visiting your town.

Don't boil a young goat in its mother's milk.

1 Kings 6

The Outside of the Temple Is Completed

1Solomon's workers started building the temple during Ziv, [1] the second month of the year. It had been four years since Solomon became king of Israel, and four hundred eighty years since the people of Israel left Egypt.

11The LORD told Solomon:

12-13If you obey my commands and do what I say, I will keep the promise I made to your father David. I will live among my people Israel in this temple you are building, and I will not desert them. 14So Solomon's workers finished building the temple. 19The sacred chest was kept in the most holy place.

Maps: Activities 2, 3, 4, 7

<http://www.bible.ca/maps/>

<http://www.newsac.com/mwisraelmaps.html>

Art: Activity 3

Clark Kelley Price

www.pointsouth.com/dixiemart/valframe/visions-faith/fulfilleth.htm

Albrecht Durer Multi-Hatch Engraving "Adam & Eve"

<http://www.biddingtons.com/content/images/lsdurerae.jpg>

www.bobmcleod.com/commiss3.html

> *From Young Audiences of Minnesota*

<http://www.yamn.org/>

Why Looking and Talking about Original Art is Important

Visual art offers the student and teacher a unique opportunity to explore complex ideas and practice higher levels of critical thinking. Learning to look critically at visual culture is a very important skill that needs to be taught. Students need to learn how to thoughtfully negotiate a world of increasingly visually based information. Art work is often not given to a singular correct "reading" and requires the viewer to actively interpret meaning based on visual, historical, cultural, or personal information.

The open ended nature of art interpretation allows students to practice higher level thinking. As teachers and docents, our job is to help extend the looking time so that information can be discovered and meaning created. The concrete visual work of art is the starting point for looking and discussing. Looking at original art works allows the viewer to direct understanding of the art work's scale, color, texture, perhaps physical context and other features that are not adequately reproducible. Original art works also offer the opportunity to explore concepts and issues surrounding original and multiply reproduced images. Teachers from all disciplines can engage their students in discussion and investigation of the art works and provide strong interdisciplinary curriculum connections. Viewers can be guided in their looking by questioning that moves from convergent, observational questions to divergent, open ended interpretations and well reasoned opinions. This questioning strategy is built of levels loosely based on Bloom's taxonomy of higher level thinking skills.

Observe: What, Where, Who Questions?

Guide the students as they take "inventory" of the visual image. What do you see? Ask them to describe color, line, shapes, recognizable items, identify, count people, etc. Is this art work 2-Dimensional or 3-Dimensional? What materials are used in this art work? A fun and effective warm-up game to play at this stage is to have the students look at an art work for 10-20 seconds, then turn away. (No peeking!) Ask them to recall as many details as they can about the art work. Turn and check the image for student observations and look for things that were missed. Done early, this activity tends to excite students into close observation on any latter images. Understand: Rephrase, Translate, Describe

in your own words? How did the artist use color? Line? Shape? Value? Describe the texture. Explain how the artist has created balance/ unbalance, symmetry/ asymmetry, variety, rhythm and emphasis in their composition? Perhaps explore basic color theory: tints and shades, color mixing, monochromatic, analogous, or complementary colors. How has the artist made the image look realistic or abstract?

Introduce students to elements of visual art, the principles of design and specific art vocabulary.

Solve: Add Why questions, Analyze, Classify, Survey, Reason?

Why do you think the artist painted all of these people together? What are they doing? Why do you say that? Who is this figure? What have you seen that makes you say that? What is the most important part of this picture? Why? Why do you think the artist wanted to show us this scene? What do you think will happen next? Or has just happened? Why? Ask open ended questions that encourage multiple answers. Require the viewers to back up their interpretations with reasons. Open up the art work to as many thoughtful interpretations as possible. Let the viewer work to create his or her personal meaning. Debate! Raise issues that can be investigated with historic or cultural research. (the artist's culture, the time it was made, the artistic tradition or style, the function of the art) Offer background information as issues arise in the discussion.

Always bring the discussion and attention back to the concrete art work at hand.

Create: Imagine, Hypothesize, Ask what if?

What if the image was much bigger/smaller would that change your impression or interpretation of it? What if the artist had used different materials? Would that change the meaning at all? Why or why not? Would you change anything about the art work? What and Why? How would you choose to express or communicate similar meaning? Through visual art? Writing? Performance? Speech? Why? How? Challenge students to further explore a theme raised in the art work or create a project that extends ideas or opinions discussed. Judge: Expressing Opinions, Debate? Which of these paintings do you like the best? Why? Which 1,3,5,? Of these paintings would you choose as your favorite? As the most interesting? As the most important? Why? Which would be the most appropriate to hang in our school? Why? Require students to back up their opinions with thoughtful reasons. Encourage viewers to express and be open to diverse points of view.

Passover: Activity 6

Passover	Passover	Scripture
Reading		
Why celebrate		

of days celebrate

Foods to eat

Rituals

<http://www.infoplease.com/ce6/society/A0837806.html>

Passover, in Judaism, one of the most important and elaborate of religious festivals. Its celebration begins on the evening of the 14th of Nisan (first month of the religious calendar, corresponding to March-April) and lasts seven days in Israel, eight days in the Diaspora (although Reform Jews observe a seven-day period). Numerous theories have been advanced in explanation of its original significance, which has become obscured by the association it later acquired with the Exodus. In pre-Mosaic times it may have been a spring festival only, but in its present observance as a celebration of deliverance from the yoke of Egypt, that significance has been practically forgotten. In the ceremonial evening meal (called the Seder), which is conducted on the first evening in Israel and by Reform Jews, and on the first and second evenings by all other observant Jews in the Diaspora, various special dishes symbolizing the hardships of the Israelites during their bondage in Egypt are served; the narrative of the Exodus, the Haggadah, is recited; and praise is given for the deliverance. Only unleavened bread (matzoth) may be eaten throughout the period of the festival, in memory of the fact that the Jews, hastening from Egypt, had no time to leaven their bread. Jewish law also requires that special sets of cooking utensils and dishes, uncontaminated by use during the rest of the year, be used throughout the festival. In ancient Israel the paschal lamb (see Agnus Dei) was slaughtered on the eve of Passover, a practice retained today by the Samaritans.

Jewish World Population: Activity 7

<http://www.us-israel.org/jsource/Judaism/jewpop.html> (world)

<http://www.us-israel.org/israel/index.shtml> (U.S. state by U.S. state)