

Scheme of work – Judaism

This scheme of work for AS Religious Studies (7061) is designed to help you plan your teaching.

Assumed coverage

This scheme of work is based on 180 guided learning hours.

Sources of wisdom and authority

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| **Week** | **Learning activities** | **Resources** |
| 1–2 | Students should understand: * the meaning of the term Tenakh
* the different denominational beliefs within Judaism regarding the nature and authority of the Tenakh (ie Orthodox Jewish belief in Divine Authorship and immutability)
* absolute Word of God
* progressive belief in human authorship inspired by God
* use of Tenakh in daily life, worship and as source of authority.

Explain: * the term rabbi
* how a rabbi is trained; emphasis on study of Halakha and Talmud
* role of rabbi within contemporary community
* different roles ie Synagogue (pastoral role) Communal (Halakhic and Educational)
* denominational differences regarding roles of rabbis
* gender issues.
 | Worksheet showing composition of different books of TenakhSolomon N, *Judaism a very short introduction*, OxfordUnterman A, *Jews: their religious beliefs and practices*, SussexCohn-Sherbok D, *Judaism, history belief and practice*, Routledge – there’s also a companion website |

God

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| **Week** | **Learning activities** | **Resources** |
| 3–4 | Introduction: explain to students that one cannot assume that all religious traditions necessarily understand religious language in the same way. The notion of a God has specific meanings within each tradition.Get students to define what they understand by God. Arrive at a Jewish understanding of God. Start with covering the great monotheistic declaration, the Shema. Discuss: * what does the Tanach say about Monotheism?
* what type of God is suggested by the quotes?

Read the thirteen principles. Which ones are about God directly? What other ideas are central to a Jewish world view?Using the reference section, look up the passages where anthropomorphic language is used. Get students to explain the passages in their own words using the language in the text, then do the same avoiding any anthropomorphic words. How does the language in the text aid in understanding the narrative?Look up the prayer Avinu Malkeinu. How does the use of King and Father aid or hinder the meaning of the prayer?For specialist teachers on Judaism this section presents something new. There are many good summaries online that explain Buber’s teachings. According to Buber, what is the connection between relationships among human beings and the relationship between human beings and God? | [Video – the case for God part 1](https://www.youtube.com/watch?v=VXPA0BGSWLI)[Video – the case for God part 2](https://www.youtube.com/watch?v=el4vrYFI8UY) [Video – Rabbi Lord Jonathan Sacks: Faith](https://www.youtube.com/watch?v=0ixGCAe58_A) [The guide for the perplexed – chapters 51-60](http://www.sacred-texts.com/jud/gfp/index.htm)[aish.com](http://www.aish.com)[Video – Rabbi Berel Wein](https://www.youtube.com/user/JewishHistoryDotOrg)Ariel DS, *What do Jews believe?*Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge Unterman A, *Jews: their religious beliefs and practices*, Sussex[myjewishlearning.com](http://www.myjewishlearning.com)[myjewishlearning.com – the feminist critique of God language](http://www.myjewishlearning.com/article/the-feminist-critique-of-god-language/)  [crosscurrents.org – who's blessing whom?](http://www.crosscurrents.org/)[ou.org – anthropomorphism of God in the Torah](https://www.ou.org/torah/machshava/the-god-papers/1-anthropomorphism-god-torah/)[Article – Martin Buber](http://www.iep.utm.edu/buber/)[sparknotes.com](http://www.sparknotes.com)[Video – Buber in ten minutes](https://www.youtube.com/watch?v=16Cr82mLhkw)   |

Self, death and afterlife

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| **Week** | **Learning activities** | **Resources** |
| 5–6 | Explain two perspectives when considering this topic: * the physical response to creation, ie to fulfil the terms of the Adamic covenant – to be fruitful, multiply and establish communities
* to form a spiritual relationship with God through adherence to the commandments – Halakha. An understanding of the terms ethical monotheism is useful.

Compare and contrast the concept of Messiah in Judaism to Christianity. Reference to Maimonides for a very good understanding of Messiah (Mashiach). Eschatology – explore meaning of term with reference to Tanakh. Various references in Tanakh, including 1 Sam 28 11-20. Students should understand the meaning of the term Kabbalah in Jewish thought. Reincarnation as part of the concept. | Dennis Prager – article on ethical monotheism Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge [Judaism 101](http://www.jewfaq.org/)[Article – Maimonides](http://www.iep.utm.edu/maimonid/)Torah, *Laws of kings and their wars*, chapter 11Daily prayer book[Jewish virtual library](http://www.jewishvirtuallibrary.org/) [chabad.org](http://www.chabad.org/) |

Good conduct and key moral principles

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| **Week** | **Learning activities** | **Resources** |
| 6–7 | Discuss: what does the Mitzvah of Pikuach Nefesh suggest about the Jewish attitude to life?Define key terms; see the subject specific vocabulary resource.Students should understand the embryo and abortion debate. Opportunity exists to contrast with British law. When does life start?Teachers must make sure that Just War Theory is not muddled with the Jewish approach.Students should understand the source of Jewish attitudes to Stewardship. See Genesis chapters 1 and 2.Discuss: * how are Jewish attitudes shaped by the Creation narrative?
* what are the limits of human behaviour?
* should there be limits?
* how would Jews balance the dual tasks of work and protect the world?
 | [jewishjournal.com](http://www.jewishjournal.com)[chabad.org](http://www.chabad.org)[ijs.org.au](http://www.ijs.org.au)[jlaw.com](http://www.jlaw.com)[Article – how a rabbi decides a medical halacha issue](https://www.jlaw.com/Articles/decide.html)Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge chapter 89 [hadracha.org](http://www.hadracha.org/en)[Sanctity of life and Pikuach Nefesh](http://www.hadracha.org/en/vw.asp?id=2651) [Article – abortion](http://www.bbc.co.uk/ethics/abortion/) [aish.com](http://www.aish.com)[Six fundamental values](http://www.aish.com/sem/wp/Part_1_Key_Values_for_a_Perfect_World.html)[Video – Rabbi Peretz B. Eichler – the sanctity of human life](https://www.youtube.com/watch?v=QIp3MNQLw54&index=5&list=PLcmpd_l0Ylu5RM3mHmMpsKaa1JsPoaRqI) [Article – historic roots and current directions in bioethics](http://www.chabad.org/search/keyword_cdo/kid/17742/jewish/Shimon-Glick.htm)[simpletoremember.com](http://www.simpletoremember.com)[Article – Jewish environmental studies: a new field](http://jcpa.org/article/jewish-environmental-studies-a-new-field/)[Canfei Nesharim](http://canfeinesharim.org/) |

Expressions of religious identity

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| **Week** | **Learning activities** | **Resources** |
| 7–8 | How does keeping Kosher and dressing in line with Jewish modesty laws affect Jewish identity?Discuss: * festivals are important opportunities to strengthen Jewish identity, or
* festivals, food and dress laws prevent a Jew from fully integrating into modern society.

Use videos online that reflect the different styles of worship between Orthodox and Reform.Students need to understand how the Synagogue developed as a replacement for Temple Service. In modern times the Synagogue building might have many uses apart from prayer. Do these other functions redefine what a synagogue is? | [Article – what does it mean to be Jewish?](http://www.jewishpress.com/indepth/opinions/what-does-it-mean-to-be-jewish/2013/08/08/)[haaretz.com](http://www.haaretz.com/)[Article – what should being Jewish mean today?](http://www.haaretz.com/opinion/.premium-1.580972)[Article – what makes a Jew ‘Jewish’?](http://www.chabad.org/library/article_cdo/aid/45132/jewish/What-Makes-a-Jew-Jewish.htm)[Video – Rabbi Moshe Zeldman: what is a Jew?](https://www.youtube.com/watch?v=BCmHd_scHik) Cohn-Sherbok D, *Judaism, history belief and practice*, Routledge Unterman A, *Jews: their religious beliefs and practices*, Sussex |