

Curriculum Visions

Jewish synagogue

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Press on Teacher's Resources title above to go straight to Contents. Click on any item in the Contents to go to that page. You will also find yellow arrows throughout that allow you to:

◀ go back to previous page

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↶ go back to contents

Lisa Magloff

Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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Author

Lisa Magloff, MA

Art Director

Duncan McCrae, BSc

Senior Designer

Adele Humphries, BA, PGCE

Editor

Gillian Gatehouse

Illustrations

David Woodroffe

Designed and produced by

Atlantic Europe Publishing Limited

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Section 1: Resources

Welcome to the Teacher's Resources for Jewish synagogue.

The Judaism resources we provide are in a number of media:

1

You can buy the Jewish synagogue book. This is 32 pages long and introduces children to the features of the Jewish synagogue and its role in the Jewish community.



2

The Where we pray Picture Gallery covers each of the six main religions in the UK.



3

You can buy the Jewish synagogue PosterCard Portfolio – four posters and a total of 28 A4-sized key diagrams/photographs on two folded, double-sided and laminated sheets.



4

You can buy a pack that contains one copy of the student book and poster, and the Teacher's resources (what you are reading).



5

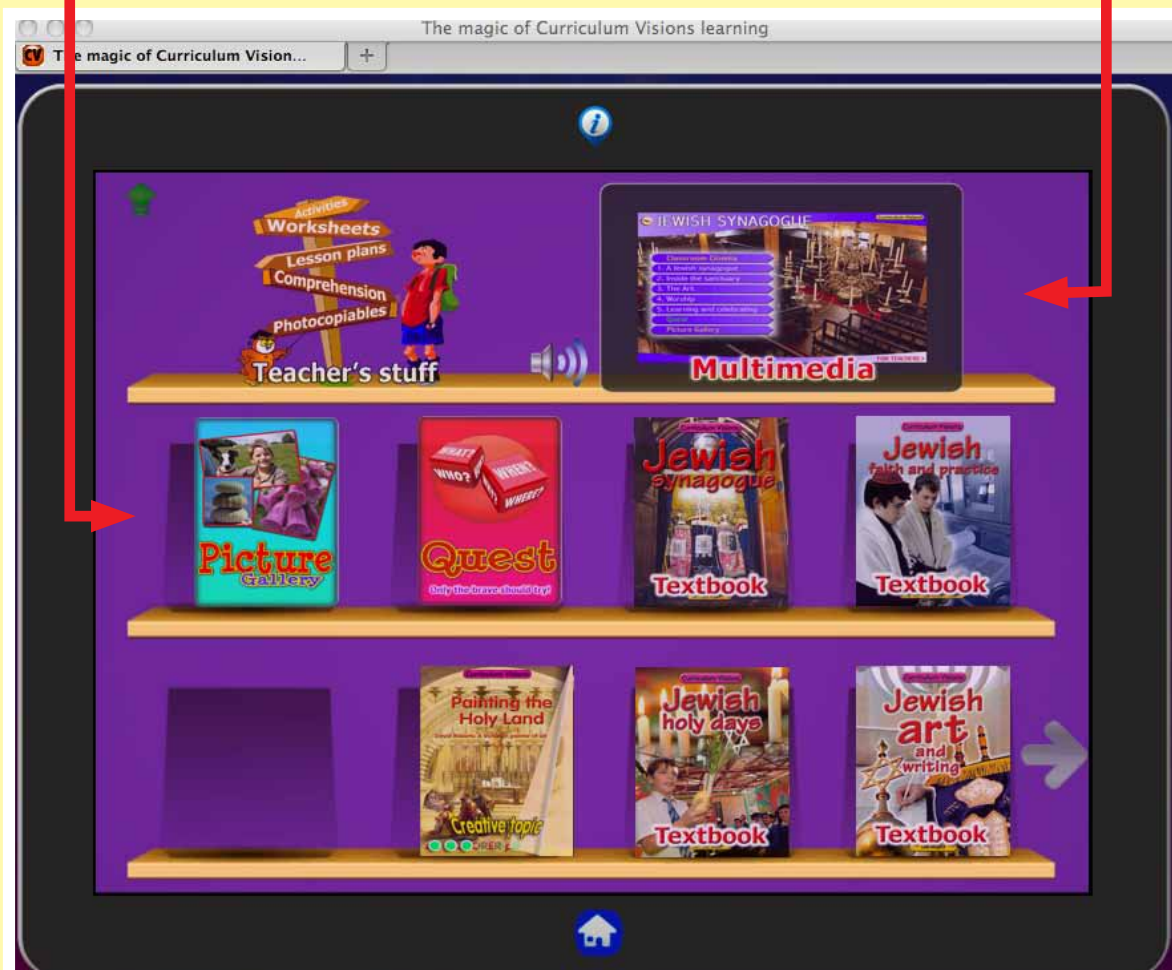
Our Learning Centre at **www.curriculumvisions.com** has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



Matching the curriculum

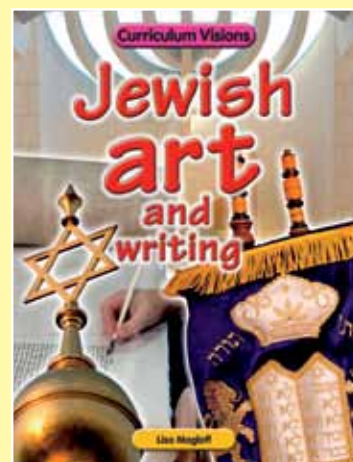
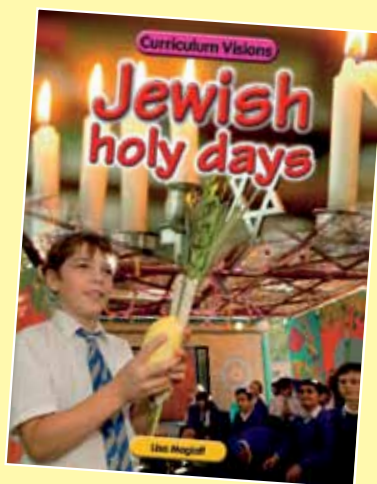
This book covers the study of the synagogue and its role in the Jewish community in a way that is highly relevant to work in junior classes at primary school. It is not intended to cover the whole of the requirement of Jewish studies but to provide a carefully structured coverage of part of the subject. A visit to a synagogue is a popular activity in many curricula and this pack enables you to prepare the children for their visit, sustain them with activities while they make their visit and then follow up their visit in a variety of ways which will consolidate their learning.

While covering the subject matter of the curriculum, *Jewish synagogue* also facilitates the development of a wide range of skills (including ICT) both in the student book and the *Teacher's Resources*.

The learning objectives

No matter which curriculum you follow, your work needs learning objectives and these are provided for each spread of the student book and each supporting activity. They are found at the top of the teacher's sheets. The learning objectives are supported by lesson outcomes to help you plan, record your work and assess your students' progress.

Linked resources



Section 2: The student book explained spread by spread

Although the student book – *Jewish synagogue* – is clear and simple, a great deal of care and thought has been given to the structure and the content of each double-page spread or unit. The worksheets and activities in this *Teacher's Resources* also directly link to the pages in *Jewish synagogue*.

It is possible to use *Jewish synagogue* and the worksheets and activities, without reading this section, but we would strongly recommend that you take a short time to familiarise yourself with the construction of the student book.

The units are arranged in sequence, to help you with your lesson planning. In this section, a brief description of the content of each unit is given, together with hints on how to start or support it. When you turn to the teacher's sheet for the comprehension activities you will find learning objectives and lesson outcomes which you can use to plan your work and assess student progress. Each supporting activity also has learning objectives and lesson outcomes to further help you with your work.



▲ *Jewish synagogue* contents page.

Contents

The entire contents are shown on page 3. It shows that the book is organised into double page spreads. Each double page spread covers one unit.

You may wish to begin by pointing out the contents and use this as an exercise in literacy. You may let the children use the content list to find something that interests them, then let them find it. A brief discussion may then help to introduce the subject generally.



◀ *Jewish synagogue* title page.



Word list

The word list is on page 2. It defines words which are highlighted in **BOLD CAPITALS** in the main text and captions of each unit. You may wish the children to turn to page 4 and point out the word **JUDAISM** on the first line, then let the children find the definition in the word list. You could then let all the children turn to the word list and scan the words in bold type to see if they recognise any. This could be followed by a brief discussion which may help you judge the knowledge and understanding of the children and how best to proceed.

The units

Heading and introduction

Each unit has a heading, below which is a sentence that sets the scene and draws out the most important theme of the unit.

Body

The main text of the page then follows in a straightforward, easy-to-follow, double column format.

Words highlighted in bold capitals in the student book are defined in the word list on page 2.

Word list words are highlighted on the first page on which they occur. They may be highlighted again on subsequent pages if they are regarded as particularly important to that unit.

Captions

These provide additional information by taking up points made in the main text and exploring them in more detail.

Learning objectives

These can be found at the top of the teacher's sheets which support the comprehension.

Lesson outcomes

These can be found at the bottom of the teacher's sheets which support the comprehension.

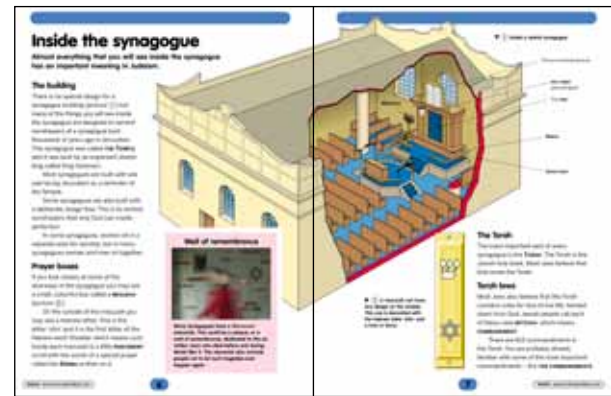


1. What is a synagogue

This opening unit introduces children to the synagogue by focusing on the way that the synagogue acts as three buildings in one. You may want to begin with a brief history of how the Jewish people were thrown out of their ancient homeland by the Romans and how this led to the synagogue becoming a centre for Jewish life. As the Jewish people were dispersed around the world, the synagogue in each community became a focal point for all aspects of Jewish life. Or, you may wish to begin by discussing how one building can serve many different purposes. For example, a home is a place to sleep, eat, do homework, spend time with family members, and so on.

The unit begins by explaining where Judaism began and why the Hebrew language is used in worship in the synagogue. The idea that the synagogue is really three buildings in one is introduced and each of the three uses of the synagogue is discussed, along with the three Hebrew names for the synagogue.

In the supporting activity, the children are asked to consider the way that one building can serve many different important functions. In the complementary work, the children find out about the history of ancient Jews.



2. Inside the synagogue

This unit follows closely from Unit 1 to look at the inside of the synagogue in more detail. The focus of this unit is on the way that all of the features of a traditional synagogue have special meaning in Judaism. You may want to begin this unit by showing the children a map of ancient or modern Israel, and pointing out the location of the old city of Jerusalem and the location of the Temple Mount. You may also want to show them photographs of the Western Wall today – the ruins of the ancient Temple and point out that many of the things inside the modern synagogue are meant to be reminders of this Temple and of Jewish history that has happened since the Temple was destroyed in 70 CE.

The unit features a large, clear illustration of a synagogue, showing some of the important things found inside. Features like the wall of remembrance, the Torah and the mezuzah are discussed in some detail. The unit ends with an explanation of how the Jewish commandments are different from the Christian commandments, and how they are similar.

In the supporting activity, the children examine carefully and describe features on the inside of a synagogue during a visit or on a virtual tour. In the complementary work, the children learn how the mezuzah is designed.



3. The heart of the synagogue

You might like to begin this unit by following on from the discussion of the Torah and the commandments in the previous unit. The Torah contains rules for living everyday life and you may want to illustrate this by reading some commandments that deal with everyday issues. You may also want to discuss that Jews believe the Torah contains the word of God, so it is treated in a very special way. It is handled carefully, placed in a special cabinet and decorated beautifully.

This unit follows on from the previous unit by making a more detailed examination of one of the most important parts of the synagogue – the Torah scroll. The unit begins by explaining what the Torah scroll is and how it is made. It then moves on to a discussion of where the Torah scrolls are kept and how they are treated. Many of the features of the scrolls and the Ark where they are kept are discussed in detail. This is supported by photographs of Torah scrolls and the Ark where they are kept.

The supporting activity allows the children to design their own “ark”. In the complementary work, the children investigate how a Torah scroll is made.



4. The sanctuary

This unit continues from Units 2 and 3 with an exploration of the main part of the synagogue. The sanctuary is where worship takes place. The students have explored the main features of the sanctuary in Units 2 and 3. This unit allows them to take a closer look at the sanctuary and notice some of the features and objects which they may have missed. You could challenge the students to think about how everything in the sanctuary has a use or a meaning in Judaism, even if it is not obvious. You may wish to show them a photograph or drawing of a sanctuary in a synagogue and ask them what things they can see that they have not already discussed, such as chairs and symbols, and what they think those things mean in Judaism.

The unit begins with a closer examination of the basic features of the sanctuary, such as the chairs and bimah (podium). This is followed by a discussion of some of the symbols of Judaism found inside the sanctuary, and their meaning. Colourful photographs illustrate the way that art is used inside the sanctuary. The unit ends with a more detailed discussion of the different types of prayer books used in worship and why they are kept in the sanctuary.

In the supporting activity, the children examine a sanctuary in more detail and describe the art and symbols that they see there. In the complementary work, the children investigate art in synagogues around the world.



5. Clothing for worship

In this unit, children are given the chance to expand on their knowledge of Judaism by exploring how the clothing worn by worshippers has special meaning in Judaism. You may want to begin by discussing the different types of clothes we wear for different occasions and activities. For example, why do nurses and police officers wear uniforms? Why do we wear nice clothes for parties? Children should realise that clothes can have special meaning.

The unit opens by explaining that Jews do not only wear nice clothes for worship, they also wear special clothes. This is followed by a discussion of the kippah and why it is worn. A description of the tallit and tzitzit is given, together with a detailed explanation of why it is worn during worship. Photographs illustrate how to wear a kippah and a tallit. The unit ends with a description of the tefillin, and a clear explanation of why some Jews wear the tefillin.

In the supporting activity, the children have a chance to learn more about the kippah and the tallit during a visit to a synagogue. In the complementary work, the children learn where the commandment to wear the tallit comes from.



6. A daily house of worship

This unit begins to show how the synagogue is used in worship. Worship services follow a set pattern, with the same prayers recited in the same order each day. Most daily prayers are shorter than prayers on the Sabbath (Shabbat) because on Shabbat there are also readings from the Torah and additional prayers. You may want to introduce this unit by having the children list things which they do at certain times every day and why these things are important to do every day. From this, you could explain that many Jewish people also feel it is important to pray at certain times each day.

The unit starts by explaining that not all Jews worship every day, but that some Jews think it is important to worship in the synagogue every day. An explanation is given of the difference between daily worship and worship on Shabbat. The children read about the rabbi and other people who can lead worship. The unit ends by mentioning some of the prayers used during daily service.

In the supporting activity, the children examine a daily prayer. In the complementary work, the children learn about a day in the life of a rabbi.



7. Shabbat and the Torah

On Shabbat and on other days throughout the year, the worship service in the synagogue includes readings from the Torah and other books. Because the Torah is so important, it is read and treated in a special way. Treating holy books with respect is not unique to Judaism, and this may be a good time for a discussion of how holy or important books are treated in other religions.

This unit begins by describing one way in which the Torah scrolls are treated as very special objects – they are handled carefully as they are taken out of the Ark. This is followed by a discussion of who can read the Torah during service and how the Torah is read during service. Children may be surprised to learn that, during service, the Torah is chanted or sung. The unit also explores other readings and worship activities that take place on Shabbat.

In the supporting activity, the children have a chance to practise reading out loud in front of a group. In the complementary work, the children listen to the Torah being read out loud.



8. A house of learning

In this unit, the children learn how the synagogue is used as a house of learning. Studying and learning is a very important part of Judaism, and many Jewish people try to learn as much about the Torah and Judaism as they can. One important part of learning at the synagogue is learning Hebrew. You may want to introduce this section by introducing the children to a few Hebrew words and phrases such as: Shalom (shah-LOHM) – peace, a way of saying hello and goodbye; Mazel Tov (MAH-zl TAWV) – good luck; Shabbat shalom – have a good Sabbath; Chag sameach (KHAGH sah-MEHY-ahkh) – have a good holiday.

This unit introduces children to the idea of the synagogue as a house of learning. It begins by explaining why learning is particularly important in Judaism and the different types of learning that take place in the synagogue. Learning Hebrew and Torah studies are examined in detail, and this is supported with illustrations of Hebrew writing. The distinction is made between rote learning and learning to discuss.

In the supporting activity, the children are introduced to the Hebrew language and learn how to write their name in Hebrew. In the complementary work, the children continue their investigation of the Hebrew language.



9. Celebrations and festivals

There are a large number of Jewish festivals and holidays throughout the year. Many of them are quite complex, but here we will take a look at a few that are appropriate for children at this age. You may like to begin this unit by making a list of different holidays and how they are celebrated. You should include personal holidays, like birthdays and confirmation. How many of them are celebrated in a religious building or with a religious service. Tell the children that one important use for a synagogue is as a place for the Jewish community to gather for special days.

The unit opens with brief descriptions of a few important Jewish holidays that are celebrated in the synagogue. There are photographs and a longer explanation of Purim, which is a very enjoyable holiday for children. The unit then moves on to talk about an important personal holiday which is celebrated in the synagogue – bar and bat mitzvah. This is a type of coming of age ceremony and it is discussed in some detail.

In the supporting activity, the children design their own sukkah and learn how it is used in the celebration of the holiday of sukkot. In the complementary work the children have a chance to explore other Jewish holidays and how they are celebrated in the synagogue.



10. A house of gathering

This unit can be used to help you summarise your work on the synagogue. You could introduce the work by asking the children to summarise what they have learned about activities that take place in the synagogue. You can then tell them that there is one more important use for a synagogue, and that is as a gathering place for the Jewish community.

The unit begins by stating that the synagogue is also a house of gathering and that many of the activities that take place there do not deal with worship or study. Examples are given of the synagogue as a meeting place and a place to hold activities. The importance of giving to charity is discussed, and the role of the synagogue as a way to organise charitable giving is illustrated. The unit ends with a discussion about why some synagogues have activities related to Israel and learning about Israel. The unit is illustrated with a detailed schedule of one week at a synagogue.

In the supporting activity, the children investigate the weekly schedule of activities at a synagogue. In the complementary work, children learn more about the importance of donating to charity in Judaism.

Section 3: Using the student book and worksheets

Introduction

There is a wealth of material to support the topic of synagogues in the student book and in the *Teacher's Resources*. On this and the following page, suggestions are made on how to use the worksheets and their associated teacher's sheets on pages 16 to 55, and how to integrate them for lesson planning.

Starting a unit

Each unit in the student book forms the basis for a lesson. You may like to start by reading it with the class. Always begin the unit by reading the introductory sentences in bold type. This helps focus the class on the content of the unit and prepare them for the work.

The first part of the main text introduces the content, which is then developed in the headed sections. The illustrations are closely keyed to the main text and the captions of the illustrations develop the main text content (see 'The units' on page 8).

With less skilled readers, you may prefer to keep to the main text and discuss the illustrations when they are mentioned. With more skilled readers, you may want to let them read the captions for themselves.

You can find the learning objectives for each unit at the top of the teacher's comprehension sheet.

The style and content of the unit also make it suitable for use in literacy work where both the needs of English and religious education are met. You may wish to use the unit as a topic study in literacy work, or you may like to perform an activity in religious education and follow it up with a study of the unit in work on literacy.

Using the comprehension worksheets

Each unit in the student book has one photocopiable comprehension worksheet in this *Teacher's Resources* to provide a test.

The comprehension worksheets begin with simple questions and have harder questions towards the end.

The worksheets may be used singly, after the spread has been studied, or they may be used with other worksheets to extend the study.

The teacher's sheet, which is opposite the comprehension worksheet, shows the learning objectives and lesson outcomes related to using the unit, answers to the comprehension questions and some background information to the unit. This teacher's sheet also carries a section on work complementary to the study topic. This work may feature research using other sources including the internet. It may also have value in literacy work. Resources which are needed for the complementary work are also noted on the sheet.

Using the activity worksheets

The activities are designed to amplify one or more aspects of the unit in the student book and in a sense make the work "come alive".

Each activity section is a double page spread in this *Teacher's Resources*. On the left hand page is a photocopiable activity worksheet to help the children in their work. On the right hand page there are learning objectives and lesson outcomes plus sections on preparation and resources, introducing the activity brief notes and suggestions on concluding



the activity. This teacher's sheet ends with a second piece of complementary work relating to the unit. There is a resource list to accompany this complementary work.

Planning to use a unit

The materials in this pack are very flexible and can be used in a variety of ways. First, look at the unit and the learning objectives and lesson outcomes on the teacher's comprehension and activity sheet. Next, read the unit in the student book and the associated worksheet and activity units in this *Teacher's Resources*. Finally, plan how you will integrate the material to make one or more lessons. You may wish to add more objectives or replace some of the activity objectives with some of your own.

Using some of the units together

You may like to spend some time planning how you could tie in the units to a visit to a synagogue. For example, you may like to use Units 1 and 2 for all children, Unit 4 for some children and Unit 7 for all children. Alternatively, you may like to consider trying Units 3 and 4 before you visit a synagogue.

Using the extra questions

On pages 58 and 59 there are multiple choice questions. On pages 60 and 61 there are questions which require short answers. You may photocopy, cut and paste to make your own end of topic test. You could use this with either one or both cloze exercises (one featuring the synagogue on Shabbat and the other how the synagogue is used). All the answers for this work are on page 64.

Using ICT

In various activities the use of ICT is highlighted. For example, you may like the children to use a digital camera to record examples of Hebrew writing. They can use the internet to find synagogues in

other countries all over the world or access the Curriculum Visions web site for more supporting information. After a visit to a synagogue the children could use e-mail to send their letters of thanks.

Cross-curricular links

You may wish to integrate some aspects of your work on religious education work with other parts of the curriculum. Here are some examples that you might like to consider.

History and geography: Unit 10

– Looking at the different styles of synagogues found around the world.

CDT: Unit 3 – A special box, designing a personal “Ark”.

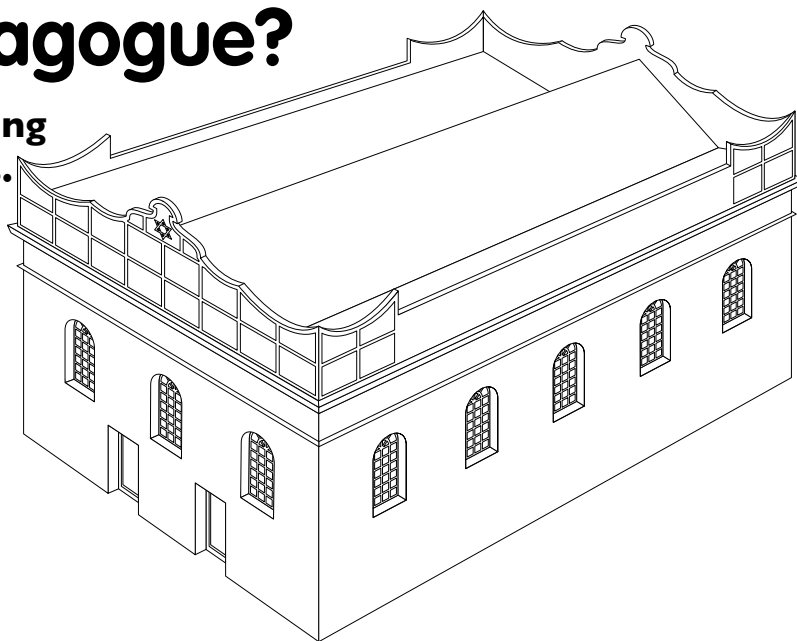
Art: Unit 8 – Your name in Hebrew; Unit 9 – Making geometric designs.

Citizenship: Unit 1 – Special places.

Literature: Unit 6 – Looking at a daily prayer; Unit 7 – Reading out loud.

What is a synagogue?

A synagogue is one building with three different roles.



Q1. What is the language that many Jewish prayers and holy books are written in?

.....

Q2. What is the modern country near where Judaism began?

.....

Q3. Name one way in which a synagogue is used.

.....

Q4. Name a second way in which the synagogue is used.

.....

Q5. Name a third way in which the synagogue is used.

.....

Q6. What are the three Hebrew names for a synagogue?

.....

.....

.....



Answers

1. Hebrew.
2. Israel.
3. Place for worship.
4. Gathering place.
5. Place for study.
6. Beit HaKnesset; Beit HaTefillah;
Beit HaMidrash.

Lesson objectives

- ▶ To introduce the idea that Judaism began near modern Israel.
- ▶ To introduce the reasons why Hebrew is the language of prayer for Jews.
- ▶ To introduce the idea that the synagogue has three functions.

Lesson outcomes

- ▶ The children know that the synagogue is three buildings in one.
- ▶ The children understand that history plays an important part in Judaism.

Teaching notes

In the time of the ancient Jews, all worship took place in the Temple, the building constructed by King Solomon for worship. At that time, worship included animal sacrifices and was conducted solely by members of the priestly class (called kohanim) and led by a High Priest. After the destruction of the Temple by the Romans in 70 CE, the Jews dispersed around the world. Since they could no longer worship and sacrifice in the Temple, over time, Jews developed new practices of worship which centred instead on the Jewish community and the study of Jewish writings. The buildings where Jews worship came to be called synagogues (which is a Greek word related to the word synod). In America, some Jews use the word temple instead of synagogue, but

many Jews believe the word temple should be reserved for the original Temple in Jerusalem.

Today, all that remains of the Temple is the Western Wall, which is considered the holiest site in Judaism. Today, the mosque and Islamic holy site, the Dome of the Rock, is on the site of the ancient Temple.

Because most children will be aware of the modern day conflict in the Middle East, it is important to treat any history of Israel sensitively. It may help to point out that the time being discussed here was long before Islam came into being and that the modern day problems in Israel are separate from this ancient history and the origins of Judaism.

Complementary work

The children could use secondary sources to find out about some of the history of the Temple and ancient Israel. They could use a map or atlas to find important places in Jewish history, such as Egypt and Israel. The children could use ICT resources to watch live pictures of Jewish people worshipping at the Western Wall in Jerusalem. One web site is www.kotelcam.org.

Resources

Secondary sources about the ancient history of the Middle East, maps and atlases, a computer with internet access.

Special places

Places and buildings can be special for many reasons. Tick the boxes to show what each place is used for. You can tick more than one box.

Think of three more buildings or places and write them on the list. Tick the boxes to show what each place is used for.

	It has beautiful things	Important decisions are made there	People can go there for peace and quiet	It brings back happy memories	It is a place to study	It is a place for the whole community to use	It is a place for worship
Library							
Town hall							
School							
Church							
Park							
Museum							
My room at home							
Synagogue							



Activity objectives

- ▶ To heighten the children's power of observation.
- ▶ To let the children make a comparison.
- ▶ To show how buildings or places can serve many purposes.

Preparation and resources

- ▶ The student book pages 4 and 5.

Introducing the activity

You may like to use this activity either after the comprehension exercise or before you begin the unit. If you use it before you begin the unit you could tell the children that we often don't stop to think about ways that everyday buildings like houses and schools are actually used for many important things.

Teaching notes

The purpose of this activity is to help the children to realise that buildings and places can be important for a variety of reasons and can serve a variety of purposes. When they visit a synagogue, they should keep in mind which parts of the synagogue are used for worship, which parts for study and which parts for community. They could be encouraged to realise that, just like one part of the school (such as the hall or auditorium) can be used for many different functions, one part of the synagogue might also be used for many different functions.

Concluding the activity

The children could reflect on how an ordinary room or a schoolroom may contain many different things for a variety of purposes, and discuss which of the things in a room have a special meaning.

Activity outcomes

- ▶ The children can show their powers of observation.
- ▶ The children can compare different buildings.
- ▶ The children understand that a building or room can serve many different purposes.

Complementary work

The children could think about a place that is special to them and list all of the things that happen there. Challenge the children to list as many things as they can that they use their bedroom for. Now ask them what is the most important thing on their list? When they have difficulty in deciding the most important, you can suggest that is because each of the uses they have listed is important to them.

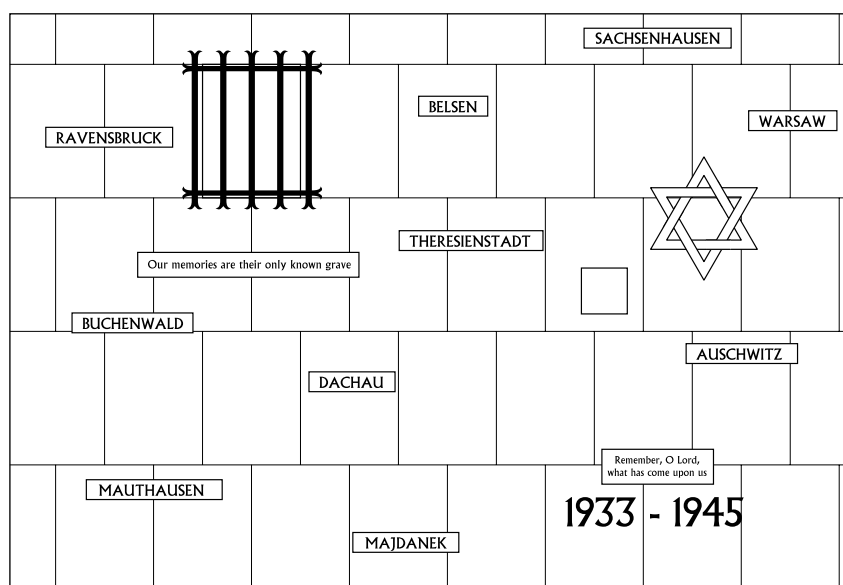
Resources

Pencil or pen, handout.

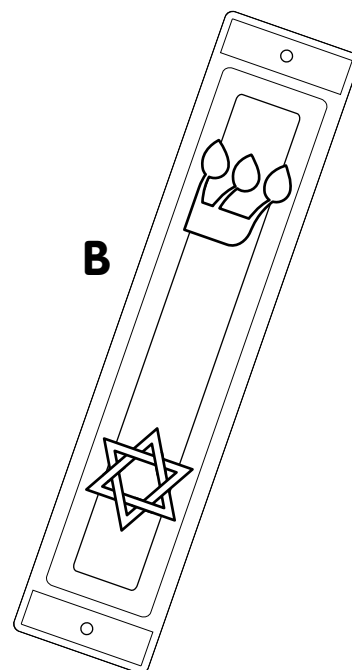
Inside the synagogue

Almost everything that you will see inside the synagogue has an important meaning in Judaism.

A



B



Q1. Why are many synagogues built with one wall facing Jerusalem?



.....

Q2. What is picture **A** and what is its purpose?



.....



.....

Q3. What can you find inside picture **B**?



.....



.....

Q4. What is the Jewish holy book called?

Q5. What is the Hebrew word for commandments?

Q6. How many commandments are there in Judaism?



Answers

1. **As a reminder of the Temple.**
2. **Wall of remembrance. It reminds Jews of the people who died in the Holocaust.**
3. **A scroll with a prayer called the Shema written on it.**
4. **Torah.**
5. **Mitzvah.**
6. **613.**

Lesson objectives

- ▶ To introduce some of the features found in a synagogue.
- ▶ To introduce the Torah, the Jewish holy book.

Lesson outcomes

- ▶ The children understand that the Torah is the Jewish holy book.
- ▶ The children can recognise some features found inside a synagogue.
- ▶ The children know that some features of modern synagogues are meant to remind Jewish people of their history.

Teaching notes

This unit addresses some of the key features children may see when they enter a synagogue.

Wall of remembrance

Not all synagogues have this feature, but most synagogues in Europe and America have some type of Holocaust memorial. If the children have already studied the Holocaust as a history lesson, this may be a good time to review the history. If it is not the appropriate time to go into detail about the Holocaust, you may want instead to discuss the importance of remembering tragic events so that they are not repeated. You could discuss the saying "Those who forget the past are condemned to repeat

it" and ask what recent events it may be important to remember for this reason.

Mezuzah

Mezuzah are traditionally found on the outside doorposts of Jewish homes and the doorposts inside synagogues. The word mezuzah is Hebrew for doorpost. The mezuzah is a constant reminder of God's presence. The commandment to place a mezuzah on the doorpost of the house is from Deuteronomy 6:4-9.

Torah and commandments

The Torah consists of the first five books of the bible, what non-Jews call the Old Testament and what Jews call the Five Books of Moses (Genesis, Exodus, Leviticus, Numbers and Deuteronomy). The Torah also includes two additional sections, Prophets (which includes Joshua, Judges, Kings and many other sections) and Writings (which includes Psalms, Proverbs and Job). All of the Jewish laws and commandments are derived from these books. The children will probably be familiar with the ten commandments, but they may be surprised to learn that there are actually 613 commandments in Judaism. Of course, not all Jews today obey all the commandments and, in fact, it is impossible to obey many of them, which have to do with worship and making sacrifices at the Temple.

Complementary work

The children could use secondary sources to find out different designs for mezuzah. The children could also use secondary sources to find some of the 613 commandments. The ten commandments are found in Exodus 20:3-17.

Resources

Secondary sources about Jewish objects, secondary sources about Jewish scriptures, Bible.



Name:..... Form:.....

See **pages 6 and 7** of Jewish synagogue

Features inside the synagogue

1. Does the synagogue have a wall of remembrance or other memorial?

What is the memorial remembering?

.....

2. Draw the memorial here.

3. Does the synagogue have any mezuzah?

Where are they?

4. Draw the mezuzah here. Include the doorframe in your drawing.

5. Does one wall of the synagogue face Jerusalem?

6. Do men and women sit together for worship in this synagogue?



Activity objectives

- ▶ To let the children look at some of the features of the synagogue.
- ▶ To let the children record what they see in pictures and words.

Preparation and resources

- ▶ Organisation of a synagogue visit or checking out a virtual tour of a synagogue on a web site.
- ▶ Pictures of the inside of a number of synagogues.

Introducing the activity

You may like to use this activity during part of the visit to a synagogue or on a virtual tour of a synagogue web site. Before you enter the synagogue tell the children that there are many things inside which are used in worship, and there are also many things inside which are not used in worship but still have a special meaning in Judaism.

Teaching notes

This activity is for use on a synagogue visit. It may be used by all the children or by one or more groups while other groups work on the activities for Units 4, 5 and 10. The purpose of this activity is to let the children notice many of the things inside a synagogue which are not used in worship but have a special meaning in Judaism.

Not every synagogue will have a wall of remembrance, but most will have some type of memorial or perhaps just a notice of recent events which have affected Jewish people. Encourage the children to look for different types of memorial – notices or articles, plaques, and so on.

It is a tradition to attach a mezuzah to the doorframe of every room in a house where “living” takes place. This includes the kitchen, living room, study and bedroom (not the

bathroom). Synagogues will have a mezuzah on the entrance doorframe, but there may also be mezuzah on other doorframes in the synagogue. Because of an ancient disagreement about whether the mezuzah should be hung vertically or horizontally, it is attached at an angle, with the top facing into the room. The decoration on the mezuzah need not have any special meaning, it is intended to make the mezuzah look attractive.

Concluding the activity

The children could compare their drawings with pictures that you have taken. Point out any features that they have recorded in their drawings and any features that they may have missed. Let the children compare your photographs with photographs of features in other prayer halls.

Activity outcomes

- ▶ The children can recognise some features of the synagogue.
- ▶ The children can describe the appearance of some of the features of the synagogue.

Complementary work

Before you visit the synagogue you could ask the children how they could find the direction of Jerusalem using a compass. Let the children use the compass to find north and south then tell you the direction of Jerusalem (east in Europe and the USA). Before you enter the synagogue, take out a compass and ask the children to find which wall faces Jerusalem. Have them keep this in mind as they go through the synagogue.

Resources

Compass.

The heart of the synagogue

The Torah is what makes the synagogue an important place.

Q1. What are the parts of the synagogue labelled **A**, **B**, **C** and **D**?

A

B

C

D

Q2. What is the name of the material the Torah scrolls are written on?

.....

Q3. What does the word Ark stand for in English?

.....

Q4. Give two reasons why a light is kept burning above the Ark.

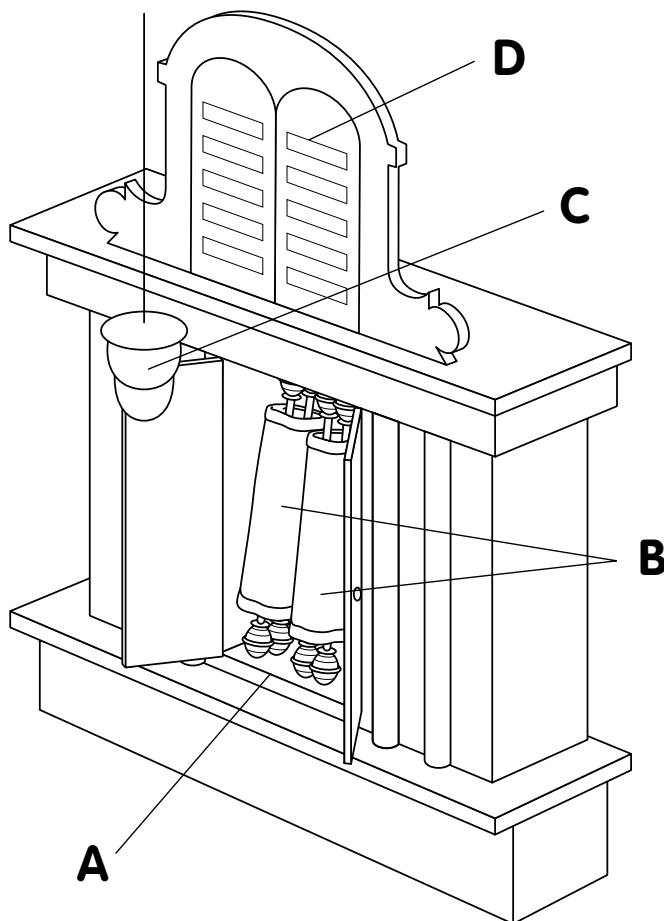
.....

.....

Q5. What do the Hebrew letters on the plaque above the Ark stand for?

.....

.....





Answers

1. **A = Ark, B = Torah scrolls, C = ner tamid or eternal light, D = Ten commandments.**

2. **Parchment (cow hide).**

3. **Holy cabinet.**

4. **A reminder that God is always present.**

A reminder of the commandment to keep a light burning in the room where the Ark is kept.

5. **The first letters of each of the ten commandments.**

Lesson objectives

- ▶ To explore the meaning of some of the most important items in the synagogue.
- ▶ To understand the importance of the Ark, ner tamid and Torah scrolls in worship.

Teaching notes

The Torah scroll

The Torah is available in book form, but when it is read in the synagogue during worship, it is usually read from a specially prepared scroll called a Sefer Torah. The scrolls are handwritten in a fancy style of Hebrew calligraphy which is also used in the mezuzah scroll. In order to be used for worship, there cannot be any mistakes at all in the scroll. After many years the Torah will wear out and cannot be used for worship. But because the scrolls contain the word God, they cannot be destroyed. This is one reason why synagogues usually have many Torah scrolls.

The Ark

The Ark in synagogues today is a reminder of the Ark of the Covenant, in which the ancient Israelites kept the Torah which, according to tradition, God gave to Moses on Mt Sinai. After King Solomon built the Temple in ancient Jerusalem, the Ark of the Covenant was kept in a room called the Holy of Holies, or the sanctuary. Many of the things about the Ark, such as the curtains and the eternal lamp, are reminders of the sanctuary in the ancient Temple.

Lesson outcomes

- ▶ The children can identify some important items used in worship in the synagogue.
- ▶ The children can explain what the Ark and Torah scroll are used for.

Complementary work

The children could use secondary sources to investigate how a Torah scroll is made. The children could look at photographs from web sites showing the sanctuary of different synagogues around the world and note the differences and similarities in design.

Resources

Secondary sources about how a Torah scroll is made. Photographs of synagogue interiors from around the world, or a computer with internet access.



Name:..... Form:.....

See **pages 8 and 9** of *Jewish synagogue*

A special box

1. Think of some object which has a special meaning for you. It can be anything: a book, a photograph, a shell, a piece of art you have made. Draw a picture of the object here.

2. Why is this object important to you?



.....

3. Where do you keep this object?



.....

4. Design a box to keep the object in. The box should be decorated in a way that shows the object is important to you. For example, if it is your favourite book, you might decorate it with a picture of yourself reading the book, or with drawings of scenes from the book. Describe or draw a picture of the box and its decoration below. Show the design to your teacher. If appropriate, construct the box you have designed.



Activity objectives

- ▶ To appreciate that the way a religious object is stored can tell us something about the importance of that object.
- ▶ To discover that many kinds of objects can have important meanings.
- ▶ To give children an opportunity to use materials and equipment to construct their own Ark.

Preparation and resources

Cardboard box (such as a cereal box brought from home), scissors, glue or sticky tape, brightly coloured shiny paper, aluminium foil, pens and crayons, other decorative materials.

Introducing the activity

Before you start the activity you may like to show the children a picture or illustration of Arks from different synagogues. You could elicit from the children reasons why someone might want to keep an object in a special box. For example, a jewellery box. Reasons might include to make it look nice, to keep it safe, to help remind people the object is special, and so on.

Teaching notes

The purpose of this activity is to help the children understand that the Ark is a place for a very important object and its design reflects this.

There is no special design for the Ark, other than that it has a place for the scrolls and a curtain on the inside. Some modern synagogues have Arks designed to look like modern art, while others have more traditional designs which look like cabinets made of wood. However it looks, the Ark serves as a reminder that what is inside is precious to that community.

Concluding the activity

The class could put on a display of their 'Arks' and explain how the design of the box and its decoration relate to what is kept inside the box.

Activity outcomes

- ▶ The children understand that the box an object is kept in can tell us something about the object.
- ▶ The children can use materials and equipment safely in the construction of their 'Ark'.

Complementary work

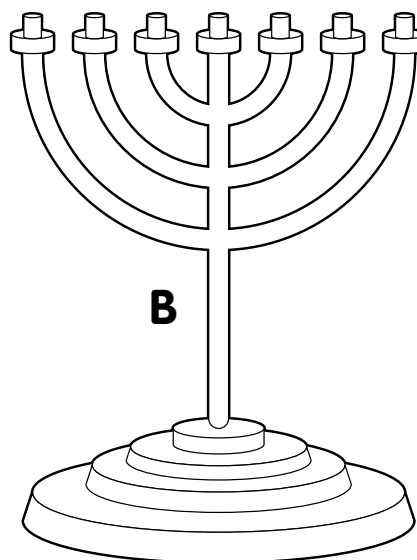
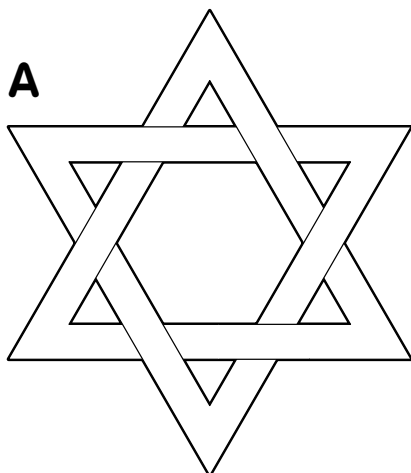
The children could do a survey of what objects have special meaning for people (students in other classes, or teachers) and where people keep objects that have a special meaning to them.

Resources

Pencils, paper, access to students from another class or teachers.

The sanctuary

The Torah and Ark are kept in a room called the sanctuary.



Q1. What is the sanctuary used for?

Q2. What are two things the bimah is used for?



.....



.....

Q3. What is the name of object **A**?

Q4. Who does it remind Jews of?

Q5. What is the name of object **B**?

Q6. Why does object **B** have seven 'branches'?



.....

Q7. (i) What is in the siddur?



.....

(ii) What is the chumash?



.....



Answers

- 1. Worship or prayer.**
- 2. To rest the Torah scrolls on; to use as a podium for giving sermons.**
- 3. Star of David.**
- 4. King David.**
- 5. Menorah.**
- 6. Each branch stands for one of the days of the week.**
- 7. (i) The prayers used during worship;
(ii) A book version of the Torah.**

Lesson objectives

- ▶ To help the children identify items in the sanctuary.
- ▶ To introduce some of the symbols of Judaism.

Lesson outcomes

- ▶ The children can recognise a Star of David and a menorah and know they are symbols of Judaism.
- ▶ The children understand that the sanctuary is used for worship.

Teaching notes

After King Solomon built the Temple in ancient Jerusalem, the Ark of the Covenant was kept in a room called the Holy of Holies, or the sanctuary. The sanctuary was the room in the ancient Temple where worship took place. Large synagogues today will have a separate sanctuary, but some smaller synagogues will only have one room. In these synagogues, the

one room will be used as the sanctuary and for all of the other functions of a synagogue.

The menorah

The menorah reminds Jews of the candelabra used in the Temple. In ancient times, the priests filled the menorah in the sanctuary with olive oil and lit it every evening. The seven branches stand for the seven days in a week. The seven-branched candelabrum used in the sanctuary is different from the eight or nine-branched candelabrum used on Hanukkah. The eight or nine-branched candelabra of Hanukkah commemorates a miracle – when a day's worth of oil lasted for eight days.

Star of David

This is supposed to represent the shape of King David's shield. The symbol is also called the Magen David, which means Shield of David in Hebrew. King David was a Jewish king who is thought to have lived around 900 BCE. He was a warrior king, responsible for conquering Jerusalem and establishing it as the capital of Israel.

Complementary work

The children can investigate art in synagogues around the world to see how the art reflects local culture.

Resources

Secondary sources or photographs of art in synagogues around the world.



Name:..... Form:.....

See **pages 10 and 11** of Jewish synagogue

Objects in the sanctuary

1. Write down a list of the things used in worship that you expect to see in the sanctuary.













2. On a separate sheet draw a plan of the sanctuary. Label all of the objects that you can.

3. Examine the Ark and describe it.





On a separate sheet draw the Ark. Label all the parts of the Ark that you can.

4. If your guide at the synagogue opens the Ark for you, examine the scrolls and describe them.





Who at the synagogue would open the Ark during worship?



On a separate sheet, sketch the Torah scrolls in the Ark.

5. What things did you see in the sanctuary that you did not list under question 1?









Activity objectives

- ▶ To examine the inside of the sanctuary.
- ▶ To examine the objects found inside the sanctuary.
- ▶ To examine the parts of the Ark and the Torah scrolls.

Preparation and resources

You may need to discuss with the people at the synagogue beforehand if it is all right for the children to draw all of the objects in the sanctuary. You should ask beforehand if the people at the synagogue would open the Ark for the students.

If you wish the children to take digital photographs instead of making drawings you should arrange for the digital camera to be available and for the children to have access to a computer to print off their pictures. You will need to get permission beforehand for taking photographs in the sanctuary. Be aware that some synagogues may not allow this.

Introducing the activity

The children should answer question 1 before they visit the synagogue or go on a virtual visit. You may wish to point out that they should include things like seats and windows in their list if they expect to see them.

Teaching notes

This activity is for use on a synagogue visit. It may be used by all the children or by one or more groups while other groups work on the activities for Units 2, 5 and 10.

In the sanctuary plan, look for the location of the Ark and bimah, the seats or pews, windows and candelabra. In the description of the Ark look for the doors of the Ark, the ten commandments, the eternal light, the

decoration of the Ark, the material it is made from. In the description of the Torah scrolls, look for the material they are covered in, the crowns on top, the plaque on the front of the scrolls, a curtain inside the Ark.

The children may also notice features which have not been mentioned, such as a second podium, candlesticks, and so on. These should be recorded in question 4.

Concluding the activity

Let the children report to the class on the things they noticed in the sanctuary. If there were any unusual objects or design elements of the sanctuary the children could investigate these by asking the rabbi or synagogue guide what they are for, and then reporting their findings to the class.

Activity outcomes

- ▶ The children can examine the design of the sanctuary.
- ▶ The children can examine objects in the sanctuary.
- ▶ The children can draw pictures of what they see in the sanctuary.

Complementary work

Individual children or groups of children could examine individual objects in the sanctuary in more detail and describe and draw what they see. For example, candelabra, bimah, seats, art and so on. They could report to the class what they have found and make a display.

Resources

Inside of the synagogue, pencils, pens, paper, rulers.

Clothing for worship

Most Jews wear special clothing when they worship.

Q1. What special clothing is this person wearing?

.....

.....

Q2. The person in the picture has put on special clothing in order to do something important; what is it?

.....

Q3. What is the headcovering called that the person in this picture is wearing?

.....

Q4. Why is it important for Jews to cover their heads during worship?

.....

.....

.....

Q5. Circle the tzitzit in the picture.

Q6. Some Jewish men wear two prayer boxes for morning prayers. What parts of the body are they worn on?

.....



Answers

1. **Kippah, tallit (and tzitzit).**
2. **They are getting ready to worship.**
3. **Kippah or skullcap.**
4. **As a sign of respect for God and a reminder that God is always present.**
5. **The fringes on the tallit should be circled.**
6. **The arm and the forehead.**

Lesson objectives

- ▶ To explain the meaning attached to the clothing worn for worship.
- ▶ To show how the kippah is worn and why.
- ▶ To show how the tallit and tzitzit are worn and why.

Lesson outcomes

- ▶ The children can explain that some clothes have special meaning for Jewish people.
- ▶ The children can describe a kippah and explain why it is worn.
- ▶ The children can describe a tallit and tzitzit and explain why it is worn.

Teaching notes

Kippah

There is no commandment to wear a kippah, instead it is a Jewish tradition. This tradition may come from the fact that in ancient times, covering the head in west Asian cultures was a sign of respect (you can contrast this with the tradition in western cultures that we take our hats off as a sign of respect). Also, in ancient

Israel, the priest at the Temple wore a similar head covering. Many Jews wear the kippah all of the time, and not only in the synagogue, as a reminder that God is always present. The kippah can be any shape or colour. In fact, children's kippah are often decorated with cartoon characters. Some of the children may be familiar with the Yiddish word for kippah which is yamulke.

Tzitzit and tallit

The commandment for Jews to wear tzitzit on the corners of their clothes is found in Numbers 15:37-41. There is a complex procedure filled with religious significance for tying the knots in the fringes. Very observant Jews wear a special four-cornered garment, similar to a poncho, called a tallit katan (little tallit), under their clothes so that they can fulfil the commandment to wear fringes all day long. The tallit katan is worn under the shirt.

Tefillin

We do not stress the tefillin here because these are generally only worn for morning prayers and only by very observant Jews who pray three times every day. There is a very complicated ritual for putting on the tefillin, during which certain blessings are said. The prayers inside the tefillin are written on parchment scrolls, just like in the mezuzah. The tefillin are always removed immediately after morning prayer.

Complementary work

Let the children look up the commandment which talks about wearing the tzitzit. It is actually mentioned twice, in detail in Numbers 15:37-41 and briefly in Deuteronomy 22:12.

Resources

A children's Bible.



Name:..... Form:.....

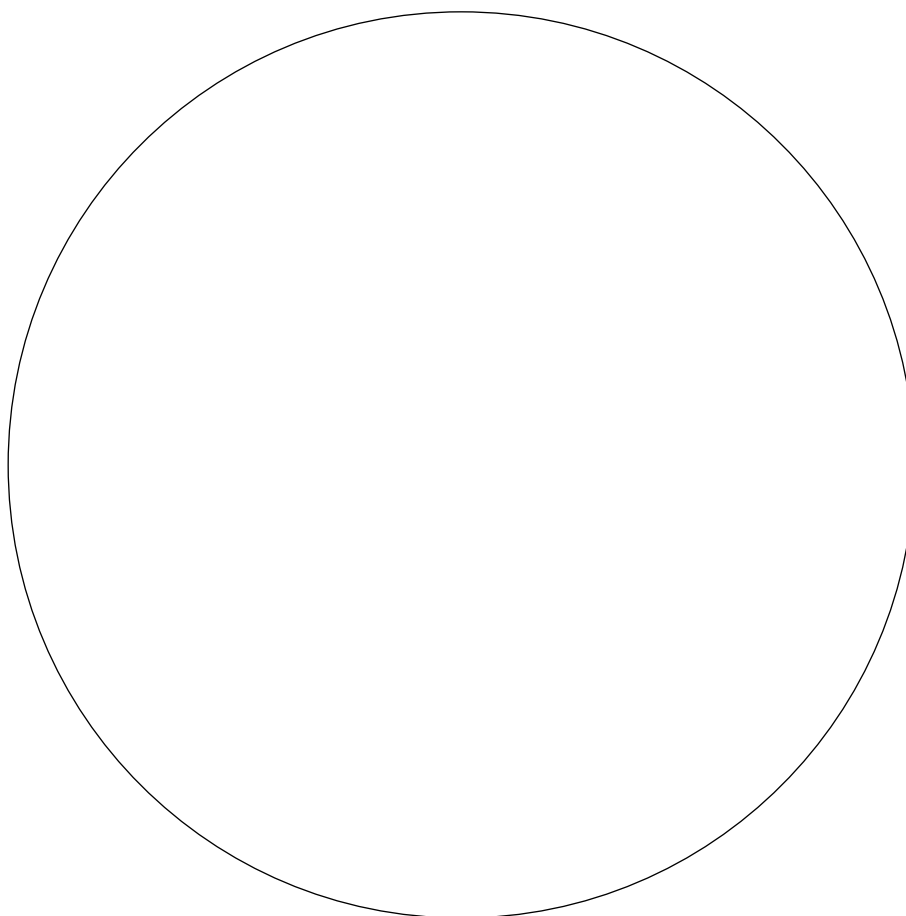
See **pages 12 and 13** of Jewish synagogue

Special clothing

1. Where are the kippot (plural for kippah) kept in the synagogue?



Ask your guide if you can examine a kippah. In the space below, draw a kippah that you see in the synagogue. Include the designs on the kippah.



2. Ask your guide if you can examine a tallit and tzitzit. Describe it here.







On a separate sheet of paper draw a picture of the tallit and tzitzit.

Activity objectives

- ▶ To examine a kippah.
- ▶ To examine a tallit and tzitzit.

Preparation and resources

You may want to arrange with the synagogue beforehand to have access to a tallit and a variety of kippah with different designs on them.

Introducing the activity

You may want to discuss with the children that many synagogues keep spare kippah on hand because every adult man who enters the sanctuary is required to wear one, even if they are not Jewish, as a sign of respect. You could discuss what other things might show respect in the synagogue.

Teaching notes

This activity is for use on a synagogue visit. It may be used by all the children or by one or more groups while other groups work on the activities for Units 2, 4 and 10.

Almost every synagogue will have spare kippah around. Wearing a kippah is a tradition of respect and not a commandment, so it usually applies to every adult man who enters the sanctuary, even if they are not Jewish. Of course, the children do not have to put one on, although they may like to, to see how it feels. It is held on with hair clips, and you may like to bring some new ones to use, for health reasons. Because the wearing of the kippah is a tradition and not a commandment, there is no set design for the decoration and many kippah for children are decorated with cartoon characters and other modern, secular designs. Because a tallit is only for Jewish people, the children may not be allowed to try one on, but your guide may demonstrate how it is worn for them.

Concluding the activity

The children could display their work on the wall.

Activity outcomes

- ▶ The children can describe a kippah.
- ▶ The children can describe a tallit and tzitzit.

Complementary work

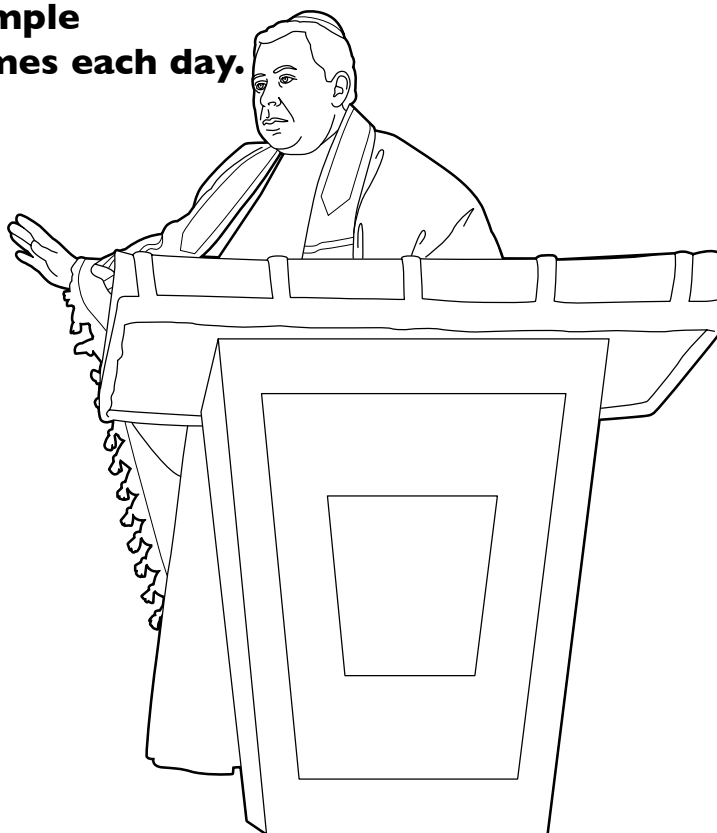
The children can examine a tefillin and learn how it is worn. The children could use secondary sources or ask the guide how to tie the knots in a tzitzit.

Resources

The synagogue guide, a tefillin, secondary sources on how to tie knots in the tzitzit.

A daily house of worship

Many synagogues have simple worship services three times each day.



Q1. According to Jewish tradition, how many times each day should group worship take place in the synagogue?

Q2. (i) When does the Jewish Shabbat start?

(ii) When does it end?

Q3. What does the word rabbi mean?

Q4. List four things that a rabbi does.

.....

.....

.....

.....

Q5. What are the names of two prayers that are usually said every day?

.....

.....



Answers

1. 3.
2. (i) **Sundown Friday.**
(ii) **Sundown Saturday.**
3. **Teacher.**
4. **Lead worship; teach about the Torah; teach about Jewish customs and laws; officiate at weddings and funerals; answer questions about Judaism or Jewish worship.**
5. **Shema and Amidah.**

Lesson objectives

- ▶ To introduce the concept of daily worship.
- ▶ To explain who a rabbi is and what a rabbi does.
- ▶ To explain something about the structure of daily worship.

Lesson outcomes

- ▶ The children understand that daily worship is different from Shabbat worship.
- ▶ The children know who a rabbi is and what a rabbi does.
- ▶ The children know some of the things that happen at daily worship.

Teaching notes

In order to worship in most synagogues, there must be a minyan, at least 10 men over the age of 13. For this reason, in small synagogues, there may not be worship every day. Jews believe that it is perfectly fine to worship on your own, at home, but that there is extra

merit in worshipping in a group.

Different prayers are said at the morning, afternoon and evening services, with the morning service the longest. However, the same prayers are generally said every day (except for holidays and Shabbat). Thus, every Monday morning the same prayers will be recited. Each worship service also includes a place for personal prayers.

The rabbi

It is important that the children understand that the rabbi is not a priest. A priest, for example a Christian priest, is a person with special authority to perform certain sacred rituals, such as mass. In Judaism, however, any adult who knows how can perform the worship services. Rabbis are trained, ordained religious leaders, however, whose main duty is to teach and interpret the Torah and other teachings. Rabbis are greatly respected and most rabbis also act as the spiritual leader of their community. Rabbis can (and do) marry and can be either men or women, although in some synagogues only men are allowed to be rabbis.

Complementary work

The children could use secondary sources or discussions with a rabbi to find out the training regime and weekly schedule of a rabbi.

Resources

Secondary sources about rabbinical training and the rabbinical life, or access to a rabbi.



Name:..... Form:.....

See **pages 14 and 15** of Jewish synagogue

Looking at a daily prayer

**The Shema is one of the most important prayers in Judaism.
Here is part of the Shema.**

Hear, Israel, the Lord is our God, the Lord is One.

Blessed be the name of His glorious kingdom for ever and ever.

And you shall love the Lord your God with all your heart and with all your soul and with all your might.

And these words that I command you today shall be in your heart.

And you shall teach them diligently to your children, and you shall speak of them when you sit at home, and when you walk along the way, and when you lie down and when you rise up.

And you shall bind them as a sign on your hand, and they shall be frontlets between your eyes.

And you shall write them on the doorposts of your house and on your gates.

And the Lord spoke to Moses saying,

Speak to the Children of Israel and say to them, they should make themselves tzitzit on the corners of their clothing throughout their generations, and give the tzitzit of each corner a thread of blue.

And they shall be tzitzit for you, and when you look at them you will remember all of the Lord's commandments and do them and not follow after your heart and after your eyes, which lead you astray.

Underline in red the parts of the Shema that talk about the mezuzah.

Underline in blue the parts of the Shema that talk about wearing the tallit, tzitzit and tefillin.

Underline in green the parts of the Shema that talk about praying several times each day.

Why do you think Jewish people say this prayer every day?



.....



.....



.....

Activity objectives

- To understand where some Jewish traditions come from.
- To read and interpret a passage.

Preparation and resources

The student book (optional).

Introducing the activity

This unit should be done after Unit 2 'Inside the synagogue' and Unit 5 'Special clothing'. You may want to begin by asking the children what rules they have at home or at school and where these rules came from (parent, teacher, themselves, and so on). Review with the children that many Jewish customs and beliefs come from things written in the Torah. Tell the children that in ancient times, Jewish people studied the Torah to find rules to live by. In this exercise the children are going to look at one of the things written in the Torah, a prayer, and see if they can find what rules (commandments) are in it.

Teaching notes

The Shema is considered one of the most important prayers in Judaism and is recited twice a day by observant Jews. It is also probably the oldest fixed prayer in Judaism. Its origins are not known, but it has been recited daily at least since the 6th century BCE.

The Shema is the source for many Jewish customs – the mezuzah, the wearing of the tefillin and the tzitzit, praying three times each day; and of the importance of teaching Torah and the commandments to children.

The Shema is made up of three passages from the Torah, Deuteronomy 6:4-9, Deuteronomy 11:13-21 and Numbers 15:37-41. Only the first and last sections of the Shema are given on the worksheet. The middle section, Deuteronomy 11:13-21 describes God's rewards for following the commandments and punishments for not following them.

Concluding the activity

Let the children compare their answers. The children could make a class list for things we do every day and discuss their importance. They could be broken down into categories, such as things we have to do, things we like to do, and so on.

Activity outcomes

- The children can demonstrate their ability to read critically.
- The children can identify where some Jewish customs come from.

Complementary work

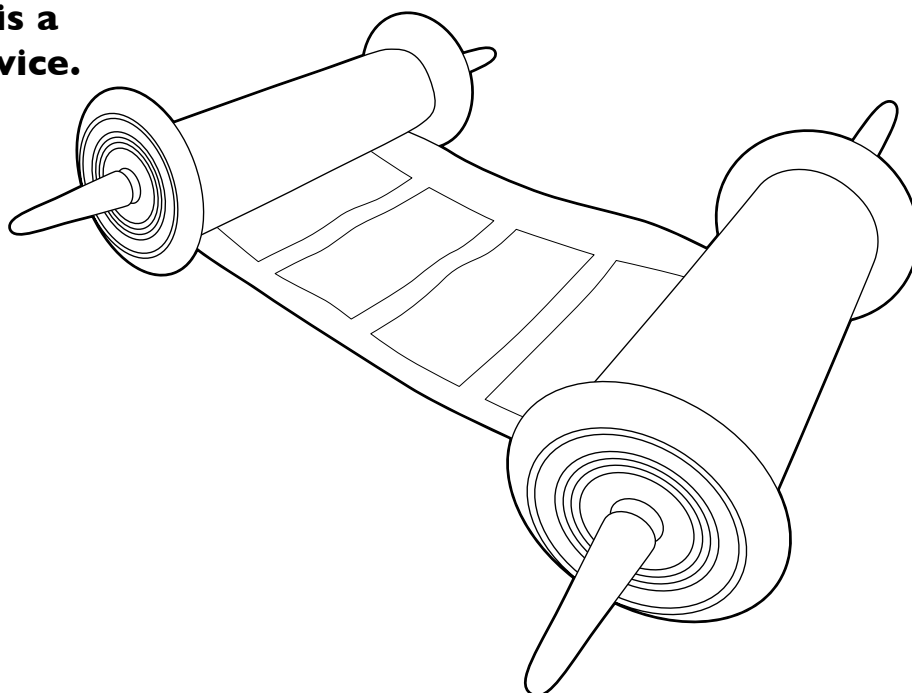
The children could find the entire Shema by looking up each section it is made up from in a Bible. The children could use ICT resources or a siddur to look up an English translation of another important prayer said every day, called the Shemoneh Esrei or Amidah.

Resources

Secondary sources on Jewish liturgy, a siddur, a Bible.

Shabbat and the Torah

On Shabbat, there is a special worship service.



Q1. How much of the Torah is read in one year?

Q2. Where are the Torah scrolls kept when they are not being read?

.....

Q3. Where are the Torah scrolls placed when they are being read?

.....

Q4. Who can read from the Torah during worship?

.....

Q5. Why is a *yad* used when reading from the Torah?

.....

Q6. Give one other thing that may happen during Shabbat worship.

.....



Answers

1. **The whole thing.**
2. **In the Ark.**
3. **On the bimah.**
4. **Anyone over 13 who knows how.**
5. **So the scrolls are not damaged by the oils in our hands.**
6. **A sermon from the rabbi; a portion from the Book of Prophets is read.**

Lesson objectives

- ▶ To learn some of the things that happen at a synagogue on Shabbat.
- ▶ To learn about how the Torah is used in worship on Shabbat.

Lesson outcomes

- ▶ The children know that the Shabbat service is different from everyday worship.
- ▶ The children know that the Torah is read out loud during Shabbat worship.

Teaching notes

The Jewish Sabbath (Shabbat) begins at sundown on Friday and lasts until sundown on Saturday. Observant Jews believe that they are forbidden from performing many kinds of work on Shabbat, including: reaping, sowing, kindling a fire, tying, cooking, buying, selling and many other things. Most Jews do not observe these restrictions, but many observant Jews do. Students can also be made aware that the most important part of Shabbat actually occurs at home on Friday night, when the

family gathers for a special meal and blessings.

Reading from the Torah

Over the course of a year, the entire Torah is read out loud in the synagogue. Each week, a different passage is read. So, on the first week of the year, Genesis 1:1-6.8 is read. It is considered an honour to be called up to read from the Torah or to say a blessing over the Torah. Some large synagogues employ a person called a chazzan, or cantor to recite the Torah and to lead the service. Professional chazzan are ordained clergy and are also trained in music and singing. The rabbi and chazzan will work together to educate and inspire the congregation.

Complementary work

The children could use secondary sources to find out about the role of the chazzan. They can use ICT resources or tapes to listen to the Torah being recited.

Resources

Tapes of a professional chazzan reciting the Torah or computer with internet link and speakers.



Name:..... **Form:**.....

See **pages 16 and 17** of *Jewish synagogue*

Reading out loud

Reading the Torah out loud is an important part of synagogue worship on Shabbat. Before anyone can read out loud they must practise so they can do it well and so everyone can hear them. In this exercise you will have a chance to practise reading out loud.

- 1.** Choose a portion of a book, a poem or a story that you would like to read. It can be anything, but it should be something you like – maybe a part from your favourite book.
- 2.** Take a single long piece of paper and write your story portion on the paper. You should write neatly.
- 3.** Decorate your scroll however you would like.
- 4.** Roll up the paper to make a scroll and tie it together with a ribbon.
- 5.** Decide how you are going to keep the scroll open when you read from it and how you are going to keep your place. You may want to use a pointer.
- 6.** Practise reading your passage out loud.
- 7.** Unroll your scroll and read your passage out loud in front of the class.



Activity objectives

- ▶ To practise the skills involved in reading out loud in front of a group.
- ▶ To show how it is important to practise before reading in front of a group.

Preparation and resources

Rolls of paper, books, stories, poems and other writings for the children to use, ribbon to tie the scroll together.

Introducing the activity

You may like to begin by going over with the children the training and practice that goes into preparing to read the Torah during the service. Not only does the person need to know Hebrew, but because they are reading a holy book, they must take care to pronounce every word correctly and clearly, so the whole congregation can hear.

Teaching notes

This exercise allows you to link with the QCA Citizenship scheme of work and give the children a chance to practise reading out loud in front of a group. By making their own scroll and then reading from it, the children will have a chance to realise the importance of writing clearly (to make it easier to read the words) and the need for a way to hold the scroll open and for a pointer to help them keep their place.

Children could focus on having a clear voice, on speaking loud enough for everyone to hear and on looking up from time to time to make eye contact. To do this, they will need to have practised, just like Jewish people must practise before they can read the Torah during service.

Children could be encouraged to choose a reading that has a special meaning or some importance for them. Because some children may be very shy or uncomfortable reading in front of a group, this activity makes it possible for those children to choose a shorter reading.

Concluding the activity

The children can decide if their delivery was clear. They can discuss other times in life when it may be important to be able to talk clearly in front of a group.

Activity outcomes

- ▶ The children have practised reading in front of a group.
- ▶ The children have gained some understanding of the difficulties involved in reading in front of a group.

Complementary work

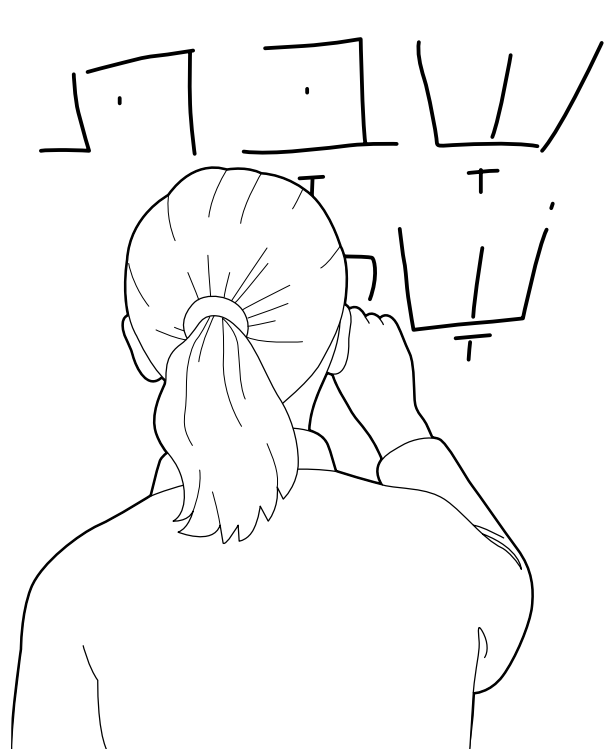
The children can make a cover for their scroll and a pointer or *yad* to help them keep their place while reading.

Resources

Materials for making a cover and a pointer: cloth, ribbon, wood or plastic for pointer.

A house of learning

One very important function of a synagogue is to provide a place for learning and study.



Q1. Many commandments in the Torah talk about the importance of learning. Describe three of them.

.....

.....

.....

Q2. What language is the Torah written in?

Q3. Learning to read the Torah is important, but what else do Jewish people learn to do with the Torah?

.....

Q4. How many letters are there in the Hebrew language?

Q5. In Hebrew, how are the vowel sounds shown?

.....



Answers

1. **To learn about and teach the Torah; to study religious scholars; to respect the old and the wise.**
2. **Hebrew.**
3. **Think about what it means and discuss it with others.**
4. **22.**
5. **As dots or dashes above or below the letters.**

Lesson objectives

- To review the role of the synagogue as a house of learning.
- To learn some of the ways that a synagogue is used as a house of learning.

Lesson outcomes

- The children can identify some of the things taught in the synagogue.
- The children know why the synagogue is called a house of learning.

Teaching notes

Jewish children often attend "Sunday school" on both Saturday and Sunday. Very young children may learn about holidays and be told stories. Most Jewish children, however, attend school to learn Hebrew and to learn how to read and discuss the Torah. This is in preparation for an important ceremony called mitzvah, which takes place when the child is 13. At this ceremony, the child is called up to read from the Torah during worship for the first time.

Hebrew

Most words in the Hebrew language can be reduced to a three-consonant root word that contains the essence of the word's meaning. For example, the root word K-D-Sh means "holy" or "sacred". From this root comes the word kedushah, meaning holiness; kodesh (from aron kodesh – holy cabinet); kiddushin, meaning betrothal, and many others.

Often, the vowel signs are not written and the meaning of the word must be gathered from the context. The vowel signs are also called nikkud, or points. There is also a cursive form of each letter, which is used for everyday writing. If the children have already studied Arabic in the Curriculum Visions 'Mosque' book, they may realise that both languages are very similar. This is because they both belong to the same language group – the semitic languages. In fact, many words are very similar in both languages.

Complementary work

The children could use secondary sources to look at written Hebrew and learn more about the language.

Resources

Secondary sources on the Hebrew language.



Name:..... Form:.....

See **pages 18 and 19** of Jewish synagogue

Your name in Hebrew

If you are a boy write the following three things:

Your first name + ben (ben means son of) + your father's first name:

..... (for example, Peter Ben Philip)

If you are a girl write the following three things:

Your first name + but (but means daughter of) + your mother's first name:

..... (for example, Sarah But Alison)

Now cross out all the vowels. If the first letter of your name is a vowel, do not cross it out. Write out the letters that are left:

.....
(For example, Peter Ben Philip = PTR BN PhLP Sarah Bat Alison = SRH BT ALSN)

Now write the name backwards (because Hebrew reads from right to left):

.....
(For example, PTR BN PhLP = PLPh NB RTP SRH BT ALSN = NSLA TB HRS)

Now use the alphabet below to replace the English letters with Hebrew letters.
If the first letter is a vowel, use the letter alef (which actually has no sound).
Note that ph, th, tz, sh and ch are one letter in Hebrew.

.....

Tet (T)	Chet (C/Ch)	Zayin (Z)	Vav (V/W)	He (H)	Dalet (D)	Gimel (G)	Bet (B/V)	Alef (Vowel at beginning of word)	Samech (S)	Nun (N)
Mem (M)	Lamed (L)	Kaf (K/X/Ch as in 'loch')	Yod (Y/J)	Tav (T/Th)	Shin (Sh/S)	Resh (R)	Qof (Q)	Tzade (Tz)	Fe (F)	Pe (P/F/Ph)



Activity objectives

- ▶ To introduce the children to the basics of the Hebrew language.
- ▶ To show that Hebrew letters are very different from those used to write English.
- ▶ To show that Hebrew words look different from English words.

Preparation and resources

A poster or book showing the Hebrew alphabet, if possible a person who speaks or reads Hebrew.

Introducing the activity

This activity can be done before or after a visit to a synagogue. You may also want to do this activity after Unit 1, as a further introduction to Judaism. You may like to begin by showing the children a poster of the Hebrew alphabet, or some Hebrew writing. If there is someone who can speak Hebrew, you could ask them to read some Hebrew out loud, so students can see what it sounds like.

When you turn to the worksheet you could let the children copy out the Hebrew alphabet, so they get an idea of how to write the letters.

Teaching notes

The purpose of this activity is to let the children get some experience of writing the Hebrew language.

Because there are some sounds in Hebrew that we do not have in English, transliteration is not exact. The transliteration method given here is meant as an example rather than a completely accurate method.

You may also want to show the children copies of Hebrew text with the vowels added in (this is called pointed text). In Hebrew, the letters are always capitals, although some of them

have a different form if they fall at the end of a word. There is also a cursive form of Hebrew, which looks quite different from printed Hebrew. If you know someone who can write Hebrew, you might want to get them to demonstrate this.

Concluding the activity

The children can learn to write other words in Hebrew by copying a Hebrew text from a book or newspaper.

Activity outcomes

- ▶ The children can write their name in Hebrew.
- ▶ The children can recognise some Hebrew words.

Complementary work

Let the children learn how to pronounce Hebrew letters and see if they can “read” a few Hebrew words.

Resources

Someone who speaks Hebrew or a tape from a ‘Learn how to read Hebrew’ course.



Name:..... Form:.....

See **pages 20 and 21** of Jewish synagogue

Celebrations and festivals

The synagogue is a place where the Jewish community comes to celebrate Jewish holidays and events.

Q1. What does the festival of Passover remember?





Q2. What does the festival of Sukkot remember?





Q3. What does the festival of Purim remember?





Q4. List two things that happen in the synagogue during the festival of Purim?





Q5. What is one thing that happens in the synagogue when someone has a Bar or Bat Mitzvah.



Q6. (i) What do the words Bar Mitzvah mean?



(ii) What do the words Bat Mitzvah mean?





Answers

1. **The time when God rescued the Jewish people from slavery in Egypt.**
2. **It is a harvest festival and a reminder of how the Jews camped in the desert when they left Egypt.**
3. **A time when Jews in Persia were saved from death by Esther.**
4. **The Book of Esther is read; people wear costumes; there may be a carnival or fete.**
5. **The person reads from the Torah during service; the person gives a speech.**
6. **(i) Son of the commandments; (ii) Daughter of the commandments.**

Lesson objectives

- ▶ To introduce the children to some of the holidays that are celebrated in the synagogue.
- ▶ To understand what a Bar or Bat Mitzvah is and how it is celebrated.

Lesson outcomes

- ▶ The children can name a few holidays that are celebrated in the synagogue.
- ▶ The children understand the significance of a Bar or Bat Mitzvah.

Teaching notes

There are a large number of festivals and holidays that are celebrated in the synagogue during the year. The ones mentioned here are some of the easiest for children to understand.

The Jewish calendar is lunar, that is, each

month begins on the new Moon and lasts 29 or 30 days. This means that the months on the Jewish calendar would shift 11 days each year (similar to the Islamic calendar). To compensate for this, an extra month is occasionally added. However, the holidays still move around with respect to the Gregorian calendar. For example, the festival of Sukkot always begins on the 15th day of the first month in the Jewish calendar. This corresponds to a day between the last week in September and the third week in October.

The Jewish years are also numbered differently. The year number on the Jewish calendar represents the number of years since creation, calculated by adding up the ages of people in the Bible back to the time of creation. The year 2004 is 5765 in the Jewish calendar.

Mitzvah is an important time and is sometimes referred to as a coming of age ceremony. However, it does not mean that the child becomes an adult on that day, only that they are responsible for keeping the commandments. In many families, there is a big celebration or party. The Bar or Bat Mitzvah can occur at any age, however. In some Jewish communities, only boys have a mitzvah.

Complementary work

The children can use secondary sources to find out how different holidays are celebrated in the synagogue.

Resources

Secondary sources about Jewish holidays.



Name:..... Form:.....

See **pages 20 and 21** of Jewish synagogue

Designing a sukkah

The festival of Sukkot is a harvest festival and it also remembers a time in the Bible when the ancient Israelis wandered in the desert for 40 years and had no permanent houses. Instead, they lived in temporary shelters. So, during the festival of Sukkot, many Jewish people build a temporary shelter outside, called a sukkah, and live in it for a week to remind them of this time. Many synagogues build sukkot (plural of sukkah).

Here are some of the rules about building a sukkah:

At least three walls should be covered with a material that will not blow away in the wind, like cloth or plastic sheet. There is no floor, only grass or dirt. The sukkah should be one room only.

The sukkah cannot have running water or electricity, so no kitchen or bathroom.

It must be large enough to eat meals in or to sleep in.

The roof must be made of something that grew from the ground, like tree branches, sticks, wood, corn stalks, and so on.

The roof cannot be tied down and you should be able to see the stars through it.

The sukkah can be decorated with things that grow, like vegetables and plants.

Using the information above, draw a sukkah in this space. Label the materials you have used to build and decorate the sukkah.

Look at the outside of the synagogue. Is there a sukkah frame or a place where a sukkah would go? Ask your guide to help you find where the sukkah is built.

Activity objectives

- To give the children an opportunity to study a Jewish holiday in more detail.
- To let the children make a sukkah.

Preparation and resources

Stories about the holiday of Sukkot, pictures or photographs of sukkah.

Introducing the activity

Show the children some photographs or pictures of different sukkah. Remind the children that the purpose of spending a week in the sukkah is to remember a time when the ancient Israelis did not have houses. Ask the children what some of the difficulties might be in living in a shelter or a tent all of the time. They may give answers like – no water, difficult to cook, no privacy, and so on. You may wish to write these on the board, so the children can keep them in mind as they design their sukkah.

Teaching notes

You could leave the pictures of sukkah around the room so that the children could use them for inspiration.

Children can answer the final question either before or after their visit to a synagogue or a virtual synagogue. Many synagogues with outdoor space keep a sukkah frame constructed all year round, to make it easier to decorate for the festival.

The origins of the festival of Sukkot are found in Leviticus 23:33-44. Sukkot is also called the Feast of the Tabernacles or the Festival of Ingathering. Sukkot has a dual significance. It is a harvest festival, and many of the traditional decorations of the sukkah remind people of different foods that were harvested in ancient days. Also, many of the prayers said during Sukkot are thanksgiving prayers.

Sukkot also has a historical significance to Jewish people. It commemorates the time described in the Bible when the Jews spent 40 years wandering in the desert after Moses led them out of Egypt. This is why Jews eat (and sometimes sleep) in the sukkah during the festival week – in commemoration of the years of wandering with no home.

Today, the festival can also be a reminder of what it is like to be a refugee and to have no home, and thus can help people understand those less fortunate than themselves.

Concluding the activity

Children can compare their sukkot and discuss whether they have met all of the rules for building a sukkah.

Activity outcomes

- The children can follow rules to design a sukkah.
- The children can design appropriate decoration for a sukkah.

Complementary work

The children could investigate how different Jewish people celebrate Sukkot by interviewing people they meet during a synagogue visit, or interviewing Jewish people they know.

Resources

Jewish people or secondary sources on Sukkot.



Name:..... Form:.....

See **pages 22 and 23** of *Jewish synagogue*

A house of gathering

The synagogue is the centre of the Jewish community.

Wednesday

6.30 a.m. Morning services

1.00 p.m. Afternoon services

1.30–3 p.m. Seniors group

3–4 p.m. Mummy (or Daddy) and me. Bring your baby and meet other new or expectant parents for socialising and discussion.

7.30 p.m. Evening services

7.45 p.m. Bi-weekly prayer meeting 1st and 3rd Wednesday of each month.

Q1. Above is a timetable for Wednesday at the synagogue.

How many times are there worship services on Wednesday?

Q2. What social groups are meeting at the synagogue on Wednesday?

.....

.....

Q3. What is the Hebrew word for charity?

Q4. List two things that might happen at a synagogue that are not about religion.

.....

.....

Q5. What year was the modern country of Israel founded?

Q6. What events do some synagogues put on for people interested in learning about Israel?

.....

Answers

1. **Three.**
2. **Seniors group, Mummy (or Daddy) and me.**
3. **Tzedakah**
4. **Film screening, lecture, bridge club, men's and women's clubs, youth clubs.**
5. **1948.**
6. **Lectures, talks, trips.**

Complementary work

The children could look up various Jewish charitable organisations. The children could calculate how much tzedakah they would have to give for various levels of income (allowances are not subject to tzedakah). They only pay on their income after taxes and expenses like rent, food, medical bills, and so on.

Resources

Secondary sources on Jewish charities.

Lesson objectives

- ▶ To show that the synagogue is a house of gathering for the community.
- ▶ To show some of the things that happen in the synagogue that have to do with the community.
- ▶ To show the importance of charity and learning about Israel for Jewish people.

Lesson outcomes

- ▶ The children can identify community activities that take place in the synagogue.
- ▶ The children know that the synagogue is a house of gathering for the community.

Teaching notes

Every synagogue has different community activities. Some may host singles nights or various charity events. Others may be too small for large gatherings and may simply have a Friday evening meal or small meetings.

There are several commandments in Judaism about giving to charity, and so raising money for charity is an important community event at most synagogues. One commandment requires Jewish people to give one-tenth of their income (after taxes) to charity.



Name:..... Form:.....

See **pages 22 and 23** of *Jewish synagogue*

Weekly activity

1. Choose a day of the week and find out everything that happens at the synagogue on that day. List what you have found out here.









2. What activities have to do with worship? List them here.





3. What activities have to do with study? List them here.





4. What activities have to do with community? List them here.





5. Is there a tzedakah box at the synagogue? Describe it here.





6. Is there a charity at the synagogue? What is it?



Activity objectives

- ▶ To show the different things that happen at a synagogue during the week.
- ▶ To help children identify community activities at the synagogue.

Preparation and resources

Review with children.

Introducing the activity

This activity should be done during a visit to a synagogue or during a virtual visit. Before you enter the synagogue, you may like to review with the children all of the different things that can happen at the synagogue during the week. You may also want to review the things that the rabbi does during the week and which of those things happen at the synagogue. Ask the children how they would find out what activities happen at the synagogue during the week. Look for the answers, ask someone or look on a noticeboard.

Show the children the worksheet and tell them that during their visit they will have to find out some of the things that happen at the synagogue.

Teaching notes

This activity is for use on a synagogue visit. It may be used by all the children or by one or more groups while other groups work on the activities for Units 2, 4 and 5. The purpose of the activity is to let the children review the activities that happen at a synagogue during the week.

Concluding the activity

Each child or group of children can choose a different day of the week. After the visit they can make a timetable of an entire week's activities.

Activity outcomes

- ▶ The children can list different activities that happen at a synagogue.
- ▶ The children can identify which activities are related to the community.

Complementary work

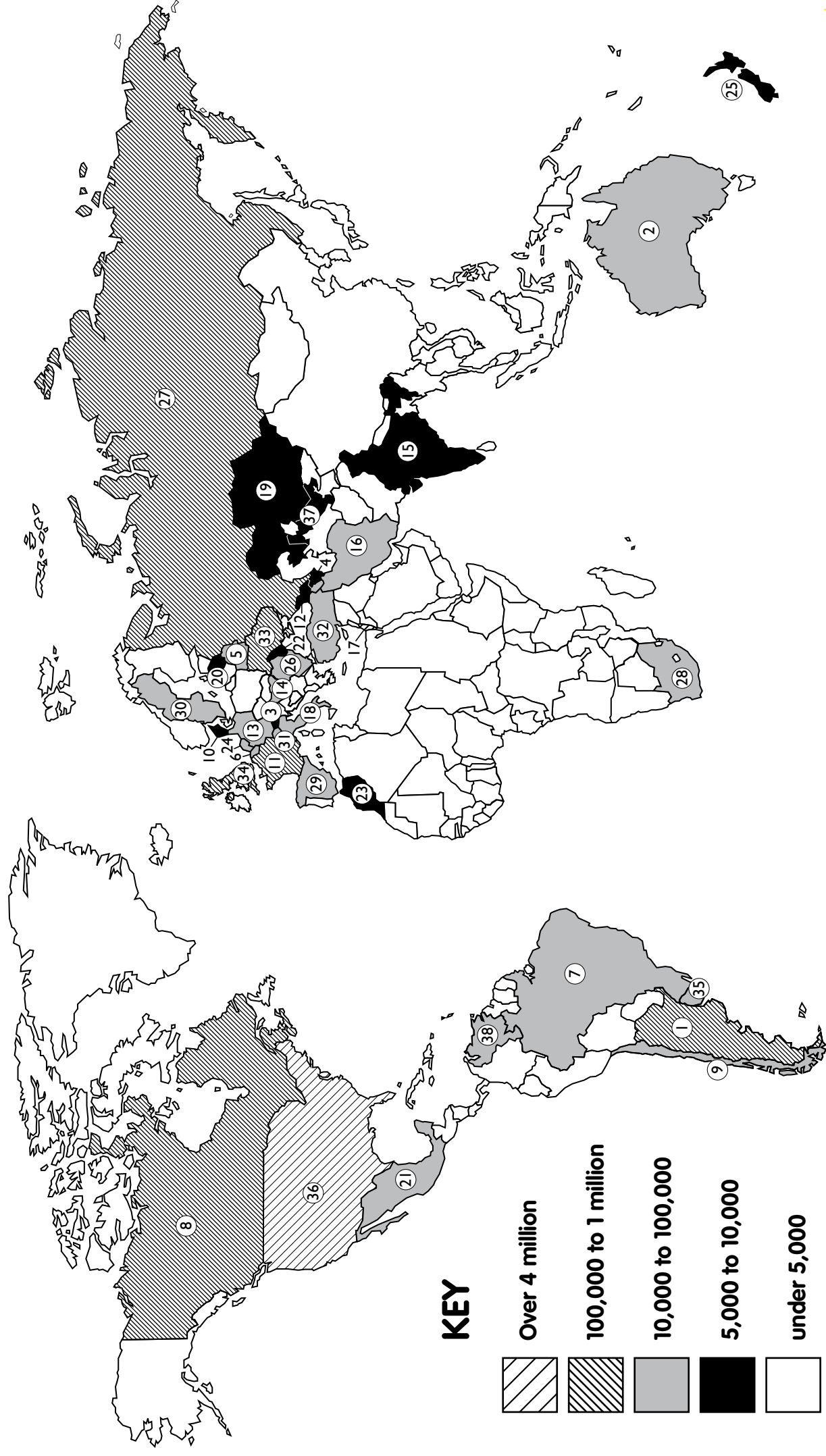
The children can use the map on the following pages to find countries where there are a large number of Jewish people. Using the Internet or other resources, they can find timetables and activities in other synagogues around the world and compare them. The children could discuss why all synagogues do not have the same activities.

Jews around the world

This map shows 38 countries of the world. The key shows how many Jews are living in each of these countries.

- | | | | |
|---------------|----------------|------------------|--------------------|
| 1. Argentina | 11. France | 21. Mexico | 31. Switzerland |
| 2. Australia | 12. Georgia | 22. Moldova | 32. Turkey |
| 3. Austria | 13. Germany | 23. Morocco | 33. Ukraine |
| 4. Azerbaijan | 14. Hungary | 24. Netherlands | 34. United Kingdom |
| 5. Belarus | 15. India | 25. New Zealand | 35. Uruguay |
| 6. Belgium | 16. Iran | 26. Romania | 36. USA |
| 7. Brazil | 17. Israel | 27. Russia | 37. Uzbekistan |
| 8. Canada | 18. Italy | 28. South Africa | 38. Venezuela |
| 9. Chile | 19. Kazakhstan | 29. Spain | |
| 10. Denmark | 20. Latvia | 30. Sweden | |

Jews around the world





Name:.....

Form:.....

Multiple choice questions

Q1. Which of the following is a symbol of Judaism?

Tick one box

☐

the north star

☐

a Star of David

☐

the Moon

☐

the Sun

Q2. What was the language that the ancient Jews spoke?

Tick one box

☐

Arabic

☐

Urdu

☐

Hebrew

☐

French

Q3. Which direction is Jerusalem from Europe?

Tick one box

☐

east

☐

south

☐

north

☐

west

Q4. Which item of clothing do adult men wear on their head inside the sanctuary?

Tick one box

☐

kreplach

☐

kip

☐

kippah

☐

krakow

Q5. What is a mezuzah?

Tick one box

☐

hat

☐

statue

☐

prayer box

☐

wall of remembrance



Q6. How many commandments are in the Torah?

Tick one box

☐

10

☐

163

☐

613

☐

300

Q7. What is the name of the cabinet in the sanctuary where the Torah is kept?

Tick one box

☐

Ark

☐

Menorah

☐

Boat

☐

Desk

Q8. When is Shabbat?

Tick one box

☐

Sunday/Monday

☐

Thursday/Friday

☐

Friday/Saturday

☐

Saturday/Sunday

Q9. What does the Torah rest on when it is being read?

Tick one box

☐

Ark

☐

Menorah

☐

Bimah

☐

Shema

Q10. How many times a day are prayers said in a synagogue?

Tick one box

☐

three

☐

four

☐

five

☐

six



Name:.....

Form:.....

Short answer questions

Q1. Why does learning Hebrew help Jewish people?



Q2. What is the name of the room in a synagogue where worship takes place?



Q3. What are the three names for a synagogue (in English)?

(i)

(ii)

(iii)

Q4. What clothing do Jewish men wear on their head when they worship?



Q5. (i) What is the name of the Jewish holy book that contains rules for how to live life?



(ii) What are these rules called (in English)?



Q6. (i) What is inside the mezuzah?



(ii) Where would you find a mezuzah?



Q7. What are two things that are read aloud during Shabbat worship that are not read at other times?

(i)(ii)



Q8. The Shabbat is the Jewish day of rest. When exactly is Shabbat?



Q9. Who can read from the Torah during worship?



Q10. (i) Who usually leads worship?



(ii) List two other things this person might do in the synagogue.





Q11. (i) What is the cabinet where the Torah scrolls are kept?



(ii) What is written on the plaque hanging above this cabinet?



(iii) What else do you find hanging above this cabinet?



Q12. What is the country near where Judaism began?



Q13. The tallit is a four cornered shawl. What is in each corner of the tallit?



Q14. Name three holidays that might be celebrated in the synagogue.



Name:.....

Form:.....

Cloze questions

Q1. The synagogue on Shabbat.

Here is a passage about the synagogue on Shabbat but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Imagine that you are going to a synagogue to see Shabbat worship. When you walk into the synagogue you might see a wall called the
... . On some of the doorways you may see Before you go into the to worship, if you are a man, you need to put a on your head. If you are Jewish, you might also wear a with fringes.

During worship, the doors of the are opened and the scrolls are taken out. After the scrolls are held up so everyone can see them, they are and put on the People are called up to read from the scrolls. The scrolls are read out loud in the language. Because the scrolls are easily damaged, the people reading use a After the scrolls are read, they are and put back in the

After the scrolls are read, sections from another holy book, called the are read. Then, the may give a sermon.

Above the cabinet where the scrolls are kept you may see a plaque with writing on it. The writing is the first letters of each of the You might also see a light, called the It reminds Jewish people that God is always You might also see a candelabra with branches, called a , and there may be a symbol, called the star of which is a symbol of the Jewish people.

Word list: sanctuary, 7, wall of remembrance, David, rabbi, kippah, tallit, Ark, undressed, bimah, Hebrew, menorah, Torah, dressed, mezuzah, Book of Prophets, yad, ten commandments, ner tamid, present



Q2. The synagogue is a house of learning, a house of gathering and a house of learning.

Here is a passage about the different ways that a synagogue is used but there are some gaps in the text. Fill the gaps from the word list. You may use some words more than once.

Because the synagogue is used for worship, it is sometimes called a house of But the synagogue has many other uses. For example, the synagogue is called the house of , because it is also a place for the Jewish community to come together for meetings and other community activities. Because the synagogue is used for learning, it is also called the house of

In some synagogues, there is worship times a day. In others, there is only worship on the , which is from sundown to sundown Learning is very important in Judaism. One of the things taught in the synagogue is the language. This is the language that the and other Jewish holy books are written in. In the synagogue, it is not enough to learn to read the , Jewish people also learn to think about what the means and discuss it with others.

Groups meet to raise for the poor and needy. There are also meetings to learn about the country of

Many holidays and festivals are celebrated in the synagogue. The holiday of celebrates the time when Jews believe God saved them from slavery in The festival of celebrates a time when a Jewish woman called saved the Jews in Persia from a mean king. When girls and boys turn 13, they usually have a celebration called or Mitzvah. This is when they come up to read a part of the during worship for the first time.

Word list: Bar, money, gathering, study, Israel, Shabbat, Egypt, Saturday, Hebrew, Torah, prayer, Passover, Friday, Esther, Purim, Bat, 3



Answers

Answers to multiple choice questions

1. Star of David.
2. Hebrew.
3. East.
4. Kippah.
5. Prayer box.
6. 613.
7. The Ark.
8. Friday/Saturday.
9. Bimah.
10. Three.

Answers to short answer questions

1. The Jewish holy books are written in Hebrew.
2. Sanctuary.
3. House of gathering, house of prayer, house of learning.
4. Kippah.
5. (i) Torah, (ii) Commandments.
6. (i) Prayer scroll, (ii) On doorways.
7. (i) Torah, (ii) Book of Prophets.
8. Sundown Friday to sundown Saturday.
9. Anyone over 13 who knows how.
10. (i) Rabbi; (ii) Officiate at weddings and funerals, answers questions about Judaism, teach about Judaism.
11. (i) Ark; (ii) First letters of the ten commandments; (iii) Eternal light (ner tamid).
12. Israel.
13. Tzitzit (fringes).
14. Passover, Sukkot, Hanukkah, Purim, Rosh Hashanah.

Answers to cloze questions

1. Wall of remembrance, mezuzah, sanctuary, kippah, tallit, Ark, Torah, undressed, bimah, Hebrew, yad, dressed, Ark, Book of Prophets, rabbi, ten commandments, ner tamid, present, 7, menorah, David.
2. Prayer, gathering, study, 3, Shabbat, Friday, Saturday, Hebrew, Torah, Torah, Torah, money, Israel, Passover, Egypt, Purim, Esther, Bar, Bat, Torah.