

Unit: Judaism and the Jewish People (Grade 5)

Content Area: **Generic Content Area**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about Judaism and the Jewish people.

Transfer

- Ask students to think about writing that come to us from long ago. If students have trouble, suggest the Declaration of Independence, Poor Richard's Almanac, or other works written before the students birth
- Ask students if they have ever heard the following expressions: there is nothing new under the sun; escape by the skin of your teeth; scapegoat; a fly in the ointment; eat, drink, and be merry; a man after my own heart. Ask what these expressions mean. Then explain that they all come from the Hebrew Bible as translated into English.
- explain that sometimes groups disagree. Have students read new articles about the consequences of these types of disagreements. What sometimes happens to the losers in disagreements?

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

The students will demonstrate the following enduring understandings:

- Religious beliefs have an important role in shaping history.
- Religion is connected to ideas about right and wrong.
- Strong traditions can help a people survive hardship and persecution.

(NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT

RESOURCES)

Essential Questions

Students will keep considering...

How are religion and culture connected?

Application of Knowledge and Skill

Students will know...

Students will know...

- the story of Abraham and how the Israelite belief in one God became Judaism.
- the story of Moses and how he led the Israelites out of slavery.
- that the Israelites settled in Canaan.
- that Judaism is based on the Hebrew Bible.
- that Jewish people value studying and understanding God's laws.
- that Judaism teaches how people relate to God and one another.
- key events in the history of the kingdoms of Israel and Judah.
- how the Diaspora occurred and where Jews have lived.
- how Judaism has affected our world today.

Students will be skilled at...

Students will be able to:

- develop awareness of Jewish beliefs based on the Jewish scriptures.
- understand the story of Moses.
- understand Jewish teaching and practices.
- analyze the importance of law and learning in Judaism.
- understand the effects of the Diaspora.

- summarize Judaism's effect on the world.

Academic Vocabulary

monotheism - the belief that there is only one God.

ethics - ideas of right and wrong

Torah - the first five books of the Hebrew Bible ,the Christian Old Testament

covenant - binding agreement

Exodus - The escape of the Israelites from slavery in Egypt

commandment - an order to do something

Scriptures - sacred writings, the source of Jewish teachings.

prophet - a person believed to be chosen by God as a messenger to bring truth to the people.

rabbis - religious teachers

Talmud - books finished around 600 A.D., a collection of oral teachings and commentaries about the Hebrew Bible and Jewish Law. Jews still study and discuss it.

righteousness - acting or living in a way that is ethically right and obeys God's laws

justice - fairness or fair treatment for everyone

Sabbath - a weekly day of rest

judge - a leader who could rally the Israelites to defend the land

exile - separation from one's homeland

Diaspora - communities of Jews living outside of their ancient homeland, the land of Israel.

synagogue - a meeting place where Jews could pray and discuss the Scriptures.

<http://quizlet.com/45085168/chapter-5-judaism-and-the-jewish-people-flash-cards/>

Learning Goal 1

Ancient river valley civilizations developed due to favorable geographic conditions. They created centralized systems of government, advanced societies, and religion.

MA.5.OA.B	Analyze patterns and relationships.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley

	civilizations.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
CCSS.ELA-Literacy.RI.5	Informational Text
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Target 1 (Chapter 5, Section 1)

Students will be able to:

- develop awareness of Jewish beliefs based on the Jewish Scriptures.
- understand the story of Moses.

SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river

valley civilizations.

SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Target 2 (Chapter 5, Section 2)

Students will be able to:

- summarize ancient Egypt's main accomplishments.
- develop cultural awareness about the role of mathematics in building the pyramids.

SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Target 3 (Chapter 5, Section 3)

Students will be able to:

- explain the effects of the Diaspora.
- summarize Judaism's effect on the world.

SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
SOC.6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of

trade networks, technological innovations, and the sustainability of early river valley civilizations.

SOC.6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
SOC.6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
SOC.6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

Summative Assessment

Pearson myWorld etext assessments:

Chapter 5 Test: Form A/Form B

Formative Assessment and Performance Opportunities

Online Chapter Test

Online Chapter Posttest

Places to Know Quiz

Know It Show It Self-Test

myWorld Activity: Wall of Fame

21st Century Life and Careers

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater

good.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.

Accommodations and Modifications

myWorld Activity: Wall of Fame (modifiable)

Audio Review

Hip Hop History

Essential Question Writer's Workshop- Review of the four basic steps of the writing process: prewrite, draft, revise, present (writing enrichment)

- How are religion and culture connected?

ELL Accommodations:

Spanish Audio Review

Know It Show It Self-Test

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

- guided notes
- modified assessments
- modified assignments
- task-based assessment
- test corrections

Unit Resources

- - black line masters
 - guest speakers
 - Interactive whiteboard activities
 - Internet
 - supplemental textbooks/teacher resources
 - Social Studies Notebook
 - videos and online videos
 - ProGuide
 - Activity Cards
 - myWorldHistory.com
 - Essential Question posters
 - myWorld History wall maps
 - Student Journal
 - Primary Source Documents: The Mini-DBQ Project Binders

Digital Resources:

- Google Expedition
- The Big History Project -<https://school.bighistoryproject.com/bhplive>
- Kids Past: <http://www.kidspast.com/world-history/0025-rise-of-civilizations.php>

New Jersey Commission on Holocaust Education Resources - <https://www.nj.gov/education/holocaust/curriculum/>

- Resources for the Classroom - <https://www.nj.gov/education/holocaust/resources/>

Interdisciplinary Connections

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.