

## World Religions in Greater Indianapolis Teaching Module

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World Religion: Judaism    Teaching Module Title: Jewish Religious Traditions in American History, Part 1

### \*\*\*Teaching Module Goals:

1. Introduce students to the basic Jewish religious rituals, scriptures, and holidays
2. Explore the relationships between symbolism in cultural anthropology and the Jewish religious practice or worship
3. Make connections between Jewish food rules and Jewish identity overall

### \*\*\*Assigned Readings and/or Websites:

John Bowker, "Judaism," in *World Religions*, 124-147

Exodus 23

### \*\*\*Class outline/Study Questions and/or Discussions Prompts/Assessments for Students:

1. **Graffiti Chart** (informal assessment): "When I see the word Judaism I think..."  
This prompt allows students to express existing knowledge/opinions about the content before it is taught. For this exercise, this prompt is written on the board and students are given 2 minutes to write their own thoughts. Afterwards, the instructor asks students to share their thoughts while compiling a list under the prompt on the board. The words/phrases from the prompt will help move the discussion into Jewish worship and kosher rules.
2. What does worship mean in the context of Judaism?
3. How is worship practiced and experienced?
4. What is Kosher?
5. **Read Aloud/Connect 4** activity for Exodus 23.  
This prompt helps students learn new vocabulary to discuss concepts and to make connections between topics. Students will take turns reading the passage aloud. As students listen and read along, their goal is to write four key words on four post-it notes (passed out before the activity). Once the reading is complete, students will arrange their four words in an order that creates meaning. Then students will have 5 minutes to write a brief paragraph about why they chose the four words and what the order means. Then, after 5 minutes the instructor will ask students to share their key words, making a list on the board. Once complete, the instructor will work with the students to identify key themes based upon the words. The themes can then be used to generate class discussion:
  - a. How does this passage relate to key worship, holidays, and rituals in the calendar year?
  - b. What is the connection between the passage and food?
  - c. Is there a link between the symbolism we discussed and the focus on food?
  - d. What does this say about Jewish identity?
6. The final formal assessment is to have students create a **Dynamic Drawing**. In this activity, students draw a picture that illustrates the meaning of a term or concept discussed in class. Pictures may be literal or symbolic interpretations. Students will base their drawings from the terms and/or themes from the board. Below the illustration, students write a paragraph describing what they drew and how it relates to the ideas discussed in class. This acts as the students' "exit ticket" and will be turned in to the instructor as they leave the class.