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Curricula Overview - Grades K - 7

K- 3rd Grade

Kindergarten/ 1st Grade

2nd/ 3rd Grades - Year One

2nd/ 3rd Grades - Year Two

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Page 2
Kindergarten/ 1st Grade

§ Overall Essential Questions: *What Does it Mean to be Jewish? What do Jews Do?*

*Core Topics:*

*Berachot, Ivrit, Moadim, Shabbat and Parshat HaShavua*

*Blessings, Hebrew, Holidays, Shabbat and the Weekly Torah Portion*

Our goal for our youngest group is to introduce them to foundational aspects of Jewish learning. While thinking about the questions, “what does it mean to be Jewish?” and “what do Jews do?,” learners explore core Jewish practices such as Shabbat and holiday ritual and narrative, *berachot/*blessings over food and experience, and basic Hebrew. Every week we will learn about *parshat hashavua/*the weekly torah portion in order to introduce learners to basics Torah narratives, characters and themes. Together, we will sing, make art, move our bodies and play games as we learn what it means to be Jewish.

**Daily Schedule (Suggested)**

*Adjust this based upon the schedule of the Hebrew Learning Specialist, Z’man Beyachad and other holidays and special events*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Welcome, Singing circle</td>
</tr>
<tr>
<td>4:10</td>
<td>Opening circle time (mah nishma? check in; sing the Shma together, other class rituals)</td>
</tr>
<tr>
<td>4:20</td>
<td>Parshat HaShavua lesson (20-30 min)</td>
</tr>
<tr>
<td>4:30</td>
<td></td>
</tr>
<tr>
<td>4:40</td>
<td></td>
</tr>
<tr>
<td>4:50</td>
<td>Structured snack time (&lt;10min) (read a story, have shabbox student check in or another structured activity)</td>
</tr>
<tr>
<td>5:00</td>
<td>Zman Ivrit (20-30 minutes)</td>
</tr>
<tr>
<td>5:10</td>
<td></td>
</tr>
<tr>
<td>5:20</td>
<td></td>
</tr>
<tr>
<td>5:30</td>
<td>Moadim or Shabbat or Berachot Lesson/Activity (20-30min) (focus on moadim in weeks leading to a holiday, other weeks should be about Shabbat or berachot)</td>
</tr>
<tr>
<td>5:40</td>
<td></td>
</tr>
<tr>
<td>5:50</td>
<td></td>
</tr>
<tr>
<td>6:00</td>
<td>Clean up and Dismissal Downstairs</td>
</tr>
</tbody>
</table>

**Curriculum Section One: Parshat Ha-Shavua - The Weekly Torah Portion**

Updated Summer 2014, Suzie Schwartz Jacobson

Page 4
Parshat ha-shavua should be included in each class session.

§ What can we learn from this week’s parasha?

Goals:
- to introduce students to the Torah through a brief (20-30 minute) lesson/activity/story from the weekly torah portion
- to help students become familiar with the yearly Torah cycle,

Key Ideas and Questions:
- Introduction of Torah narrative(s), main characters, big ideas and themes
- Torah Organization: There are 5 books; we read a different portion or parasha each week; every year we read the same stories; etc.
- Students should understand that the Torah is special and Jews learn something important every time they look at the Torah even when they know the stories well.

Suggested Procedure:
Here are some suggestions for how to teach the parasha ha-shavua to the K/1 class:
- Read a book from the TBZ mishpachot library
- Narrate the story in your own words
- Use puppets, dolls or other toys and props to help tell the story
- Have the students act out the story as you narrate
- Listen to the story and then draw an aspect of the narrative
- Watch a video of the parasha
- Sing a song about the parasha
- Do an art project that focuses on the theme, characters or narrative

Assessment:
At the end of each lesson the students will be able to:
- Remember the narrative with moderate detail (main characters and plot points)
- Tell one lesson we can learn from the story

At the end of the year, students will be able to:
- Define the terms “parasha” and “parshat hashavua”
- Remember at least 5 characters and 5 stories
- Explain why Jews read the Torah every week.

Suggested Resources:
- Torah Tots: [http://www.torahtots.com/parsha.htm](http://www.torahtots.com/parsha.htm)
- Parsha Projects: [http://parshaprojects.blogspot.com](http://parshaprojects.blogspot.com)
- Parsha in 60 seconds: [http://parsha60.com/](http://parsha60.com/)
- G-d Cast -  [www.g-dcast.com](http://www.g-dcast.com)
- etc
Curriculum Section Two: Ivrit

This part of the curriculum will be supported by our Hebrew Learning Specialist

§ What does Hebrew look and sound like?

Goals:
- to introduce students to the alef bet visually and by sound
- to introduce student to vowels kamatz, patach and segol
- to practice writing and recognizing the letters

Suggestions for Hebrew Instruction:
1. Students at this age are just learning how to read English so it will be difficult to teach through writing and reading. However, they have a high capacity for learning new languages through listening and speaking. Incorporate Hebrew words and phrases into your class structure, opening and rituals.
2. In order to maximize teacher interaction, differentiating instruction and introducing different modalities for learning, you might want to structure Hebrew “stations” to be staffed by the teacher, madrich/a and learning specialist. Find ways for students to interact with the Hebrew lesson goal of the day in different ways (and at an appropriate level). The Learning Specialist can help brainstorm appropriate activities to meet your goals.
3. Though students undoubtedly will love to “color” the letters, that is not an effective way to teach them the letters. Rather than making this a station, find other ways to incorporate coloring and art that are more substantive and focus on letter recognition and using the letters.
4. As soon as the student learns two or three letters (ת, ב, ש for example), you can teach them a simple vowel and show them how to make a word. Learning the letters should be meaningfully connected to learning to read from the beginning.

Hebrew Literacy Words

Every class will be assigned Hebrew Literacy Words. Incorporate these words into your lessons (Not just during Zman Ivrit) and reinforce them with your students often. With the youngest group these words will be primarily spoken/heard, while the older groups will learn to read and write the words. Also teach them to read/recognize the words as they build their ability to recognize letters and vowels.

★ תורה ★ נבואר ★ Holiday names
★ פרשה ★ כבוד ★ שמח
★ צדקה ★ שבת ★ ברכה/ברכות
★ Major Torah character names ★ ישראל ★ ירושלים

TBZ Decoding Curriculum supplemented by Marion Green's mnemonic system

As of 2014, TBZ will be utilizing a unified process for teaching the letters and early stage decoding and reading. All teachers will be trained in this method and supported in teaching.
and curriculum building. The activities and processes that go along with this curriculum will be incorporated into your "stations" during Zman Ivrit.

Ivrit Workbook
The K/1 class will be using Marion Green’s mnemonic system with large flash cards.

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of the year, students will be able to:</strong></td>
</tr>
<tr>
<td>- Identify and Pronounce the sounds of 50% of Hebrew letters</td>
</tr>
<tr>
<td>- Recognize and name 50% of Hebrew letters and match it to it’s sound</td>
</tr>
<tr>
<td>- Recognize and pronounce the Hebrew vowels kamatz, patach and segol and match to it’s sound</td>
</tr>
<tr>
<td>- Sing Alef Bet</td>
</tr>
<tr>
<td>- Focus on letters: ב, ג, ד, ז, ח, ט, י, ק, ל, מ, נ, פ, ר, ש, ת</td>
</tr>
</tbody>
</table>

Curriculum Section Three: Moadim, Shabbat and Brachot - How do we “Do” Judaism?

Part One: Moadim / Holidays
Lessons or activities around the moadim should be included during the 2-3 weeks prior to an upcoming holiday

<table>
<thead>
<tr>
<th>§ How do we celebrate the Moadim/ Holidays?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>- to introduce students to the rituals, stories and liturgy of the (major) holidays (Rosh Hashannah, Yom Kippur, Sukkot, Simchat Torah, Hannukah, Tu B'Shvat, Purim, Pesach, and Yom Ha-atzmaut)</td>
</tr>
<tr>
<td>- to help students become familiar with the yearly holiday cycle</td>
</tr>
<tr>
<td>- to help students understand shul rituals and home rituals for each holiday</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Ideas and Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Key rituals, including objects, candles, special clothing, meals/ foods</td>
</tr>
<tr>
<td>- Blessings and prayers for the holiday</td>
</tr>
<tr>
<td>- The main story or narrative of the holiday</td>
</tr>
<tr>
<td>- Where do we celebrate the holiday? At home? At shul?</td>
</tr>
<tr>
<td>- How does TBZ celebrate the holiday? - Do we have services? Do we have a party?</td>
</tr>
<tr>
<td>- How do their families celebrate the holiday?(what is the same? what is different?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Essential Questions and Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For every holiday, be sure to do these three things:</td>
</tr>
<tr>
<td>1. <strong>Tell</strong> the story or main narrative of the holiday</td>
</tr>
<tr>
<td>2. <strong>Experience</strong> and <strong>practice</strong> doing the different rituals or saying the blessings and prayers.</td>
</tr>
<tr>
<td>3. <strong>Explain</strong> why we do certain things and the meaning of the rituals, stories and practices</td>
</tr>
</tbody>
</table>

*Here are some suggestions for what to teach for the different holidays (not exhaustive)*

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Page 7
<table>
<thead>
<tr>
<th>Holiday</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rosh Hashanah</strong></td>
<td>What is a New Year? Why apples and Honey? What is a Shofar and why do we blow it on RH?</td>
</tr>
<tr>
<td><strong>Yom Kippur</strong></td>
<td>Why do we say we are sorry? How do we say we are sorry?</td>
</tr>
<tr>
<td><strong>Sukkot</strong></td>
<td>What is a sukkah and what do we do in the sukkah? What are the lulav and etrog and how do we shake them? Why do we invite guests and friends into the sukkah? How do we say the blessings over dwelling in the sukkah, and the lulav and etrog?</td>
</tr>
<tr>
<td><strong>Simchat Torah</strong></td>
<td>Great way to introduce parshat hashavua. Why do we read the whole Torah every year? Why do we dance with the Torah? Why is this holiday so happy?</td>
</tr>
<tr>
<td><strong>Hanukkah</strong></td>
<td>What is the story of Hanukkah? What is a hanukkiah and why do we light it? What is a dreidel and why do we spin the dreidel? Why do we eat oily food? How do we say the candle blessings?</td>
</tr>
<tr>
<td><strong>Tu B’Shvat</strong></td>
<td>Why do the trees have a special new year? What is a Tu B’Shvat seder and what do we do at the seder?</td>
</tr>
<tr>
<td><strong>Purim</strong></td>
<td>What is the story of Purim? What are the 4 mitzvot of Purim? Why do we dress up?</td>
</tr>
<tr>
<td><strong>Pesach</strong></td>
<td>What is a seder and what do we do at the seder? How do we say the 4 questions? What is the story of Pesach and where do we find the story in the Torah? What does it mean to be free?</td>
</tr>
<tr>
<td><strong>Yom Ha-atzmaut</strong></td>
<td>Where is Israel and why would we celebrate Israel? Good moment to teach about certain main features of Israel - Jerusalem, it is where the ancient Israelites lived and now there is a modern Jewish country (mythic Israel), etc.</td>
</tr>
</tbody>
</table>

**Assessment:**

*At the end of each holiday unit the students will be able to:*

- Remember the holiday narrative with moderate detail (main characters and plot points)
- Explain at least one ritual or blessing we do on the holiday

*At the end of the year, students will be able to:*

- Recall at least four holidays that we learned about and tell you features of their story and rituals

**Suggested Resources:**

Part Two: Shabbat

You do not need to cover every aspect of Shabbat and Shabbat rituals. Choose 8 - 10 different aspects of Shabbat and plan to cover the material interspersed throughout the year.

§ What is Shabbat? Why do we celebrate Shabbat? How do we celebrate Shabbat?

Goals:
- to introduce students to the meaning and practices of Shabbat
- to encourage students to bring what they learn in Beit Rabban to their home celebration of Shabbat

Key Ideas and Questions:
- Why Shabbat - God rested so we rest; Genesis narrative; All living things need to rest
- Shabbat rituals and blessings: Candles, kiddush, challah, shalom aleichem, kabbalat shabbat, havdallah
- Where do we celebrate Shabbat? At home? At shul?
- How does TBZ celebrate Shabbat? How do we celebrate Shabbat at home?
- What is Hiddur Mitzvah? Why do we want our Shabbat rituals to be beautiful?

Shabbox - Bringing Shabbat Home

The K/1 class has a special “Shabbox” that students will turn bringing home. In the Shabbox put items such as:
- tea light candles
- kiddush cup, candle sticks and other ritual items
- Shabbat story book(s)
- special class stuffed animal
- a journal for students to write or draw about their experience
  - in past years, families also wrote down a favorite Shabbat recipe

Every week, the student who had the Shabbox can tell the class about their Shabbat celebration

Suggested Curriculum Scope and Sequence - “Shabbat Time!”

When you are not teaching about a holiday, intersperse different lessons about Shabbat (8-10 lessons). Lessons should cover the following topics in whatever order works best:

- Shabbat and Creation
- What does it mean to rest?
- Lighting the candles - bracha
- Kiddush - bracha
- Challah - why challah? bracha (explain that this is over all bread, not just challah)
- singing shalom aleichem
- hand washing - bracha
- Shabbat at TBZ (can be over several weeks and include: Kabbalat Shabbat, Shabbat morning services, Mishpachot services on Saturday mornings, Interviewing the rabbis, etc)

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§ What is a bracha/ blessing? Why do we say blessings? How do we say blessings?

Goals:
● to introduce students to the word berachot
● to help students understand what a blessing is and why we say them
● to begin to learn how to say berachot

Key Ideas and Questions:
● What is a blessing?
● What is the blessing “formula” and what does it mean?
● Suggested blessings to learn (some overlap with Shabbat and holidays curricula): ha-motzi, borei pri hagafen, she’hakol, etz, adama, mezonot, candles, matzah, hand washing, when something good happens, when you see a rainbow, etc
● You can do mini lessons where you teach a blessing and practice saying it together
● Always have them say the correct blessings over their snacks
● For help teaching about blessings and identifying which blessing is appropriate see:
  ○ http://urj.org/life/food/?syspage=document&item_id=27462
  ○ http://www.jewishvirtuallibrary.org/jsource/Judaism/Brachot.html
  ○ http://home.comcast.net/~judaism/Siddur/transliterations/daily/ber_eating.htm

Assessment
At the end of the year, students will be able to:
● remember at least three situations where we say a blessing
● give their own reason for why we say blessings
● recite hamotzi on their own

Part Three: Brachot
This part of the curriculum can be interspersed throughout the year, or done as a whole unit for one to two months.
2\textsuperscript{nd} / 3\textsuperscript{rd} Grade Curricula

For Both Years

Daily Schedule (Suggested)
*Adjust this based upon the schedule of the Hebrew Learning Specialist, Z’man Beyachad and other holidays and special events

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Welcome and opening ritual (check in; sing the class song, other class rituals)</td>
</tr>
<tr>
<td>4:10</td>
<td>Torah (or Theology/Prayer or Holiday) Lesson (40 min)</td>
</tr>
<tr>
<td>4:50</td>
<td>Structured snack time (&lt;10min) (read a story, have a discussion, say the blessings)</td>
</tr>
<tr>
<td>5:00</td>
<td>Zman Ivrit (40 minutes or more) (at least 20 minutes should be devoted to reading practice, with the remaining time used for literacy words, skills building, lessons about vowel and letters, etc)</td>
</tr>
<tr>
<td>5:40</td>
<td>Continuation of lesson or short theology/prayer lesson</td>
</tr>
<tr>
<td>6:00</td>
<td>Clean up and Dismissal</td>
</tr>
</tbody>
</table>

Curriculum Section Two : Ivrit
This part of the curriculum will be supported by our Hebrew Learning Specialist

§ Hebrew Reading

Goals:
- to reinforce the names and sounds of the alef bet
- to introduce and reinforce all vowels, with the vowel names
- to read 3-4 (or more) letter words, build reading competency and decoding fluency and speed

Suggestions for Hebrew Instruction:
1. This is the level when we hope to teach and drill Hebrew decoding. In order to achieve this goal, Hebrew decoding should be a primary goal in your classroom

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2. Students should spend at least 20 minutes reading for each class time. Maximize this by breaking students into small reading groups to be staffed by madrichim/aides/teachers/specialists.

3. In order to best help all learners, be sure to assess their reading often and individually so no one falls behind and you can emphasize skills that are not fully integrated. Though the entire school is assessed in the beginning and end of the year, you will want to supplement this with checkins and informal assessments to make sure everyone is on track.

### Hebrew Literacy Words

*Every class will be assigned Hebrew Literacy Words. Incorporate these words into your lessons (Not just during Zman Ivrit) and reinforce them with your students often. Use these words for reading practice and have them up around the room. These words are required, but we encourage you to add 10-20 of your own words based upon your lesson plans.*

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>תורה</td>
<td>ירושלמית</td>
</tr>
<tr>
<td>בראשית</td>
<td>מתנה</td>
</tr>
<tr>
<td>צדקה</td>
<td>סדר</td>
</tr>
<tr>
<td>עץ חיים</td>
<td>שחרית/מנחה/מערב</td>
</tr>
<tr>
<td>Major Torah character names</td>
<td>קדוש</td>
</tr>
<tr>
<td>פסוק</td>
<td>שם</td>
</tr>
<tr>
<td>פיק</td>
<td>אמן/אמונה</td>
</tr>
<tr>
<td>דוק</td>
<td>שפרה/מתכדם/ייו</td>
</tr>
<tr>
<td>פורים</td>
<td>דביה</td>
</tr>
<tr>
<td>מדרש</td>
<td>קביעה/חכמה</td>
</tr>
</tbody>
</table>

### TBZ Decoding Curriculum

As of 2014, TBZ will be utilizing a unified process for teaching the letters and early stage decoding and reading. All teachers will be trained in this method and supported in teaching and curriculum building. This methodology will be incorporate into your zman ivrit procedure.

### Ivrit Workbook

The 2/3 class will be using Zman Likro in combination with Marion Green’s mnemonic system of small cards. All students will be provided with a workbook and appropriate materials. Advanced students will work with Miriam Diamond from S’fatai Tiftah. The workbooks should be incorporated into your Zman Ivrit and also used for homework and home practice.

### Assessment

*By the end of the 2nd grade students will be able to:*
  - Identify and Pronounce the sounds of all Hebrew letters (including look alikes and final letters)
  - Recognize and name all Hebrew letters and match it to it’s sound

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- Recognize and pronounce all Hebrew vowels and match to its sound
- Identify and sound out letter-vowel combinations in one or two syllable words
- Read three letter words such as יָדֶל, שַבָּת

By the end of the 3rd grade students will be able to:
- Reach and polish all 2nd grade benchmarks
- Decode words with three or more syllables

**Israel Unit One: Mythic and Modern Geography**

§ **What is Israel (place)?**

**Goals:**
- Students will work with maps/globes of different kinds to get a sense of how far Israel is from Boston.
- Students will learn about the physical geography of the land of Israel and Israel’s neighbors by making a 3D map representing the country’s water, mountains, desert and a few cities.
- Students will learn the names of Israel’s neighboring countries.
- Students will hear stories about places in the Bible and connect those narratives to the modern places on their map.
- To learn about the kotel and the old city

**Key Ideas and Questions:**
- Where is Israel? How far is Israel from Boston?
- How big is Israel?
- What countries surround Israel?
- How is Israel similar to America? How is Israel different?
- The names of places today are sometimes the same as names in the Bible
- The stories in the Torah all happened in the land of Israel
- Where is the kotel? Why is it special?

**Assessment:**
*At the end of the unit students should be able to:*
- Name three places in Israel
- Know that Israel has mountains, desert, bodies of water and green places
- Explain how the stories in the Bible happened in the same places we can go visit today
- When looking at a map, can show a few important places in Israel
- Know where the kotel is, what it is and why it is important
Resources:

- Maps of Israel and the Middle East
- Biblical stories about places in the Torah - Jerusalem, Bethlehem, Hebron, Egypt
2nd/ 3rd Grade Curricula

Year One

§ Overall Essential Questions: Where do we come from? What can we learn from the stories of our people?

Core Topics: Introduction to Torah, Bereishit/Genesis Narratives and Themes, Introduction to Jewish theology and Prayer, Stories and Characters of Jewish Holidays, Learning to Read Hebrew

In year one of 2nd/3rd grade, students focus on the book of Bereishit/Genesis, the story of the beginning of the world and the origin of the Jewish people. In our studies, students will read key stories in B’reishit, building their Jewish literacy and learning basics for reading and thinking about the Torah. We will bring in midrashim (rabbinic interpretations of the text) and create our own as we continue to learn important lessons from Jewish text and tradition. The secondary focus will be an introduction to Jewish theology. What do Jews believe? Who is God? This is also the primary class where students learn to read Hebrew and an important focus will be placed upon building Hebrew decoding skills.

Curriculum Section One: Bereishit - The book of Genesis

Unit One: What is the Torah?
No more than two lessons

§ What is the Torah?

Goals:
● To introduce students to the Torah and it’s organization
● To help students understand where the Torah came from
● To discuss why the Torah is so important to the Jewish people

Key Ideas and Questions:
●.Posok, פרשה, פסוק = ג ● Jews read the Torah in shul on Shabbat and Mon/Thurs during the week, but we study the Torah all the time
● Discuss: Why do we teach you about the Torah? What is in the Torah? Why bother?

Suggested Procedure:

Updated Summer 2014, Suzie Schwartz Jacobson
**Here are some suggestions for how to uncover the material:**
- Torah Scavenger hunt - Teach the organization of the Torah and how to find a פרק/פסוק, Five books etc (No need to teach Neviim and Ketuvim, as this is covered in the 4/5 class)
- Show the Torah scroll compared to the chumash/tanakh and discuss the origin of the written Torah
- Interview different people around TBZ (Rabbis, Beit Rabban Coordinator, teachers, students) about where they think the Torah came from and why they think the Torah is important
- Talk about the importance of stories and how we learn lessons from narration. Torah is our holiest collection of stories. (highly recommended, as finding meaning in stories is the theme of the entire unit)

**Assessment:**
*At the end of the mini unit the students will be able to:*
- Define the terms פסוק, פרש, פרק and know that there are 5 books in the Torah (knowing the names in Hebrew or English is a plus!)
- Explain why the Torah is so special to the Jews
- Give an opinion about what we can learn from the Torah.
Suggested Procedure for all Torah units below:

- Read the stories using the Explorer’s Bible or TBZ chumashim/tanakhim
- For each story, design an essential question that focuses on one lesson or big idea the students can learn from the narrative (suggestions below)
- After reading the stories, reinforce learning with a short project such as: drawing the narrative, acting it out, playing a game, retelling in your own words, creating props from the story, debates etc. Be sure to switch up your modalities and find out what works best for your class. If the class is large, perhaps pick two different options that allow for differentiation and small group work.

Unit Two: The Torah’s “Pre-History”

suggested time: four lessons

§ Where does our world come from?

Goals:
- To introduce students to key Torah narratives and characters
- To learn ethical lessons from these narratives and be able to relate the ideas to their world.
- To think about “the beginning,” and imagine the world when it was new

Possible Texts and Narratives to cover:
- Creation - B’reishit 1 and 2 - How was the world created? What is the first human’s relationship the world?
- Expulsion from the garden of Eden - why do Adam and Chava have to leave? (Ber. 3)
- Cain and Abel (Ber 4)
- Noah and the flood - Why is Noah chosen? What do you think the people did wrong? What does the rainbow mean? (Ber 6-9)
- Tower of Babel - why does God get angry? What did the people do that was wrong? What does this story teach us? (Ber 11)

Assessment:
At the end of each lesson the students will be able to:
- Remember the narratives with moderate detail (main characters and plot points)
- Tell one lesson we can learn from the story
**Unit Three: Avraham and Sarah - The First Jews**

*suggested time: four lessons*

<table>
<thead>
<tr>
<th>§ Where do we (Jews) come from? What can we learn from our ancestors?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Goals (Pick THREE to emphasize)</strong></td>
</tr>
<tr>
<td>● to introduce learners to Avraham and Sarah’s narratives, and really get a sense of who they are - what their values are, what is important to them, their relationship to others, their connection to God.</td>
</tr>
<tr>
<td>● to learn about the brit between Avraham and God, and how this sparks the Jewish people</td>
</tr>
<tr>
<td>● to explore the culture and society of the ancient world where Abraham and Sarah live - i.e., who are their neighbors? What kind of life do they (A/S) live? What does their world look like?</td>
</tr>
<tr>
<td>● to discuss the values we learn from A/S behaviors, and struggle together over the hard choices they make</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Texts and Narratives to cover (Pick no more than FOUR short texts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>your text choices should reflect your chosen goals</em></td>
</tr>
<tr>
<td>● Covenant: Lech l’cha (Ber. 12), A/S name change (Ber. 17), Circumcision (Ber. 17/21)</td>
</tr>
<tr>
<td>● Wife/Sister confusion (Ber 12, 20)</td>
</tr>
<tr>
<td>● Sodom and Gomorrah (Ber.18 (Bargaining with God))</td>
</tr>
<tr>
<td>● Avraham and the Strangers/Angels (Ber. 19)</td>
</tr>
<tr>
<td>● Sending Hagar and Ishmael off (Ber 21)</td>
</tr>
<tr>
<td>● Akedah/Binding of Isaac (Ber 22)</td>
</tr>
<tr>
<td>● Sarah’s death and burial (Ber 23)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>At the end of each lesson the students will be able to:</em></td>
</tr>
<tr>
<td>● Remember the narratives with moderate detail (main characters and plot points)</td>
</tr>
<tr>
<td>● Tell one lesson we can learn from the story</td>
</tr>
<tr>
<td>● Understand how this story fits within the larger A/S narrative arc</td>
</tr>
</tbody>
</table>

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**Unit Four: Yitzhak and Rivkah**

*suggested time: one review lesson followed by four lessons*

<table>
<thead>
<tr>
<th>§ Where do we (Jews) come from? What can we learn from our ancestors?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Goals:</strong></td>
</tr>
<tr>
<td><em>Pick no more than TWO goals</em></td>
</tr>
<tr>
<td>● to introduce learners to Yitzhak and Rivkah’s narratives, and really get a sense of who they are - what their values are, what is important to them, their relationship to others, their connection to God.</td>
</tr>
<tr>
<td>● to discuss the values we learn from Y/R behaviors, and struggle together over the hard choices they make</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Texts and Narratives to cover:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Pick no more than FOUR texts</em></td>
</tr>
</tbody>
</table>

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● Review: A/S are childless (Ber. 15, 16, 18 (S laughs))
● Review: Akedah/Binding of Isaac (Ber 22)
● Avraham sends his servant to get a wife... Yitzhak meets Rivkah (and she falls off her camel...) (Ber 24)
● Yitzhak and Ishmael bury Avraham (Ber. 25)
● Rivkah gives birth to twins Yaakov and Aysav (Esau) (Ber. 25:19...)
● Sister/ Wife drama with Avimelech (Ber. 26)
● Yitzhak, the well and a reminder of the covenant (Gen 26)
● Rivkah tricks Yitzhak and gives Yaakov the birthright. (Gen 27-28)

Assessment:
At the end of each lesson the students will be able to:
● Remember the narrative with moderate detail (main characters and plot points)
● Tell one lesson we can learn from the story
● Understand how this story fits within the larger narrative arc

Unit Five: Jacob, Rachel, Leah, Bilhah and Zilpah
suggested time: one review lesson, followed by 8 lessons

§ Where do we (Jews) come from? What can we learn from our ancestors?

Goals:
Pick no more than THREE goals
● to introduce learners to Yaakov, Rachel and Leah’s narratives, and really get a sense of who they are - what their values are, what is important to them, their relationship to others, their connection to God.
● to discuss the values we learn from J/R/L behaviors, and struggle together over the hard choices they make
● trace the covenant from Avraham through his children and grandchildren - how does fertility and the chosen siblings play a role in receiving God’s blessing? what is their relationship to the land?
● talk about why Yaakov’s new name Yisrael, becomes the name of the people. How are we today tied to our ancestors? To the land?

Possible Texts and Narratives to cover:
Pick no more than SIX texts

● Aysav sells Yaakov his birthright (Ber 25)
● Yaakov’s ladder (Ber 28)
● Yaakov marries Leah and Rachel (Ber 29)
● Baby drama (end of Ber 29, 30)
● They leave Laban, back to the promised land (Ber 31)
● Yaakov reunites with Aysav (Ber 32, 33)
● Brothers reunited, but not living together (Ber 36:6-8)
● Wrestling with God and the name change (Ber 32)
● Rachel’s death (Ber. 35:16-20)
Renewing the covenant (beginning of Ber 35)

Assessment:
At the end of each lesson the students will be able to:
- Remember the narrative with moderate detail (main characters and plot points)
- Tell one lesson we can learn from the story
- Understand how this story fits within the larger narrative arc

Unit Six: Jacob/Rachel/Leah/Bilhah/Zilpah’s Children - From Eretz Yisrael to Egypt
suggested time: one review lesson, followed by FOUR lessons

§ Where do we (Jews) come from? What can we learn from our ancestors?

Suggested Goals:
Pick no more than TWO goals
- to introduce learners to Yosef and his brothers
- to discuss the values we learn from Yosef and his brother’s behaviors, and struggle together over the hard choices they make
- to learn how the Israelites found themselves in the land of Egypt and see how that connects to the exodus story

Texts and Stories to cover:
Pick no more than FOUR texts to cover
- Yosef is favorite, coat of many colors (Ber. 37)
- Yosef tattles on his brothers, has his first dream, is thrown in the pit (Ber. 37)
- Yosef goes to Egypt, Potifar’s Wife, he is thrown in jail (Ber. 29)
- Yosef, the dream interpreter (Ber 40)
- Pharaoh’s dream, Yosef becomes vizier (Ber. 41)
- Yosef’s brothers come to Egypt, they are reunited(Ber 42-45, 47-8)
- Yaakov talks to Yosef, blesses his sons - extending the covenant (Ber 48)
- Yaakov dies and blesses his sons: (Ber. 49-50)

Assessment:
At the end of each lesson the students will be able to:
- Remember the narrative with moderate detail (main characters and plot points)
- Tell one lesson we can learn from the story
- Understand how this story fits within the larger narrative arc
## Curriculum Section Two: Moadim / Holidays

Lessons or activities around the moadim should be included during the week prior to an upcoming holiday. Each Holiday should have one, at most two lessons.

### § What are the stories and characters of our holidays?

#### Goals:
- to introduce students to the stories and characters of the (major) holidays (Rosh Hashannah, Yom Kippur, Sukkot, Simchat Torah, Hannukah, Tu B'Shvat, Purim, Pesach, and Yom Ha-atzmaut)
- to teach and reinforce holiday narratives (some holidays have multiple narratives that might be competing)
- to emphasize the meaning(s) of the holidays and why we celebrate them

#### Key Ideas and Questions:
- Where does this holiday come from?
- What story do we tell on this holiday?
- Who are the characters? Where do they come from?
- What rituals highlight the meaning of the holiday?

#### Assessment:
At the end of each holiday unit the students will be able to:
- Remember the holiday narrative in detail (main characters and plot points)
- Explain what we learn from this holiday

#### Suggested Resources:
Curriculum Section Three: Introduction to Jewish Theology and Ethics

This section will be comprised of stand alone lessons or short units interspersed throughout the year. Sometimes you may devote an entire 40 minutes (or more) to a lesson, while other times the curriculum will be expressed as a 15-20min question or mini lesson.

§ What do Jews believe?

Goals:
- To introduce students to basic Jewish theology and theological questions and ideas.
- To create space for students to begin to think about theology and God and start formulating their own ideas and beliefs
- to define theology and make it accessible for your students

Key Ideas and Questions:
- All people are capable of asking hard questions and developing their own beliefs - even our young students. By giving students the space to ask and think together, we can encourage spiritual development in a way that encourages open inquiry and spiritual growth at any age.
- Sample theological questions:
  - Monotheism - There is one God
  - Who/What is God?
  - Where is God?
  - When we talk to God, does God listen?
  - What does it mean to be good? Why do we have to be good?
  - What does “holy” mean?
- Ask your students what questions they have - create a burning questions wall where students can put up their questions throughout the year. You might want to launch your curriculum and questions from student questions and ideas
- Students do not need to agree or all believe in the same image of God. They are free to not believe, to ask hard questions or have doubts. Beit Rabban is a place where students can think for themselves and it is safe to ask hard questions.

Assessment:
At the end of the unit the students will be able to:
- Express their own ideas and talk about what they believe
- Define “theology” and their own image of God (or lack thereof)

Suggested Resources:
Israel Unit One: Daily Life in Israel

<table>
<thead>
<tr>
<th>§ What is daily life like in Israel? How does it compare to our daily lives in Boston?</th>
</tr>
</thead>
</table>
| **Goals:**
| increase student’s familiarity with Israel and their facility with Israeli culture and life
| understand what life would be like if Judaism were the dominant cultural paradigm
| introduce learners to key cultural locations in Israel
| show diversity of religions and cultures in Israel and compare to the diversity in Boston

| **Key Ideas and Questions:**
| Ben Yehuda street, the shuk, dead sea, Eilat, etc - pictures, videos (etc) of what daily life looks like on a busy street in Jerusalem, Tel Aviv, etc.
| Comparison of different cultural elements and markers - music, food, dance, art, nature etc
| How do we “live our values” in our day to day lives? How do our cultural choices show what we find important?

| **Assessment:**
| *At the end of the unit students should be able to:*
| talk about 1-2 locations in Israel and discuss what people do there
| explain a few cultural aspects of Israeli life and analyze how it is the same and different to their life in Boston

| **Resources:**
| Image search Ben Yehuda street, Shuk, for pictures of real people living, working and visiting Israel
| [http://www.embassyofisrael.co.uk/culture/israeli-culture/](http://www.embassyofisrael.co.uk/culture/israeli-culture/)
2nd/ 3rd Grade Curricula

Year Two

§ Overall Essential Questions: What does it mean to be part of the Jewish people?

Core Topics: Introduction to Torah, Bereishit/Genesis Narratives and Themes, Introduction to Jewish theology and Prayer, Stories and Characters of Jewish Holidays, Learning to Read Hebrew

In 2/3 year two, students focus on the themes of Jewish peoplehood, holiness and covenant and what it means to be a part of the Jewish people. Understanding the challenges of coming together as a people, defining and finding holiness in our lives, and recognizing the significance of a covenant is not a simple exercise. However, as our students continue (or begin) their study of Torah with an emphasis on major themes in the books of Shemot (Exodus), Vayikra (Leviticus), B’midbar (Numbers) and Devarim (Deuteronomy), they will begin to grapple with these ideas, while learning important Jewish stories and exploring their own Jewish identities. In this year, students will also learn more about tefillah, Jewish prayer and find personal meaning in the Jewish holidays. Finally, this year is part of a two year focus on Hebrew decoding and reading skills. Our hope is that through practice and support, all students will be able to read Hebrew by the end of the third grade.
§ What is the Torah?

Goals:
- To introduce students to the Torah and its organization
- To help students understand where the Torah came from
- To discuss why the Torah is so important to the Jewish people

Key Ideas and Questions:
- פסוק, פרשה, פרק = 3 פ
- Jews read the Torah in shul on Shabbat and Mon/Thurs during the week, but we study the Torah all the time
- Discuss: Why do we teach you about the Torah? What is in the Torah? Why bother?

Suggested Procedure:
Here are some suggestions for how to uncover the material:
- Torah Scavenger hunt - Teach the organization of the Torah and how to find a פסוק/פרשה, Five books etc (No need to teach Neviim and Ketuvim, as this is covered in the 4/5 class)
- Show the Torah scroll compared to the chumash/tanakh and discuss the origin of the written Torah
- Interview different people around TBZ (Rabbis, Beit Rabban Coordinator, teachers, students) about where they think the Torah came from and why they think the Torah is important
- Talk about the importance of stories and how we learn lessons from narration. Torah is our holiest collection of stories. (highly recommended, as finding meaning in stories is the theme of the entire unit)

Assessment:
At the end of the mini unit the students will be able to:
- Define the terms פסוק, פרשה, פרק and know that there are 5 books in the Torah (knowing the names in Hebrew or English is a plus!)
- Explain why the Torah is so special to the Jews
- Give an opinion about what we can learn from the Torah.
Suggested Procedure for all Torah units below:

- Read the stories using the Explorer’s Bible or TBZ chumashim/ tanakhim
- For each story, design an essential question that focuses on one lesson or big idea the students can learn from the narrative (suggestions below)
- After reading the stories, reinforce learning with a short project such as: drawing the narrative, acting it out, playing a game, retelling in your own words, creating props from the story, debates etc. Be sure to switch up your modalities and find out what works best for your class. If the class is large, perhaps pick two different options that allow for differentiation and small group work.

Unit Two: Redemption: Exodus from Egypt

Suggested time: 8-10 weeks, then revisited before Pesach. There are so many rich texts in the early part of Shmot and we are often tempted to spend most of the year on the Exodus. However, as this narrative is most familiar to our students and there is much to learn, we suggest careful planning and focusing on aspects that they might not be familiar with. Aspects that are not covered in this unit can be revisited before Pesach and highlighted during the tefillah curriculum.

§ What does it mean to be free? How does escaping from slavery make the Israelites a unified people?

Goals:

- To introduce students to key Torah narratives and characters
- To discuss slavery and what it means to be free, define redemption
- To see how the exodus caused an enslaved people to become a unified, free people and to examine the consequences

Themes and Questions (Choose no more than TWO)

- Freedom and Slavery - What does it mean to be free?
- How do the people respond to oppression? How do they respond to freedom?
- Being brave and taking chances, even when the task is difficult
- Becoming a people - What does this look like? What does this mean?
- How does God take care of the people?
- What does it mean to be a member of an oppressed group? What does it mean to be a member of a free or privileged group?

Possible Texts and Narratives to cover:

Start with:

- Bereishit 50: Death of Jacob, review of Genesis, beginning of Shmot 1

Then choose no more than FIVE texts to focus on. Your text choices should reflect your chosen goals, questions and key ideas

- Sh’mot 1:8-13 – Overview of Egyptian oppression
- Sh’mot 1:15-22 – Midwives: resistance and oppression
- Sh’mot 2:11-15 - Moses takes his first stand against an Egyptian
- Sh’mot 5 – First “let my people go,” and Pharaoh makes things worse for the Israelites
- Sh’mot 7-11: Plagues
- Sh’mot 13:17-15 – Exodus and splitting of sea of reeds (Miriam= 15:20-1)
- Sh’mot 15:22-27; 16:4-8 – God gives them good water and manna (food)

**Assessment:**

*Tailor to fit your goals. At the end of each lesson the students will be able to:*

- Remember the narratives with moderate detail (main characters and plot points)
- Define the word “people” and discuss “peoplehood”
- Talk about the importance of freedom
- Define “redemption”

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**Unit Three: Revelation: Receiving the Torah our Handbook for Peoplehood**

*suggested time: one review lesson followed by six to eight weeks*

<table>
<thead>
<tr>
<th>§ What is Revealed on Mt Sinai? How does Receiving Torah unify the people?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Goals</strong></td>
</tr>
<tr>
<td>- to read the primary narrative arch of revelation and understand the characters and setting</td>
</tr>
<tr>
<td>Pick TWO or THREE content specific goals to emphasize</td>
</tr>
<tr>
<td>- to learn about the ten commandments and the difference between universal laws and particular laws for Israelites/Jews</td>
</tr>
<tr>
<td>- to define “halakha” and examine specific laws like shabbat, kashrut, ethics to understand what God is asking of the people</td>
</tr>
<tr>
<td>- to think about how laws help us be in community and be “good”</td>
</tr>
<tr>
<td>- to define “kadosh” and think about what this has to do with laws</td>
</tr>
<tr>
<td>- to define covenant, and examine the relationship between God and the people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key Ideas and Questions (Pick TWO or THREE that relate to your goals)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Universal laws (don’t kill) vs. particular laws (Shabbat)</td>
</tr>
<tr>
<td>- What is a law? How do laws help communities come together as a people?</td>
</tr>
<tr>
<td>- What is a covenant? Why does God make the covenant with laws?</td>
</tr>
<tr>
<td>- How does freedom lead to responsibility?</td>
</tr>
<tr>
<td>- How does freedom change the Israelites’ lives?</td>
</tr>
<tr>
<td>- How can laws make the people “holy”?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Possible Texts and Narratives to cover (Pick no more than FOUR short texts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>your text choices should reflect your chosen goals, questions and key ideas</td>
</tr>
<tr>
<td>- Sh’mot 19: Mount Sinai</td>
</tr>
<tr>
<td>- Sh’mot 20 – “ten” commandments</td>
</tr>
<tr>
<td>- Sh’mot 35 – Shabbat</td>
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<tr>
<td>- Vayikra 11 – Kashrut</td>
</tr>
<tr>
<td>- Vayikra 19:33-34 – be kind to the stranger</td>
</tr>
<tr>
<td>- Dvarim 6:4-9; Dvarim 11:13-21; B’midbar 15:37-41 – Sh’mah/ V’ahavata</td>
</tr>
</tbody>
</table>

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Vayikra 20:22-26 – if you follow all of God’s rules you will receive the land of Israel, the land of milk and honey

Assessment:
Tailor to fit your goals. At the end of each lesson the students will be able to:
- Remember the narratives with moderate detail (main characters and plot points)
- Define “revelation,” “redemption,” “law,” “halakha” and “holiness”
- Demonstrate increased confidence and aptitude in their ability to read text

Unit Four: Wandering in the Wilderness: Ideal and the Real
suggested time: one review lesson followed by four to six weeks

§ What happens to the Israelites as they wander in the desert for 40 years?

Suggested Goals:
- to introduce students to key Biblical narratives in bedmidbar and devarim
*Pick no more than TWO content specific goals*
- to define “ohel moed,” “midbar,” and “mishkaan” and discuss permanent versus impermanent spaces
- to discuss the effects of the Israelite wandering and what might happen to a people who travels together for 40 years
- to examine the relationships between God and the people, God and Moses, Moses and the people

Key Ideas and Questions *(Pick TWO or THREE that relate to your goals)*
- The 12 tribes: Israelite organization and community
- Where do you live when you are always traveling?: God in the mishkaan, the people in tents.
- When life is hard, can you believe in your leader? (Complaints against Moses)
- We are thirsty! Asking God for basic needs

Possible Texts and Narratives to cover:
*Pick no more than FOUR texts*
- B’Midbar 1 – Division into 12 tribes
- B’midbar 2 – setting up the camp
- B’midbar 15 – Korach and the challenge to Moses’ authority (there are other complaint narratives if you want to build a mini unit from this)
- Sh’mot 25-31- building the mishkaan
- B’midbar 13 – the spies check out the land
- B’midbar 20 - Complaining about water (there are numerous places where the Israelites complain, if you want to build a mini unit on this)
- D’varim 29 – Deuteronomic covenant
- D’varim 34 - Death of Moses and getting to the land

Assessment:
Tailor to fit your goals. At the end of each lesson the students will be able to:
- Remember the narrative with moderate detail (main characters and plot points)
- define “ohel moed,” “midbar,” and “mishkan”
- talk about the relationships between God and Moses, God and the people, Moses and the people
- explain what they think the Israelites learned while wandering in the wilderness

Curriculum Section Two: Moadim / Holidays

Lessons or activities around the moadim should be included during the week prior to an upcoming holiday. Each Holiday should have one, at most two lessons

<table>
<thead>
<tr>
<th>§ How do Jews celebrate the holidays around the world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals:</td>
</tr>
<tr>
<td>- to introduce students to the stories and characters of the (major) holidays (Rosh Hashannah, Yom Kippur, Sukkot, Simchat Torah, Hannukah, Tu B’Shvat, Purim, Pesach, and Yom Ha-atzmaut)</td>
</tr>
<tr>
<td>- to teach and reinforce holiday narratives (some holidays have multiple narratives that might be competing)</td>
</tr>
<tr>
<td>- to explore holidays rituals and observances around the world to see how different Jews express their Judaism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Ideas and Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What is this holiday all about? What are the main rituals and practices?</td>
</tr>
<tr>
<td>- How do Jews celebrate this holiday differently around the world?</td>
</tr>
<tr>
<td>- How do different Jews celebrate this holiday in Boston - Orthodox, Conservative, Reform, TBZ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of each holiday unit the students will be able to:</td>
</tr>
<tr>
<td>- Remember the holiday narrative in detail (main characters and plot points)</td>
</tr>
<tr>
<td>- Explain different ways to celebrate the holiday</td>
</tr>
<tr>
<td>- Compare their own observance of the holiday to other people(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Resources:</th>
</tr>
</thead>
</table>
**Curriculum Section Three: Introduction to Tefilla, Jewish Prayer**

This section will be comprised of stand alone lessons or short units interspersed throughout the year. Sometimes you may devote an entire 40 minutes (or more) to a lesson, while other times the curriculum will be expressed as a 15-20min question or mini lesson.

<table>
<thead>
<tr>
<th>§ Why do Jews pray? How do Jews pray?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● To discuss why Jews pray</td>
</tr>
<tr>
<td>● To introduce and reinforce basic prayers</td>
</tr>
<tr>
<td>● To talk about prayer leadership and what it means to be a shaliach tzibur</td>
</tr>
<tr>
<td>● To begin to articulate a personal theology around prayer (i.e., Why do I pray?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Ideas and Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All people are capable of asking hard questions and developing their own beliefs - even our young students. We often teach them how to pray, but we don’t ask them what it means or how it feels to pray</td>
</tr>
<tr>
<td>● Sample questions to discuss:</td>
</tr>
<tr>
<td>○ What is prayer?</td>
</tr>
<tr>
<td>○ Who are you praying to?</td>
</tr>
<tr>
<td>○ What do you feel when you pray?</td>
</tr>
<tr>
<td>○ What are some other ways to pray - with music, through social justice activism, with stories, etc.</td>
</tr>
<tr>
<td>○ What does it mean to “lead” prayer? What is a shaliach tzibur? (define!)</td>
</tr>
<tr>
<td>● Ask your students what questions they have - create a burning questions wall where students can put up their questions throughout the year. You might want to launch your curriculum and questions from student questions and ideas</td>
</tr>
<tr>
<td>● Focus on these familiar prayers, practice them during Z'man Ivrit and discuss their meaning:</td>
</tr>
<tr>
<td>○ ברכו</td>
</tr>
<tr>
<td>○ שמע</td>
</tr>
<tr>
<td>○ אהבת</td>
</tr>
<tr>
<td>○ מה כומך</td>
</tr>
<tr>
<td>○ עמידה</td>
</tr>
<tr>
<td>○ הלהב</td>
</tr>
<tr>
<td>○ and more!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the unit the students will be able to:</td>
</tr>
<tr>
<td>● Express their own ideas about prayer</td>
</tr>
<tr>
<td>● Recite and talk about the meaning of at least 3 prayers</td>
</tr>
</tbody>
</table>
### Curriculum Section Four: Government of the Modern State of Israel

*intended come after/ alongside unit on Sinai covenant, ten commandments and Torah law*

<table>
<thead>
<tr>
<th>§  What kind of government does Israel have?</th>
</tr>
</thead>
</table>
| **Goals:**<br>As you learn about the sinai covenant, ten commandments and torah as law, also learn about the government in the state of Israel  
  - To understand the basics of the Israeli governmental system  
  - To talk about the differences between modern democracy and Torah laws |
| **Key Ideas and Questions:**<br>  
  - Knesset, parliamentary democracy - how it works, many parties, etc  
  - Israeli government is influenced by the Rabbanut - compare to America’s idea of separation between religion and government |
| **Assessment:**<br>*At the end of the unit students should be able to:*<br>  
  - Describe the government system in Israel (in general)<br>  
  - Compare the Israeli government to the American system (in general)<br>  
  - Talk about how Sinai Law (ten commandments, etc) plays into the modern State. |
| **Resources:**<br>http://www.knesset.gov.il/description/eng/eng_mimshal_beh.htm  
http://www.jewishvirtuallibrary.org/jsource/Politics/how_govt_works.html |

### Israel Unit Two: Kibbutzim (If Time - No more than TWO lessons)

<table>
<thead>
<tr>
<th>§  What is a kibbutz? How does a kibbutz exemplify living your Jewish values?</th>
</tr>
</thead>
</table>
| **Goals:**<br>  
  - To introduce students to kibbutz life - values, organization, physical space, history, people, etc.  
  - To show how people can live in an intentional community that is based on their social values and mitzvot  
  - To introduce students to the term “kibbutz” and talk about the role of the kibbutz in modern Israeli history |
4th / 5th Grade Curricula

For Both Years

Daily Schedule (Suggested)
*Adjust this based upon the schedule of the Hebrew Learning Specialist, Z’man Beyachad and other holidays and special events

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Welcome and opening ritual (check in; sing the class song, other class rituals)</td>
</tr>
<tr>
<td>4:10</td>
<td>Primary Lesson (Y1: Prophecy/Justice or Theology; Y2: History or Prayer History) (50 min)</td>
</tr>
<tr>
<td>5:00</td>
<td>Structured snack time (&lt;10min) (read a story, have a discussion, say the blessings)</td>
</tr>
<tr>
<td>5:10</td>
<td>Zman Ivrit (30 minutes or more) (at least 15 minutes should be devoted to reading practice, with the remaining time used for grammar skill building, literacy words, lessons about vowel and letters, etc)</td>
</tr>
<tr>
<td>5:40</td>
<td>Continuation of lesson or short theology/prayer lesson</td>
</tr>
<tr>
<td>6:00</td>
<td>Clean up and Dismissal</td>
</tr>
</tbody>
</table>

Curriculum Section Two: Ivrit

This part of the curriculum will be supported by our Hebrew Learning Specialist

§ Hebrew Reading and Basic Hebrew Grammar

Goals:
- Meet all the Hebrew goals from grades 2/3 including ability to read 3-4 syllable words, and knowledge of all letters and vowels
- Practice reading to improve fluency and speed
- Learn intermediate decoding skills such as:
  - “shva na” vs “shva nach;”
  - “patach ganuv;”
  - double-duty vav;
  - “kamatz katan”
- Introduce basic grammar and translation skills
  - Prefixes: מ, ב, ל, כ, ש, ה etc
  - Possessive Suffixes כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, כל, etc

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○ Common words in prayers and Torah: פנים, ארץ, אמרו,elaide, etc
○ שרש = What is a root and how to identify roots and words with common roots

**Suggestions for Hebrew Instruction:**
- Some of your students will be ready for this curriculum, and others will not be ready. This curriculum might be aspirational. For those who are not ready, please see the 2/3 Ivrit curriculum and focus strongly on decoding and reading skills.
- Create groups based upon skill level, and differentiate the material when necessary
- Students find it empowering to know what they are reading. Teaching them these basic translation and grammar skills will help them begin to build translation skills and the material will feel more accessible.
- As these grammar and translation skills are new to them, be sure to teach one at a time, and reinforce them often. Students need to practice using skills in order to master them.

**Hebrew Literacy Words**
Every class will be assigned Hebrew Literacy Words. Incorporate these words into your lessons (Not just during Zman Ivrit) and reinforce them with your students often. Use these words for reading practice and have them up around the room. These words are required, but we encourage you to add 10-20 of your own words based upon your lesson plans.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ קהלת</td>
<td>★ מדורש</td>
</tr>
<tr>
<td>★ יזד</td>
<td>★ זכר</td>
</tr>
<tr>
<td>★ בית מדרש</td>
<td>★ תורה</td>
</tr>
<tr>
<td>★ בית תפילה</td>
<td>★ נביאים</td>
</tr>
<tr>
<td>★ בית דין</td>
<td>★ חותם</td>
</tr>
<tr>
<td>★ תלמוד/גמרא/משנה</td>
<td>★ תנינא</td>
</tr>
<tr>
<td>★ סידור</td>
<td>★ פרק/פסוק/פרשה</td>
</tr>
</tbody>
</table>

**TBZ Decoding Curriculum**
As of 2014, TBZ will be utilizing a unified process for teaching the letters and early stage decoding and reading. All teachers will be trained in this method and supported in teaching and curriculum building. This methodology will be incorporated into your zman ivrit procedure.

**Ivrit Workbook**
The 4/5 class will be using Z’man Likro. All students will be provided with a workbook. Advanced students will work with Miriam Diamond using S’fatai Tiftah. The workbooks should be incorporated into your Zman Ivrit and also used for homework and home practice.

**Assessment**
*By the end of the 4th grade students will be able to:*
- Read Hebrew fluidly
- Know all letters and vowels, including final letters and shva na/nah and kamatz katan
By the end of the 5th grade students will be able to:

- Read Hebrew fluidly
- recognize basic Hebrew vocabulary (as outlined above) including some prefixes and suffixes
- Define ורש and identify basic ורשים
4th/5th Grade Curricula

Year One

§ Overall Essential Question: *History and Ethics: What Can we Learn from our Jewish Past?*

*Core Topics: Important moments and figures in Jewish History, Jewish Ethics, Hebrew reading and introduction to Hebrew Grammar*

This year the 4/5 class will focus on key moments and figures in Jewish history when Jews were forced to rethink what it means to be Jewish in order to better adapt to their changing world. Through delving deeply into the narratives and stories of interesting people in the Jewish past, we will explore what it means to “live Jewishly,” and we will discuss Jewish values, mitzvot (commandments) and community organizations at different times and in different places. Our goal is to give learners literacy of key Jewish moments in history, while learning interesting stories about real people, their choices and their communities. Some moments will include the 2nd Temple period, early rabbinic Judaism, medieval Jewry in the Middle East and Europe, early Chasidism, early American Judaism and the creation of the state of Israel.

**Navigating the Curriculum**

This is a big curriculum. Teachers should feel free to gear the curriculum to their interests and the interests of their students - not all people, places or historical moments must be covered, as long as there is some attempt to give students a sense of the scope and flow of Jewish history. It will be impossible to complete all seven units adequately. You are not expected to do it all. Choose the units you think you can teach the most effectively, with care to not leave huge gaps. With every unit, at least one “People’s History” session should be covered that focuses on how average Jews lived in different moments in history.

**Text Book - The Veterans of History:**

The “text book” for the history curriculum is “The Veterans of History,” by Mitchell Silver. This book is meant to be a reference for the teacher, not a book for the students to read. It includes too much information and a far more in depth historical picture than our curriculum. However, it is an excellent resource for the teacher and good launching off point for lesson planning.
Unit One: Second Temple Judaism

This unit (Parts A and B) should take no more than 3-4 classes. 2 or 3 for Part A, 1 for Part B.
Veterans of History chapters 2, 3 and 4

<table>
<thead>
<tr>
<th>Part A</th>
<th>§ What was it like to be Jewish during the Second Temple Period?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>Choose one:</td>
</tr>
<tr>
<td></td>
<td>● To understand the significance of the Temple in pre-destruction Judaism</td>
</tr>
<tr>
<td></td>
<td>● To have a picture of pre-destruction Jewish practice</td>
</tr>
<tr>
<td></td>
<td>● To use the Bible as a historical document, helping us to understand Jewish life from this period</td>
</tr>
<tr>
<td><strong>Suggested Topics/lessons:</strong></td>
<td>Choose no more than TWO to focus on</td>
</tr>
<tr>
<td></td>
<td>● Biblical archeology</td>
</tr>
<tr>
<td></td>
<td>● General understanding of the sacrificial cult and its purpose and importance</td>
</tr>
<tr>
<td></td>
<td>● Herod and his Temple</td>
</tr>
<tr>
<td></td>
<td>● Read Bible on return from Exile: Ezra and Nehemia</td>
</tr>
<tr>
<td></td>
<td>● Read Leviticus 16 and discuss how sacrifice was used to atone for sins, compare to our Yom kippur</td>
</tr>
<tr>
<td></td>
<td>● How were certain practices observed in Biblical period?</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>Tailor to your topic choices. At the end of the unit students should be able to:</td>
</tr>
<tr>
<td></td>
<td>● Describe what we mean when we say “2nd Temple Period”</td>
</tr>
<tr>
<td></td>
<td>● Explain three ways Judaism was different during that period</td>
</tr>
<tr>
<td></td>
<td>● What did 2nd temple Judaism look like according to the Tanakh?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: People’s History Interlude</th>
<th>§ What was life like for normal Jews living in the Second Temple Period?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td>To give students a taste of what it might have been like to live in the second temple period</td>
</tr>
<tr>
<td><strong>Suggested Topics/lessons:</strong></td>
<td>● Explore archeological digs/ pictures from the period, noticing what kinds of objects are found and what they might have been used for.</td>
</tr>
<tr>
<td></td>
<td>● Examine pictures and reconstructions of Herod’s Temple, thinking about what it would be like for a common person to see such a structure.</td>
</tr>
<tr>
<td></td>
<td>● Think about how people did the simple things: food, water, heating</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td><a href="http://blip.tv/the-center-for-online-judaic-studies/jewish-life-in-the-second-temple-period-1892183">http://blip.tv/the-center-for-online-judaic-studies/jewish-life-in-the-second-temple-period-1892183</a></td>
</tr>
</tbody>
</table>

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Unit Two: Destruction of the Temple

This unit (Parts A and B) should take no more than 3-4 classes. 2 or 3 for Part A, 1 for Part B.
Veterans of History chapters 2, 3 and 4

<table>
<thead>
<tr>
<th>§ How did Jews react to the destruction of the Temple?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● To understand the basic narrative of the destruction – who destroyed the temple? Why? What was the Jewish response?</td>
</tr>
<tr>
<td>● To discuss how a major event of destruction could cause social upheaval and how that relates to social change</td>
</tr>
<tr>
<td><strong>Suggested Topics:</strong></td>
</tr>
<tr>
<td>● Yochanan ben Zachai escapes in a coffin and founds Yavneh</td>
</tr>
<tr>
<td>● Josephus (first century Jewish Historian living in the Roman court) on destruction</td>
</tr>
<tr>
<td>● Mention of destruction in rabbinic literature to understand reaction</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>At the end of the unit students should be able to:</td>
</tr>
<tr>
<td>● Recall the basic narrative of the temple destruction</td>
</tr>
<tr>
<td>● think critically about how destruction changed Jewish life</td>
</tr>
<tr>
<td>● understand the ramifications of the loss of the temple and how this would affect the daily and yearly practices of the people</td>
</tr>
<tr>
<td><strong>Suggested Resources:</strong></td>
</tr>
<tr>
<td>● ben Zachai text: <a href="http://www.ou.org/yerushalayim/tishabav/fateful.htm">http://www.ou.org/yerushalayim/tishabav/fateful.htm</a></td>
</tr>
</tbody>
</table>

Part B: People’s History Interlude

<table>
<thead>
<tr>
<th>§ What was life like for normal Jews living after the Destruction of the Temple?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● To give students a taste of what it might have been like to live through the destruction of the temple</td>
</tr>
<tr>
<td><strong>Suggested Topics/lessons:</strong></td>
</tr>
<tr>
<td>● Talk about how you would feel if a major part of your life was destroyed and you had to move far away, think about what structures are most important to you.</td>
</tr>
<tr>
<td>● Learn about the different Jewish factions, and think about why they had differences</td>
</tr>
<tr>
<td>● Look at art and archeology from the period and examine evidence of everyday life.</td>
</tr>
</tbody>
</table>
Unit Three: Rabbinic Judaism

This unit (Parts A and B) should take no more than 6 classes. 4 or 5 for Part A, 1 or 2 for Part B.

Veterans of History chapter 5

§ Where did Rabbinic Judaism come from? What did the early Rabbis believe?

Goals:
- To learn about some important figures in early rabbinic Judaism
- To explore some of the values and important ideas of the rabbis, including but not limited to, importance of Torah study, pluralism and the importance of dissent, the centrality of the beit midrash/ study and synagogue/prayer (Choose no more than two)
- To gain familiarity with key terms like: mishnah, gemara/talmud, midrash, sanhedrin, etc

Suggested Topics:
There are many options - choose texts that fit your chosen goals
- Hillel and Shammai - Their disagreements and their values
- R. Eliezar and the Oven of Aknai (lo bashamayim hi)
- Rabbi Akiva’s story of origin - value of learning torah

Online Resources:
- oven of akhnai: http://jhom.com/topics/voice/bat_kol_bab.htm
- Rabbi Akiva’s origins: http://www.ou.org/chagim/elul/akiva/htm

Part B: People’s History Interlude

§ What was life like for normal Jews living during the Rabbinic period?

Goals:
To give students a taste of what it might have been like to live through the rabbinic period.

Suggested Topics/lessons:
- Look at aggaditah that is about the average person, not the rabbinic hero or about communal customs - for example, texts about the bath house, clothing, food, feasting, poverty

Resources
- http://www.myjewishlearning.com/history/Ancient_and_Medieval_History/539_BCE-632_CE/Rabbits_and_Common_Folk.shtml

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## Unit Four: Medieval Judaism : Middle East and Europe

*This unit should be no longer than SIX classes - TWO for Part 1, TWO for Part 2, and ONE or ONE or TWO for Part 3*

*The Veterans of History Chapters 6 and 7*

### § How did Jewish Life develop in the medieval period?

**Goals:**
- To learn about medieval Judaism in the Middle East and Europe
- To learn about the lives of important rabbis living at the time
- To gain familiarity with key terms like: midrash, parshanut, meforshim,

**Choose ONE-TWO goals to focus on:**
- To explore some of the values and important ideas of the medieval rabbis including, being true to tradition, asking questions about the Torah, figuring out how to be Jewish in new places, etc

### Part 1 - Medieval Middle Eastern Judaism / Maimonides (no more than THREE classes)

**Suggested Topics (Choose ONE or TWO):**
- Medieval Egypt: Maimonides
- Medieval Jews and the Land of Israel

**Resources:**
- Medieval Jews and the land of Israel

### Part 2 - Medieval European Jews and Judaism (no more than THREE classes)

**Suggested Topics:**
- Choose ONE or TWO
- Rashi and Medieval French Jewry
- Medieval Spain: Ibn Ezra, Ibn Gabriol, Yehuda HaLevi (etc)
- Mystics: Ramban, Moshe de Leon, Isaac the Blind

### Part B: People’s History Interlude

*Spend no more than TWO classes on this topic*

### § What was life like for normal Jews living in the Medieval Period?

**Goals:**
To give students a taste of what it might have been like to live in medieval Spain/France/Egypt/Israel etc
Suggested Topics/lessons:
Pick ONE area and ONE time period (century or less) - examine Jewish architecture (synagogues) and any historical information available about how the people lived during that time.

Unit Five: Early Modern/ Chasidut - OPTION ONE*
Spend no more than FOUR lessons on this unit (THREE- FOUR for Part A, ONE for Part B)
Veterans of History Chapter 9 and 10
*You have two options for the Early Modern period, you can choose which one to do, or do both and cut something else.

§ What can we learn from the leaders of Chasidut?
Goals:
- To learn about some important figures in Chasidut
- To explore some of the values and important ideas of the hasids, including but not limited to, relationship to God, importance of community, joy, music and different ideas of how to pray
- To read chasidic stories and cull the values and main ideas

Suggested Topics (Choose ONE or TWO figures):
- Baal Shem Tov
- Rebbe Nachman
- Magid of Mezerich
- Rabbi Shneur Zalman of Liadi (Chabad founder)
- etc

Part B: People's History Interlude - ONE LESSON

§ What was life like for Jews who followed the chassidic Rebbes?
Goals:
- To give students a taste of what it might have been like to live as a chasid during ____
  - choose one time period such as: as a disciple of the Baal Shem Tov

Suggested Topics/lessons:
Choose one community (perhaps in Europe) and find information about what life was like for them. Imagine you were living in that time - would you have been a chasid or a mitnag? Would you have assimilated? What kind of Jew would you have been?
Unit Five: Jewish Emancipation - OPTION TWO*

Spend no more than FOUR lessons on this unit (THREE- FOUR for Part A, ONE for Part B)
Veterans of History Chapter 11 and 12

§ What was “Jewish Emancipation?” Where does non-orthodox Judaism come from?

Goals:
● To gain content knowledge on Jewish Emancipation and early Reform Judaism
● To understand emancipation, and the difference between being a ‘subject’ and being a ‘citizen’ in order to understand the change that comes from having political freedoms and rights
● To be able to articulate the changes Reform Judaism made and also how they stayed in line with tradition
● To discuss what it means to be “authentically” Jewish and to see that “one size fits all” Judaism did not work in modernity

Suggested Topics:
Choose ONE or TWO topics to focus on
● 19th century anti-Semitism
● The Jew as subject – lack of civil and political rights
● Political emancipation
● Early reformers- Abraham Geiger, Zacharias Frankel, Leo Baeck, Ismar Elbogen etc.
● The areas of Judaism they “reformed” – prayer, theology, role of the rabbi, dress, education etc

Assessment:
At the end of the unit students should be able to:
● Explain the basic history of Jewish emancipation
● Articulate a nuanced understanding of the changes that were happening to the Jews at this time
● Offer suggestions as to why the early reformers made the decisions they did

Suggested Texts:
From Jew in the Modern World:
● Charter Decreed for the Jews of Prussia (p.22)
● The Jew Bill (p. 27)
● Edict of Tolerance (p.36)
● Moses Mendelssohn visits the Seer of Koenigsberg (p.61)
● Debate on the Eligibility of Jews for Citizenship (p.114)
● Declaration of the rights of man (p.114)
● Constitution of the Hamburg Temple (p.161)
● Frankel: on changes in Judaism (p.194)

Websites:
● http://www.history.com/topics/reform-judaism

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**The texts in Jew in the Modern world are difficult for 4th and 5th grade readers so texts should be chosen carefully and sometimes, it might be advantageous to create your own summary to read instead of or alongside the text.**

### Part B: People's History Interlude - ONE LESSON

**§ What was life like for the early Reform Jews?**

**Goals:**
- To give students a taste of what it might have been like to live as a modern Jew in ____

**Suggested Topics/lessons:**
- Choose one time period and one country to look at what it was like for a recently emancipated Jew. How did they assert their new rights? What was their career? Did they go to school? Where? How did they express their Judaism?

### Unit Six: Judaism in America (Choose one topic)

* Spend no more than FOUR lessons on this unit (THREE- FOUR for Part A, ONE for Part B) 
* Veterans of History Chapter 13 and 16

**§ What was “Jewish Emancipation?” Where does non-orthodox Judaism come from?**

**Goals:**
- To gain content knowledge about early Judaism in America
- To learn about Jewish immigration to America
- To compare the American Jewish experience to that of other Jewish experiences we have covered

**Suggested Topics:**
- Choose ONE topic to focus on:
  - Colonial Judaism
  - Jewish immigration, turn on the 20th century
  - Jews and Baseball in the US
  - American Jewish movements (Reform, Conservative, Modern Orthodox, Recon, Renewal, etc)

**Assessment:**

* Tailor assessment to your topic. 
  Students should be able to compare Jewish life in America during the time period studied, to other Jewish experiences we have learned about this year

**Suggested Resources:**
- [http://www.pbs.org/jewishamericans/](http://www.pbs.org/jewishamericans/)
- [http://thejewishmuseum.org/](http://thejewishmuseum.org/)

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### Colonial Judaism
- [http://www.icsresources.org/content/curricula/JewsInAmericaReading1.pdf](http://www.icsresources.org/content/curricula/JewsInAmericaReading1.pdf)
- [http://www.nmajh.org/coreexhibition/](http://www.nmajh.org/coreexhibition/)
  - If you choose this topic, you can get in touch with the National Jewish Museum for resources and help identifying artifacts for your lessons

### Jewish immigration, turn on the 20th century
- [http://www.myjewishlearning.com/history/Modern_History/1700-1914/Emigration/To_America.shtml](http://www.myjewishlearning.com/history/Modern_History/1700-1914/Emigration/To_America.shtml)
- [http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/judaism.htm](http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/judaism.htm)
- [http://jewishmuseum.net/?page_id=893](http://jewishmuseum.net/?page_id=893)

### Jews and Baseball in the US
- [http://www.jewishvirtuallibrary.org/jsource/History/baseballtoc.html](http://www.jewishvirtuallibrary.org/jsource/History/baseballtoc.html)
- National Jewish Museum: [http://www.nmajh.org/SpecialExhibitions/](http://www.nmajh.org/SpecialExhibitions/)

### Part B: People’s History Interlude - ONE LESSON

#### § What was life like for the early Reform Jews?

**Goals:**
- To give students a taste of what it might have been like to live as a modern Jew in ____

**Suggested Topics/lessons:**
- You can either choose to delve deeper into the American Jewish period you chose above, or choose another moment to focus on. Focus your lesson on what it was like to be an average American Jew living in ____ during the ____ time period

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Unit Seven: Modern Israel

*Spend no more than FOUR lessons on this unit (THREE for Part A, ONE for Part B)*

Veterans of History Chapters 18 and 19

**It is impossible to teach modern Israel in full in such a short amount of time. Assess what your students already know, and choose a topic that is both engaging and gives them a sense of where modern Israel comes from and what it means to modern Jews.**

§ What can we learn from the leaders and founders of the modern state of Israel?

### Goals:

To learn how and why the State of Israel was created
To learn about some important figures who founded the state of Israel
To explore important moments in the founding of the state

### Suggested Topics:

Choose ONE or TWO topics to focus on:

- Important figure in Israeli history:
  - Herzl
  - ben Yehudah
  - Ben Gurion
  - Golda Meir
  - etc
- The founding of the state in 1948
- Resurrection of the Hebrew language as a modern spoken language
- Building and development of Tel Aviv as a modern city VS Jerusalem - both modern and ancient
- etc - Topic of your choice

**Part B: People’s History Interlude**

§ What is life like for normal Jews living in the modern state of Israel?

### Goals:

To give students a taste of what it is like to live in Israel today

### Suggested Topics/lessons:

- Living on a kibbutz
- Israeli food/ music/ culture
- The army
  - don’t get too deep into the conflict, but it might be interesting to talk about how all Israelis go into the military, and what that is like for the society
- Topic of your choice

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Curriculum Section Two: *Moadim* / Holidays

Lessons or activities around the moadim should be included during the week prior to an upcoming holiday. Each Holiday should have one, at most two lessons

<table>
<thead>
<tr>
<th>§ What is the HISTORY of our Jewish holidays? (Mythic history and recorded human history)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● to differentiate between mythic history and recorded human history</td>
</tr>
<tr>
<td>● to introduce students to the mythic history and recorded history of the (major) holidays (Rosh Hashannah, Yom Kippur, Sukkot, Simchat Torah, Hannukah, Tu B’Shvat, Purim, Pesach, and Yom Ha-atzmaut)</td>
</tr>
<tr>
<td>● to teach and reinforce holiday narratives (some holidays have multiple narratives that might be competing)</td>
</tr>
<tr>
<td>● to learn about the historical origins of our holiday rituals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Ideas and Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one or two for each holiday:</td>
</tr>
<tr>
<td>● Where does this holiday come from?</td>
</tr>
<tr>
<td>● Is the story a myth or do we have evidence that it happened?</td>
</tr>
<tr>
<td>● Does the history of the holiday differ from the holiday’s myth?</td>
</tr>
<tr>
<td>● Where and when do our ritual observances come from?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>At the end of each holiday unit the students will be able to:</em></td>
</tr>
<tr>
<td>● Remember the holiday narrative in detail (main characters and plot points)</td>
</tr>
<tr>
<td>● Explain where the holiday came from historically</td>
</tr>
<tr>
<td>● talk about the historical origins of our rituals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Approaches for each holiday:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These are suggestions, but feel free to be creative! You could also pick a holiday ritual and trace how it was performed during different time periods (ie the period you are currently studying)</em></td>
</tr>
<tr>
<td>● <strong>Rosh Hashannah:</strong> observance in bible, rabbinic lit/ mishnah, today</td>
</tr>
<tr>
<td>● <strong>Yom Kippur:</strong> observance in bible, rabbinic lit/ mishnah, today</td>
</tr>
<tr>
<td>● <strong>Sukkot:</strong> agricultural meaning vs. meaning today</td>
</tr>
<tr>
<td>● <strong>Simchat Torah:</strong> Rabbinic origin</td>
</tr>
<tr>
<td>● <strong>Hanukkah:</strong> History (zealots, civil war) vs. Myth (miracles, maccabean heros)</td>
</tr>
<tr>
<td>● <strong>Tu B’Shvat:</strong> origin of the tu b’shvat seder</td>
</tr>
<tr>
<td>● <strong>Purim:</strong> Book of Esther and historical origins (<a href="http://prezi.com/esiezszzyof2/?utm_campaign=share&amp;utm_medium=copy">http://prezi.com/esiezszzyof2/?utm_campaign=share&amp;utm_medium=copy</a>)</td>
</tr>
<tr>
<td>● <strong>Pesach:</strong> did the exodus happen? Does it matter?</td>
</tr>
<tr>
<td>● <strong>Yom Ha-atzmaut:</strong> modern origin of the holiday</td>
</tr>
<tr>
<td>● <strong>Shavuot:</strong> agricultural holiday vs. sinai myth</td>
</tr>
</tbody>
</table>
**Curriculum Section Three: History of Tefillah/ Jewish Prayer**

*This section will be comprised of stand alone lessons or short units interspersed throughout the year. Sometimes you may devote an entire 40 minutes (or more) to a lesson, while other times the curriculum will be expressed as a 15-20min question or mini lesson.*

<table>
<thead>
<tr>
<th>§ Where do our prayers come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● To give students a sense of where our prayers come from</td>
</tr>
<tr>
<td>● To practice our prayers and learn to lead tefillah</td>
</tr>
<tr>
<td>● To spend time talking about the origin of our prayers and what personal meaning they may have for us</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Lessons:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Prayers from the Torah and their contexts: Sh'ma, V’ahavta, Mi Chamocha, psalms etc</td>
</tr>
<tr>
<td>● Prayers from rabbinic literature: Amidah, Berachot, etc</td>
</tr>
<tr>
<td>● Prayers with interesting origin stories: minim from amidah, etc</td>
</tr>
<tr>
<td>● Tachanun and full prostration</td>
</tr>
<tr>
<td>● Shofar blowing in the Bible vs shofar blowing today</td>
</tr>
<tr>
<td>● etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>At the end of the unit the students will be able to:</em></td>
</tr>
<tr>
<td>● Remember the origin of at least three major prayers</td>
</tr>
<tr>
<td>● Talk about the meaning of at least three prayers</td>
</tr>
</tbody>
</table>
§ Overall Essential Questions: What does it mean to be just? What does Judaism teach us about social justice? How can we become actors for meaningful social change?

Core Topics: Social Justice, prophecy, Jewish Ethics, Hebrew

What do we mean when we say “social justice?” How can 4th and 5th graders begin to learn how they can be actors for meaningful change? The 4/5 year two curriculum focuses on Jewish values, ethics and social justice through several lenses. First, we will provide a Toraitic basis for Jewish laws regarding social and environmental justice and examine the roots of our modern values. Next we will read and learn about the leadership and idealism of the biblical prophets. Our primary goal is to examine the role of prophecy in the Tanakh and draw practical conclusions that will inform the students’ growing Jewish identity and sense of themselves as budding leaders. Then, we will study modern “prophets” and Jewish justice leaders such as Abraham Joshua Heschel, Bella Abzug, and other environmental, feminist and civil rights giants. Finally, we will learn about modern tools for creating change and explore how we can be become leaders for social change.

In addition to the prophecy curriculum, fourth and fifth graders also study texts, ideas and values relating to the holiday cycle, Jewish liturgy, Jewish practice and Israel that help them to find greater meaning in and facility with Jewish ritual and tradition. Throughout the year, the fourth and fifth grade students will learn about these different areas of Jewish tradition and practice through the lens social justice values and activism.
Curriculum Section One: Social Justice and Jewish Values

Unit One: Introduction to our curriculum

A. What is Social Justice?
One lesson

§ What is Social Justice?

Goals:
- To explain and begin to explore our theme for the year
- To define the terms:
  - social justice
  - values
  - ethics and morals
  - “actors for social change”
- To introduce the curriculum, surface important questions and encourage student buy in and excitement

Suggested Questions:
Pick ONE or TWO to focus on
- What is Jewish about justice?
- Are we responsible for making the world a better place? Why or why not?
- What can kids do to improve the world?

Assessment:
Tailor your assessment to fit your lesson. At the end of the lesson the students will be able to:
- Describe the curriculum and our goals/questions for the year
- Define our terms
- Explain why we are learning about justice in religious school

B. What is the Torah? What can we learn from the Torah?
One lesson

§ What is the Torah?

Goals:
- To introduce students to the Torah and it’s organization
- To help students understand where the Torah came from
- To discuss why the Torah is so important to the Jewish people

Key Ideas and Questions:
- פסוק, פרשה, פרק = א"ג
- Jews read the Torah in shul on Shabbat and Mon/Thurs during the week, but we study the Torah all the time
- Discuss: Why do we teach you about the Torah? What is in the Torah? Why bother?

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**Suggested Procedure:**  
*Here are some suggestions for how to uncover the material:*

- Torah Scavenger hunt - Teach the organization of the Torah and how to find a פרק/פסוק, Five books etc (No need to teach Neviim and Ketuvim, as this is covered in the 4/5 class)
- Show the Torah scroll compared to the chumash/tanakh and discuss the origin of the written Torah
- Interview different people around TBZ (Rabbis, Beit Rabban Coordinator, teachers, students) about where they think the Torah came from and why they think the Torah is important
- Talk about the importance of stories and how we learn lessons from narration. Torah is our holiest collection of stories. (highly recommended, as finding meaning in stories is the theme of the entire unit)

**Assessment:**  
*At the end of the mini unit the students will be able to:*

- Define the terms פסוק, פרשה, פרק and know that there are 5 books in the Torah (knowing the names in Hebrew or English is a plus!)
- Explain why the Torah is so special to the Jews
- Give an opinion about what we can learn from the Torah.

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**Unit 2: Torah Justice**  
*This unit should take no more than 4-6 lessons.*

### § Where do our Jewish values come from?

**Goals:**

- To identify positive Jewish values and examine their roots in the Torah
- To expose the students to a variety of sections of Torah, enforcing our introduction to Torah study
- To get the students excited about learning Torah by pointing them to pieces that reflect their modern values

**Themes and Texts:**  
*You can choose to cover several themes, or to narrow your approach to one theme. Here are some suggestions:*

1. Taking care of those who lack privilege / Golden Rule
   - Genesis 1:24-28 - בלאם אלוהים - כמוך לרעך
   - Orphan/widow trope
   - רז חatsby – Treating the stranger with kindness
   - Leviticus 19 - Holiness code
   - ואהבת לער כמור – Love your neighbor as yourself

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2. The Environment
   ● Leviticus 25:1-7 - Shmita, the Shabbat for the Land.
   ● Tza'ar ba'alei chayim literally means: "the suffering of living creatures" Bava Metzia 32b, Exodus 23:5

3. Your pick!

Assessment:
At the end of the mini unit the students will be able to:
   ● Describe the Jewish values that you focused on and explain their origin in the Torah.
   ● Agree or disagree with the Torah texts and develop personal opinions about the values

B. Tzedakah - From the Bible to Today
This should be TWO to THREE classes

§ What is tzedakah? Where does it come from? Why do we give it?

Goals:
   ● To understand the Hebrew root and historical origin of “tzedakah”
   ● To give meaning to our modern practice of giving money and understand why it is a Jewish value
   ● To choose as a class where we should give our money

Suggested Procedure:
   ● Teach the origin of tzedakah:
     ○ http://www.myjewishlearning.com/practices/Ethics/Tzedakah_Charity/Tzedakah_101.shtml
   ● Learn Maimonides ladder of giving
   ● Learn the root צדק and discuss why the practice of tzedakah is from that root
   ● Charity vs tzedakah
     ○ http://judaism.about.com/library/3_askrabbi_o/bl_simmons_charitytzedakah.htm
   ● Choose a charity to give to as a class, come up with a plan for remembering to bring tzedakah
# Unit Three: Prophecy

## 1. Introduction to Prophecy

**ONE lesson**

<table>
<thead>
<tr>
<th>§ What is a Prophet? What is Prophecy?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>- To introduce the following terms prophet, prophecy and prophetic voice</td>
</tr>
<tr>
<td>- To discuss the many different types of prophets and the different kinds of roles they may have before examining specific figures in the <em>Tanakh</em></td>
</tr>
<tr>
<td>- Brainstorm characters common to a “prophet” and who might count as a modern day prophet</td>
</tr>
</tbody>
</table>

## 2. Classical Prophecy

**Spend ONE - 1.5 month on Moses and ONE - 1.5 month on Amos, Isaiah and Jeremiah**

<table>
<thead>
<tr>
<th>§ What does it mean to be a leader? How do you use your prophetic voice?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>Narrow this down to a list of TWO to FOUR goals overall. You should have ONE or TWO goals per prophet:</td>
</tr>
<tr>
<td>- To gain exposure to classical prophetic texts and their rhetorical styles</td>
</tr>
<tr>
<td>- To examine prophetic models in the Bible and pay attention to their leadership styles</td>
</tr>
<tr>
<td>- To think deeply about what it means to be a leader and how this relates to social justice goals</td>
</tr>
<tr>
<td>- To learn how someone becomes a prophet in the Bible</td>
</tr>
<tr>
<td>- To talk about the social values of the prophets and learn their motivations</td>
</tr>
<tr>
<td>- To compare the values of the prophets to our modern values</td>
</tr>
</tbody>
</table>

**Key Ideas & Questions:**

*Choose ideas and questions that relate to your goals for each prophet*

- How does God influence the prophet’s authority and work?
- What character traits does a prophet need in order to be successful?
- What social values are the prophets concerned with?
- Do they prioritize social or religious values? (define both)
- Is the prophet’s message universal or particular? (again, define and discuss)
- How are these prophets reinforcing the teachings of the holiness code?
- What decisions to the prophets make that you would not like to emulate?

**Suggested Texts:**

**Moses (ONE month)**

*Do not feel responsible for teaching all texts. Rather, choose no more than THREE to focus on*

- Moses’ call: Exodus 3
- Moses in Action: Exodus 5, or Exodus 16
- Moses learning to lead: Exodus 18

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Challenges to authority: Exodus 32, Numbers 12, Numbers 20

Classical Prophets (ONE month combined)
*Do not feel responsible for teaching all texts. Rather, choose no more than TWO per prophet to focus on*

Isaiah
- Call to prophecy: Isaiah 6
- Social justice message: 1:14-17; 2:3-4
- Fast I choose: Isaiah 58

Amos
- Introduction: Amos 1
- Social Justice: Chapter 5
  - Hate evil, love good: 5:14-15
  - Let justice rise up like water: 5:21-4
- Hard to be a prophet - Amos 7

Jeremiah
- Call to prophecy: Jeremiah 1
- Arrest and prosecution: Jer. 37-38
- There’s hope for restoration: Jer 50

Prophet Specific Themes and suggestions:

1. Moses:
   - The humble prophet; He knows his weakness and needs his brother to help him; All leaders need help sometimes
   - Prophet as communal leader
   - Prophet as community advocate and representative
   - Needs to learn how to delegate
   - All other prophets in the Bible are modeled on Moses, he is the ultimate paradigm

2. Isaiah/ Amos
   - A lot of what Isaiah and Amos say is applicable to our modern values. This is the perfect place for students to begin to draw connections between the values of the prophets and modern social justice values and begin to articulate why social justice is so integral to the modern Jewish life.

3. Jeremiah
   - Jeremiah is the only prophet to be chosen before he is an adult. He is a nice opportunity to discuss whether there should be a minimum age requirement to be a prophet.
   - The people persecute Jeremiah for prophesying very negative information – but he is just following God’s instructions. He is an extreme example of what can happen when you break with the pack and do what you believe is right.

Assessment:
*At the end of the unit students should be able to:*
- Explain the key points in the narratives of each prophet
- Draw connections between the prophets studied
3. Other Biblical Paradigms
Spend no more than THREE or FOUR classes on each of the three narratives. This entire unit should take no more than a MONTH.

$ What does it take to make change?

Goals:
- To introduce students to these three narratives
- To define modern justice models of community organizing, civil disobedience and leveraging power

Narrow this down or create your own. You should have ONE or TWO goals per narrative:
- To think deeply about the motivations and reasons behind the character’s actions
- To define each character’s “prophetic voice”
- To identify who has power in the story and notice how they wield their power

Key Ideas & Questions:
Choose ideas and questions that relate to your goals for each narrative
- How does each character effect change?
- How do people respond to their leadership?
- What personality traits help them in their efforts
- What does it take to stand up and do what is right in the face of persecution or oppression?

Suggested Texts:
- B’not Zelophechad - community organizing
- Sifra & Puah - civil disobedience
- Esther 4 - leveraging power

Narrative Specific Themes and Questions:
1. Bnot Zelophechad:
   - The daughters band together and ask Moshe as a united team. They motivate him to ask God to change the rules through using a personal story and explaining why it is important

2. Sifra and Puah
   - S and P go against the Pharaoh who epitomizes power and privilege in their society to do what they know is right.

3. Esther
   - E believes she is too weak to do good, but she leverages her power as queen and her access to the King in order to save the Jews
### Assessment:
**At the end of the unit students should be able to:**
- Explain the key points in the narratives
- Define and explain community organizing, civil disobedience and leveraging power
- Compare the actions in the narrative to actions in their own lives

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### Unit Four: Modern Prophets

**Spend no more than SIX to EIGHT lessons on this unit.**

§ **Who made / makes change in our world**

### Goals:
- To introduce students to inspirational modern leaders
- To lift up figures that the students have never heard of

### Resources and Lesson Suggestions
*For this unit, focus on ONE or TWO modern movements of your choice. Your best resource is [www.jwa.org](http://www.jwa.org). Below are some suggested resources and topics*

1. **Jewish Civil Rights Leaders**
   - JWA Living the Legacy Curriculum: [http://jwa.org/teach/livingthelegacy](http://jwa.org/teach/livingthelegacy)
   - Abraham Joshua Heschel and MLK march on washington
   - Civil Disobedience and the Freedom Rides:

2. **Jewish Feminists**
   - Trailblazing women: [http://jwa.org/womenofvalor](http://jwa.org/womenofvalor)
   - Encyclopedia of Jewish women: [http://jwa.org/encyclopedia](http://jwa.org/encyclopedia)

3. **Teacher’s Choice!**

4. **Individual Projects:**
   - Choose a Jewish justice leader (alive or dead, famous or not), research and present what you have learned to the class.

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### Assessment:
**At the end of the unit students should be able to:**
- Explain the key points in the history we have learned
- Talk about how Jews inspired by their Jewish values changed the world.
Unit Five: Becoming Prophets - Research Project

Project should take no more than FOUR weeks, followed by a presentation. Project can either focus on issues in the US, Boston or Israel. Tailor instructions and goals based upon any geographical limitation.

§ Inspired by our Jewish values, how do we find solutions to social justice issues?

Goals:
- to demonstrate cumulative knowledge of Jewish social justice values, modeled on the prophetic, Torah texts and history we studied this year
- to reinforce our text skills in decoding, comprehension and analysis
- to show an ability to identify, research and talk about complex justice issues in our own world
- to demonstrate our ability to succinctly articulate Jewish values culled from texts and apply the values to modern day issues

Learning Settings and Modalities
This project will give the students a chance to work independently – they should be encouraged to choose a topic they are passionate about. Additionally, as the students work on their project they will meet regularly 1:1 with the instructor who will help each student formulate questions, evaluate research and stay on track. This project should be tailored to fit the needs of each student, and will vary in difficulty and creativity depending upon the interaction with the instructor. Advanced students can work with more texts, with Hebrew, with more advanced concepts, while struggling students can be more closely directed and use less research material.

Project Overview
Each student will be asked to accomplish the following goals:

1. Identify a social justice issue
   a. The issue must be rooted in significant values
   b. Issue examples = hunger, homelessness, poverty, education, women’s rights, gay Marriage
2. Research the topic and engage with the following questions (and others as appropriate)
   a. Who does the problem effect?
   b. Where is this a problem?
   c. What is the importance of the issue?
   d. What is the history of your topic?
   e. Are there relevant statistics?
   f. Does your issue affect different communities differently? (e.g., local vs. national vs. international; rich vs. poor; racial differences; gender differences)
   g. Who is most vulnerable to your problem?
   h. Etc.
3. Study the issue from a Jewish lens, identifying one or two texts that directly relate to topic and lend wisdom to your argument
4. After choosing text(s) have them write a paragraph describing what “Judaism says” about their social justice issue

5. Explore solutions to the social justice issue:
   a. Research organizations and people who are working to solve the issue
   b. Evaluate approaches, judge which are most successful
   c. Brainstorm new, creative solutions to the problem
   d. Determine your favorite/ the one you believe is most likely to succeed

6. Create a poster, powerpoint, prezi or handout that will capture all steps of the project and aid in presentation

7. Give presentation to the class – teach class about your social justice issue, its Jewish values and your proposed solutions.

Assessment:
As a class create a rubric that outlines what an “excellent,” “good,” “satisfactory” and “not acceptable” project looks likes using these categories:
- Social Justice Issue
- Connection to Jewish Values
- Research materials
- Presentation
- Overall Effort

Curriculum Section Two: Moadim / Holidays

Lessons or activities around the moadim should be included during the week prior to an upcoming holiday. Each Holiday should have one, at most two lessons

§ What justice lessons do we learn from each holiday?

Goals:
- to review important details of the (major) holidays (Rosh Hashannah, Yom Kippur, Sukkot, Simchat Torah, Hannukah, Tu B’Shvat, Purim, Pesach, and Yom Ha-atzmaut)
- to explore the values and messaging of each holiday
- to differentiate between myth and history, and recognize how this influences the message of the holiday

Key Ideas and Questions:
- What is this holiday all about? What do Jews believe?
- What does this holiday teach me? What value are we supposed to be reinforcing?
- How do our rituals reinforce values?

Assessment:
At the end of each holiday unit the students will be able to:
- Remember the holiday narrative in detail (main characters and plot points)
- Explain the justice values associated with the holiday
- Teach something meaningful that they have learned
### Suggested Values for the Holidays:
- **Rosh Hashanah/Yom Kippur**: Why is it important to re-evaluate our relationships every year? What is the value in apologizing?
- **Sukkot**: Hachnasat Orchim - welcoming guests; generosity; appreciating what we have while recognizing the temporary nature of life
- **Simchat Torah**
- **Hanukkah**: History vs. myth; is assimilation positive or dangerous?
- **Tu B’Shvat**: environmentalism
- **Purim**: standing up for what you believe in, fighting for your identity (identity politics), gender justice
- **Pesach**: freedom vs slavery, liberation

### Curriculum Section Three: Theology of Social Justice / Ethics
*This section will be comprised of stand alone lessons or short units interspersed throughout the year. Sometimes you may devote an entire 40 minutes (or more) to a lesson, while other times the curriculum will be expressed as a 15-20min question or mini lesson.*

<table>
<thead>
<tr>
<th>§ Does God care if I am good? Do we need to care about justice?</th>
</tr>
</thead>
</table>

**Goals:**
- To spend time asking questions and thinking about Jewish ethics
- To leave space for students’ theological questions
- To talk about the spiritual importance of justice from a meta perspective

**Key Ideas and Questions:**
- All people are capable of asking hard questions and developing their own beliefs - even our young students. By giving students the space to ask and think together, we can encourage spiritual development in a way that encourages open inquiry and spiritual growth at any age.
- Sample ethical and theological questions:
  - Why be good?
  - Does God care if I am good?
  - Where does evil come from?
  - Why should we engage in Jewish social justice? Why not just talk about justice in secular settings
  - Is justice holy?
- Ask your students what questions they have - create a burning questions wall where students can put up their questions throughout the year. You might want to launch your curriculum and questions from student questions and ideas
- Students do not need to agree or all believe in the same image of God. They are free to not believe, to ask hard questions or have doubts. Beit Rabban is a place where students can think for themselves and it is safe to ask hard questions.

**Assessment:**
*At the end of the unit the students will be able to:*
- Express their own ideas and talk about what they believe
Curriculum Section Three: Israel

§ 5th Grade Overall Israel Essential Question:
Historically and today, how do Jewish individuals and communities in the land of Israel struggle to become actors for positive social change/justice?

Unit One: Geography and Movement of the Prophets - Full Year Integration
*This should be integrated into your prophetic Torah study and does not need to be a stand alone curriculum*

§ Where did the prophets live? Where did they travel? What kind of society did they live in? Who and what are in those locations today?

Goals:
- know where the prophets lived
- know (broadly) where they traveled
- have general idea of the different time periods the prophets lived in
- broadly know where these locations correspond in modern Israel

Key places/movement by Prophet:
- Moses - Egypt, down around Sinai, to Mount Nebo
- Jeremiah - Jerusalem, Babylon
- Isaiah - Judah
- Amos - Tekoa in southern Judah, prophesying in the Northern kingdom

Assessment:
*At the end of the unit students should be able to:*
- While looking at the map, identify key places and tell the story of where the prophets lived, traveled
- Know where the Temple was located and where the Israelites went during the babylonian exile

Resources:
Many maps exist online that track movements and locations of the prophets, e.g.:
- [http://www.foundationsforfreedom.net/References/OT/Historical/Joshua/_res/Joshua10/Southern_Campaign.gif](http://www.foundationsforfreedom.net/References/OT/Historical/Joshua/_res/Joshua10/Southern_Campaign.gif)
- [http://bible.org/assets/netbible/ot3.jpg](http://bible.org/assets/netbible/ot3.jpg)
### Israel Unit Two: Founding of the Modern State

This unit is a THREE to FOUR class stand alone unit that can be inserted anywhere in the year

<table>
<thead>
<tr>
<th>§ How was the modern state founded? Who were the leaders and figures who were instrumental in the founding?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>• provide an introduction to the founding of the modern state of Israel</td>
</tr>
<tr>
<td>• highlight the early Zionist leaders who were essential in the founding of the state and compare them to our biblical paradigmatic prophets and change makers (Hertzl, Ben Gurion, Golda Meir and other signatories of the declaration)</td>
</tr>
<tr>
<td><strong>Key Ideas:</strong></td>
</tr>
<tr>
<td>(curriculum can be built off of any of the below aspects of the founding, focusing on figures who led the push for statehood)</td>
</tr>
<tr>
<td>• First Push for Statehood: Dreyfus, Hertzl, First Zionist Congress</td>
</tr>
<tr>
<td>• Founding of the State: UN Partition Plan, Ben Gurion, Declaration of Independence, War of Independence.</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>At the end of the unit students should be able to:</td>
</tr>
<tr>
<td>• explain how and why the state of Israel was founded</td>
</tr>
<tr>
<td>• talk about an important early figure in modern Israeli history</td>
</tr>
<tr>
<td>• be able to describe (in brief) the model of government in modern Israel</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>• <a href="http://www.brijnet.org/israel50/decl-eng.htm">http://www.brijnet.org/israel50/decl-eng.htm</a></td>
</tr>
<tr>
<td>• collection of first hand accounts and newspaper articles from that week in 1948 (separate document)</td>
</tr>
<tr>
<td>• <a href="http://news.bbc.co.uk/2/hi/middle_east/7381315.stm">http://news.bbc.co.uk/2/hi/middle_east/7381315.stm</a></td>
</tr>
</tbody>
</table>
B’nei Mitzvah Curricula

For Both Years

Daily Schedule (Suggested)
*Adjust this based upon the schedule of the Hebrew Learning Specialist, Z’man Beyachad and other holidays and special events

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>Welcome and opening ritual (check in; sing the class song, other class rituals)</td>
</tr>
<tr>
<td>4:10</td>
<td>Primary Lesson (Y1: Prayer/ Facing History; Y2: Midrash/ D’vrei Torah) (50 min)</td>
</tr>
<tr>
<td>5:00</td>
<td>Structured break(&lt;10min)</td>
</tr>
<tr>
<td>5:10</td>
<td>Zman Ivrit (30 minutes or more) (at least 15 minutes should be devoted to reading practice, with the remaining time used for grammar skill building, literacy words, lessons about vowel and letters, etc)</td>
</tr>
<tr>
<td>5:40</td>
<td>Continuation of lesson or short theology/prayer lesson</td>
</tr>
<tr>
<td>6:00</td>
<td>Clean up and Dismissal</td>
</tr>
</tbody>
</table>

Curriculum Section Two : Ivrit
This part of the curriculum will be supported by our Hebrew Learning Specialist

§ Fluid Hebrew Reading, Grammar and basic translation

Goals:
- Meet all the Hebrew goals from earlier grades including ability to decode Hebrew with growing fluency and speed
- Reinforce decoding and grammar skills (see 4/5th curriculum)
- Practice translating small sections of Torah and Tefillah
- Gain familiarity of b’nei mitzvah tefillah and liturgy to prepare for bar/bat mitzvah

Suggestions for Hebrew Instruction:
- Some of your students will be ready for this curriculum, and others will not be ready. This curriculum might be aspirational. For those who are not ready, please see the earlier Ivrit curriculum and focus strongly on decoding and reading skills, then grammar
- Create groups based upon skill level, and differentiate the material when necessary

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Students find it empowering to know what they are reading. Teaching them these basic translation and grammar skills will help them begin to build translation skills and the material will feel more accessible.

As these grammar and translation skills are new to them, be sure to teach one at a time, and reinforce them often. Students need to practice using skills in order to master them.

Hebrew Literacy Words

Every class will be assigned Hebrew Literacy Words. Incorporate these words into your lessons (Not just during Zman Ivrit) and reinforce them with your students often. Use these words for reading practice and have them up around the room. These words are required, but we encourage you to add 10-20 of your own words based upon your lesson plans.

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
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</thead>
<tbody>
<tr>
<td>HALIL</td>
<td>תרנום</td>
</tr>
<tr>
<td>חיה/צבור</td>
<td>מפרשים</td>
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<tr>
<td>תפילה</td>
<td>זדקה</td>
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<tr>
<td>שואה</td>
<td>הלכה</td>
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<td>(Logger, etc</td>
<td>תקון עולם</td>
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<tr>
<td>שחרית/מנחה, שור</td>
<td>תשובה</td>
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<td>סידור</td>
<td>חסד/גבורה</td>
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</tbody>
</table>
B’nei Mitzvah Curricula

Year One


Core Topics: Tefillah/Prayer, History of the siddur, theology, prayer skills, B’nei Mitzvah preparation

In the B’nei Mitzvah class (year 1) we will focus on prayer in two ways - practical skills that help us prepare for our b’nei mitzvah, and the history and theology of prayer, which can help us connect more meaningfully to prayer and Jewish community. Skills will include - leading prayers, chanting Torah and haftarah, and learning the Torah service. Through learning about a wide range of Jewish approaches to prayer, God and Torah, we will spend time thinking and talking about what we really think, and how we can live a Jewish life that is meaningful to us. We also will learn about the holocaust through the Facing History and Ourselves curriculum.

The Goal of the class will be three-fold:
- To learn the history, meaning and text of primary prayers
- To explore different ways of expressing prayer
- Finding personal meaning in prayer and liturgy

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# Curriculum One: Tefillah - What? How? Why?

## Unit One: Introduction to Tefillah

**THREE Classes**

### § What is Prayer? What are we doing when we pray? What does it mean to lead prayer?

<table>
<thead>
<tr>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• to introduce the main curriculum for the year.</td>
</tr>
<tr>
<td>• To guide conversations around key questions and topics re: tefillah (see below)</td>
</tr>
</tbody>
</table>

### Key Ideas:

*Choose THREE from the options below or craft your own*

<p>| |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>• What does it mean to pray?</td>
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<tr>
<td>• What is a shaliach tzibur? What does it take to lead?</td>
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<tr>
<td>• Keva/Kavannah - Why do we need both?</td>
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<tr>
<td>• Does prayer matter? Does God hear our prayers?</td>
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<tr>
<td>• B’yaChid::B’Tzibur - Alone and in Community - When and Where do we pray?</td>
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<tr>
<td>• Please? Thanks!Oops! The three things we do when we pray</td>
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</tbody>
</table>

### Resources:

<p>| |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>• <a href="http://www.reformjudaism.org/blog/2013/01/24/leading-prayer-praying-leaders">http://www.reformjudaism.org/blog/2013/01/24/leading-prayer-praying-leaders</a></td>
</tr>
<tr>
<td>• <a href="http://buildaprayer.org/">http://buildaprayer.org/</a></td>
</tr>
</tbody>
</table>
Unit TWO: The What/How/Why of Tefillah

You have a lot of flexibility in how you present this material. Spend ONE to FOUR lessons on each of the following prayers. Be sure to craft lessons that answer all three essential questions for each prayer.

Goals/Process:
As students move through the curriculum, they will explore each prayer in three ways: 1. text/meaning of the prayer; 2. how to lead/sing the prayer; 3. personalization - what the prayer means to me.

At the end of the year, students will compile a siddur that includes: prayers, transliteration, english and any creative work they want to include (poems, stories, readings, pictures, drawings, etc)

Below you will find a list of suggested prayers. Feel free to pick and choose as time allows, with focus given to prayers that are featured in the b’nei mitzvah service.

<table>
<thead>
<tr>
<th></th>
<th>§ What does _____ mean?</th>
<th>§ How do I recite/sing _____?</th>
<th>§ What does ___ mean to me?</th>
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<tbody>
<tr>
<td>Modeh/Modah Ani</td>
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<td>Elohai Neshama</td>
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<td>Birkot HaShahar</td>
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<td>Baruch She’amar</td>
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<td>Esa Einai</td>
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<td>Ashrei</td>
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<td>Mizmor Shir</td>
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<td>Psalm 150</td>
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<td>Shirat Hayam</td>
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<td>Nishmat Kol Chai</td>
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<td>Hatzi Kaddish</td>
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<td>Barchu</td>
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<td>Yotzer Or</td>
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<td>Shma</td>
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<td>V’ahavta</td>
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<td>Mi chamocha</td>
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<td>Amidah</td>
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<td>Torah Service</td>
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<tr>
<td>Aleinu</td>
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<td></td>
<td></td>
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<tr>
<td>Mourner's Kaddish</td>
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</tbody>
</table>
Curriculum TWO: Facing History and Ourselves

See the FHAO Curriculum on their website and materials
FHAO Curriculum should be given at least TWELVE Sessions, but more is preferable.

§ Through facing the history of the Shoah honestly and with nuance, how can we learn more about ourselves and our ability to make positive change in the world?

Goal (from FHAO website):
- Through a rigorous investigation of the events that led to the Holocaust, students in a Facing History class learn to combat prejudice with compassion, indifference with participation, and myth and misinformation with knowledge.

Key Ideas:
- The Shoah did not emerge out of a historical vacuum, but from a complex history
- There were bystanders, but also upstanders
- Genocide is happening still today. Through learning about the shoah, we can learn to bring more compassion and hopefully peace to this world

Lesson 1: Universe of Obligation
§ What is obligation? Who are you obligated to?

Lesson 2: The Wave 1/26
§ How does the totalitarian system grow? What is group think?
  watch the wave

Lesson 3: Power, Privilege and Discrimination - Why do People Hate?
§ Where are “isms” born? What is racism? What is classism? Where does hate come from? (part two, deepening from wave lessons-- optional)

Lesson 4: Historical Anti-Semitism AND Jews before the War
§ What did anti-semitism look like in 19th century and early 20th century europe? Where did it come from? What was it like being Jewish at that time?

Lesson 5: WWI/Treaty of Versailles/Weimar Republic
§ What was Germany like before Hitler’s rise to power? What was the social, economic and cultural environment like in Germany?
Suggested Content to Uncover:
1. treaty of versailles
2. interactive timeline activity from weimar.facinghistory.org
3. drawing connections - how did culture, politics and economics change during weimar? what allowed the nazis to rise to power?

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### Lesson 6: Nazi Rise to Power
§ How did the German Jew deteriorate from citizen to pest?
Lesson plan [HERE](#).

### Lesson 7: Propaganda
§ What is propaganda? What role did it play in transforming German public opinion during Hitler’s rise?
*Look at Nazi propaganda to understand means and themes*

### Lesson 8: Life in the Ghetto
§ What was life like in the ghetto? How did the ghetto transform Jewish lives, and the European social landscape?
*Learn about life in the ghetto from first hand narratives and diaries of children and teens living in the camps.*

### Lesson 9: Upstanders 1: Warsaw Ghetto uprising
§ How did Jews respond to conditions in the ghetto? What happened in the Warsaw ghetto that was different from other ghettos? What led up to the uprising? Why didn’t the uprising succeed? What were the power dynamics in the ghetto?

### Lesson 10: Narratives from the Concentration Camps
§ What was life like in the concentration camps? What was the Final Solution? What problem was it solving?

### Lesson 11: Upstanders 2 - Hannah Szenesh (completed last Sunday)
§ Who was Hannah Szenesh, how did she become an upstander?
*Blessed is the match movie*

### Lesson 12: Upstanders 3: Non-Jewish heroes
§ Who were the non-Jews who stood up against the Nazis? How did they manage to do this? What did it take? Why didn’t others stand up?
*Suggested Lesson: Stories of righteous gentiles from Yad V’shem website.*

### Lesson 13: Ethics - Choosing to Participate - What have we learned?
§ How must ethics shift after the Holocaust? What are the lessons learned that we can bring into our own lives and experience of the world?
Curriculum Three: Israel

Unit One: Zionisms
This can be a THREE to FOUR lesson unit or interspersed throughout the year

§ For what reason(s) did Jews in the 19th and early 20th century strive for land of Israel to again be a Jewish home?

Goals:
- to introduce students to the definition of ‘Zionism,’ and the many different forms zionism took in the 19th and early 20th century
- to draw a bridge between prior Israel knowledge and the Facing History curricula

Key Topics and Questions:
- European Dreams of a Jewish State - Early Zionisms
- Political, Socialist, Agricultural, Religious, etc. Zionisms
- Why did Jews want a Jewish state - different reasons

Assessment:
At the end of the unit students should be able to:
- define “zionism”
- describe several different forms of zionism
- discuss why different groups of people believed what they did.

Resources:
- [http://www.mfa.gov.il/MFA/History/Modern+History/Centenary+of+Zionism/ZIONISM+-+Timeline+of+Events.htm](http://www.mfa.gov.il/MFA/History/Modern+History/Centenary+of+Zionism/ZIONISM+-+Timeline+of+Events.htm)
- [http://www.zionism-israel.com/zionism_timeline.htm](http://www.zionism-israel.com/zionism_timeline.htm)
B’nei Mitzvah Curricula

Year two


The B’nei Mitzvah year two curriculum is an integrated exploration of Jewish text, Jewish history, and Jewish identity. Throughout our different curricular focuses, we will be exploring the question of Jewish identity and peoplehood, giving the b’nei mitzvah students ample opportunity to explore their own Judaism and who they are as a Jew.

Also, as we explore the history and ritual of each holiday, special focus will be given to how we wish to celebrate each holiday and finding ways to make each holiday personally meaningful.

At the end of the year each student will learn how to write a d’var Torah. Also, all students will complete an independent research project that helps them build their skills and interest in a topic of their choice.

**Note: This curriculum is a textual exploration of aggadic midrashim taken from Sefer Aggadah: The Book of Legends (ed. Bialik and Ravnitzky). If the midrash references Torah, that is a great opportunity to open the tanakh and see what the rabbis are working from and playing upon. Any text references are mere suggestions – there are many, many options and this curriculum is highly flexible!
**Curriculum One: Midrash and Identity**

*The following units should be taught over a TWO - THREE month period.*

*The goal is two fold: to open up questions of Jewish identity and to reinforce learning on midrash and Torah study. Use the Hebrew text of the Bible and Midrashim for Hebrew lessons.*

**Unit One: Who is a Jew? The People of Israel**

*TWO - THREE Lessons*

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<table>
<thead>
<tr>
<th>§ Who is a Jew? What is Israel?</th>
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<tbody>
<tr>
<td><strong>Goals:</strong></td>
</tr>
<tr>
<td>● To think about what it means to be a Jew</td>
</tr>
<tr>
<td>● To articulate what being a Jew means to each of us individually</td>
</tr>
<tr>
<td>● To see traditional definitions of what it means to be Jewish</td>
</tr>
</tbody>
</table>

**Questions to think about:**

*Choose your questions in relationship to your chosen texts*

- According to the midrash, what sets Jews apart from other peoples? Do you agree?
- Why would the midrash characterize the Jewish people in this way?
- What metaphors would you use for the Jewish people?
- How might historical events, conflicts and social change influence how one characterizes the people?
- Why does the midrash use metaphors to understand the importance and nature of the people of Israel? What metaphors would you use?

---

**Procedure Suggestions:**

1. List all aspects of what it means to be Jewish
2. Try to come up with a single definition for a “Jew” or what a Jew does
3. Talk about what is the most important or least important aspects of being Jewish
4. etc

---

**Midrash Text Study:**

*Sefer Aggadah – “The Character of Israel” pp. 338- 341*

- **#35**: The People of Israel are like dust and stars
- **#39**: “There are none in Israel without worth”
- **#42**: Israel renews itself
- **#44**: A lily among thorns
- **#51**: All of Israel is a prophet or the sons of prophets

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Unit Two: Who is in the Mishpacha? The Covenant

TWO - THREE Lessons

§ Who is in the Jewish community? What is a covenant

Goals:
- To define “covenant”
- To explore the historical, communal and personal importance and influence of the covenant and covenant rituals
- To think about what it means to have a clear boundary between “insider” and “outsider”
- To discuss the connections between our Jewish identity and our sense of belonging to a community

Information to learn about covenants
- A covenant establishes a relationship between two individuals or groups
- A covenant can either be unconditional (you don’t have to do anything to uphold your end) or conditional (in order for the covenant to be valid you have to actively do, say or think something)
- As in any relationship, a covenant between two parties naturally excludes someone
- Covenants don’t change the past, but they change or determine the future
- In the Bible, covenantal language is based upon ancient legal treaties and agreements effectively, the biblical covenants are modeled on ancient political agreements between kings and their people.
- (Higher level option: compare an ancient suzerainty treaty to the biblical covenant in Exodus 20)

Questions to think about:
When looking at a covenantal text, students should be able to answer the following questions:
1. Who are the parties involved? Who is excluded from the covenant?
2. Is the covenant conditional or unconditional?
3. What is promised? What is at state if one of the parties breaks their end of the bargain?
4. Is there an end date? Does the covenant last forever?
5. What is the sign or proof of this covenant?
6. How important is the covenant to communal identity? Individual identity?
7. Who holds power in the covenantal relationship? Is it equal?

Biblical Text Study:
1. Covenant with Noah: Genesis 9 (God and all humans, unconditional covenant)
2. Covenant with Abraham: Genesis 12 (lech l’cha) and 17 (offspring, land and circumcision)
3. Mosaic Covenant: Exodus 17-24 (esp. 19 and 20)
4. Davidic Covenant: 2 Samuel 7:12-16

Midrash Text Study:
59:11- covenant of loving kindness

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Unit Three: Makom: Israel --The Land

TWO lessons

§ Does the land of Israel influence and shape our Jewish Identity? If so, to what extent?

Goals:

Choose ONE or TWO
- To think about how a land becomes important to an exiled community
- To draw connections between the deuteronomic covenant, the rabbinic longing for Israel and the modern state of Israel
- To discuss the importance of Israel historically and in our own lives

Questions to think about:

Choose TWO or THREE
- Why is the land so important to the Israelites of the Bible? Why is it so important today?
- What is it about the land that makes it so ideal?
- Do you think Jews need to live in Israel? Spend time there?
- Do Jews need the land of Israel to be safe?
- The rabbis are fervent about the importance of living in Israel and yet they by and large do not live there. How does exile influence the Rabbi’s opinion and need for Israel?
- What makes a land holy?

Biblical Texts:

Deuteronomic Covenant: Deuteronomy 1:7-8; Deut. 29

Midrash Text Study:

Choose no more than THREE texts to focus on

Sefer Aggadah – “Chapter 2: The Land of Israel” pp 359- 374
- 359:1 – The land is precious
- 359:2 – “Israel becomes the land and the land becomes Israel”
- 359:3 – Israel is the only worthy land for the people
- 359:8 – a person should always strive to live in Israel
- 360:15 – need the land of Israel to be safe
- 361:21 – You can break the laws of the Sabbath to buy a house in Israel
- 362:32 – when a person leaves Israel they lose merit
- 363:44-45 – Holiness of the Land
- 364:52,54,56,57- everyone is smarter in Israel

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Unit Four: Torah!
TWO - THREE Lessons

§ How important is the Torah/ studying Torah to our sense of Jewish identity?

Goals:
Pick ONE or TWO to focus on
- To discuss how the Torah and other Jewish texts have drawn Jews together throughout history and today
- To define “Torah” and think about how this word means many things
- To think about how studying Jewish texts helps us build and define our Jewish identities and lives

Questions to think about:
Pick TWO or THREE to focus on
- Why study Torah?
- Why would the rabbi’s prioritize the study of Torah?
- What can the Torah teach us?
- Why are these metaphors used for the Torah? What is your metaphor for Torah?
- Are there any connections between the importance of studying Torah and the importance of a good education in our secular society?

Midrash Text Study
Pick THREE or FOUR to focus on

Sefer Aggadah – “Chapter 7: Torah” pp 403-469
403:1-2 – the world endures because of Torah
403:9 – Studying Torah is the most important thing
404:20 – a person without Torah is like a fish out of water
405:23- Torah is like Fire
406:33 – When your mind is idle, study Torah!
409:62- “Torah demands 48 attributes”
410:71-73 – Studying Torah is hard, be humble and make yourself ready to study
414 – Torah for its own sake
420:169 – those who study Torah save the world
421:174-180 – importance of studying Torah when young

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Unit FIVE: Dvrei Torah

**TWO Months or more**

At this point in the year, the teacher should have more flexibility with the curriculum. Now is your chance to teach your students Bible, gemara, midrashim, modern texts etc, that answer questions that are important to them. In past years, teachers took the chance to focus on Jewish civil laws, life cycle rituals and the history of the bar/bat mitzvah. The goal is to have students delve into sources and topics that matter to them as they learn how to craft dvrei Torah.

§ How do I write a dvar Torah?

<table>
<thead>
<tr>
<th>Goals:</th>
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</thead>
<tbody>
<tr>
<td>● For all students to practice writing a short dvar Torah on a topic that matters to them</td>
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</table>

<table>
<thead>
<tr>
<th>Questions to think about:</th>
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</thead>
<tbody>
<tr>
<td>● What is a dvar Torah?</td>
</tr>
<tr>
<td>● What makes a dvar Torah successful? Interesting? Good?</td>
</tr>
<tr>
<td>● How do I write a dvar Torah in my own voice?</td>
</tr>
</tbody>
</table>

Teachers should choose a procedure that works for their students, but include these steps or similar:

1. choose a text and a topic
2. research your text and your topic, gather resources
3. craft a short dvar
4. practice giving the dvar to the class and the larger school.
Final Year End Project (If Time)
Torah Lishma - Learning and Teaching for its Own Sake

§ How can we look to Torah and Midrash to answer questions that are important to us?

Goals:
- To articulate a Jewish question that we find engaging
- To independently utilize the skills and resources we have learned in religious school
- To have a discussion with our peers about a Jewish question that is meaningful to us

Final Project:
Have students choose a Jewish topic formulated as a question that interests them, and relates to how they articulate, understand or express some aspect of their Jewish identity

Some examples:
- Holidays: Why do we rest on Shabbat? Why do we dwell in a sukkah on sukkot?
- Ritual: Why do we light Shabbat candles? Why do we say Kiddush? Why do we put a mezuzah on our door?
- Ethics: Why do we honor our parents? What does Judaism say about gossip?
- Prayer: Why do Jews pray? What does the Sh'ma mean?
- Life cycle: Why do we have a bat/r mitzvah? Why do we circumcise baby boys? Who can convert to Judaism? Patrilineal descent?
- Biblical characters: What made King David special? Who was Miriam?
- Etcetera!

With the help of classroom grownups students should research their topic in both the Torah and Sefer Aggadah (index is comprehensive). If students come up short they can google their question on the internet or ask a rabbi/ teacher to find helpful sources

Once they have gathered their sources, students should answer the following questions:
- What does the Torah have to say about your question?
- What does the midrash say?
- Are there contradictions? Is there one answer or many?
- What values and lessons do you learn from how your question is answered? If the answers are different, are the values behind them different?
- How does your topic/question relate to your experience of Judaism?
- Etc

Each student presents their question and answers to the class

Alternative/Optional: Students write their own midrashim that address/answer their question that plays on what they learned in their research and about midrashim throughout the year