



# Judaism

# Our plans:

- ❑ **Self-evaluations** (15 minutes)
- ❑ **Review the facts → who, what, when and where?** (15 minutes)
- ❑ **Group-Challenge!** (15 minutes)
- ❑ **Our Commandments** (30 minutes)



Who?

A collage of names and religious symbols. The background is a dense collection of names in various colors and fonts, including 'MAROC', 'AURÉLIE', 'L'Oril Urbain', 'NAJMA VITTO', 'S A RAPHAEL', 'R M L AMEDES', 'MEHDI', 'SOFIA', 'UNOUR', 'MANA SYM', 'ALYASAHNED', 'SYNE', 'TUNISIE SARAH', 'SOLE RAY', 'FLORENCE', 'MARCEL', 'NOUR', 'SOFIA', 'UNOUR', 'MANA SYM', 'ALYASAHNED', 'SYNE', 'TUNISIE SARAH', 'SOLE RAY', 'FLORENCE', 'MARCEL'. Overlaid on this are three large, semi-transparent symbols: a crescent moon on the left, a Star of David in the center, and a cross on the right. The title 'Abrahamic Religions' is centered over the Star of David.

# Abrahamic Religions

**Abraham changed the course of history with his belief in *one, all-powerful God.***



# Moses

# Who?

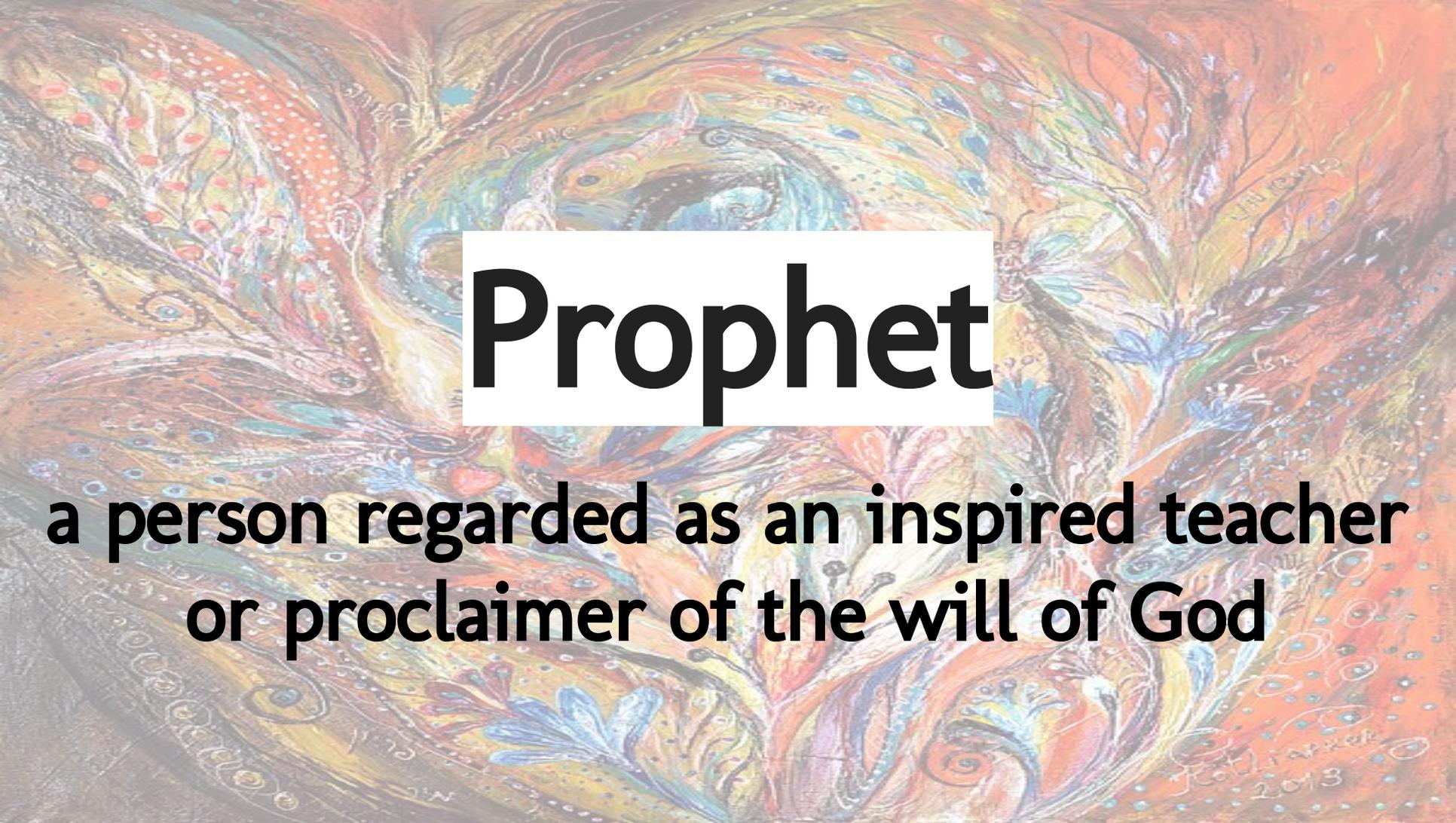
- Egyptian prince who later in life became a religious leader
- A prophet



# Ten Commandments

*Through Moses, God outlined how people can honour God - a renewal of the covenant!*

1. "I am the Lord, your God"
2. "You shall have no other gods before Me"
3. "You shall not take the name of God in vain"
4. "Remember the observe the Sabbath"
5. "Honour your mother and father"
6. "You shall not murder."
7. "You shall not commit adultery."
8. "You shall not steal."
9. "You shall not bear false witness."
10. "You shall not covet your neighbour's wife or house."

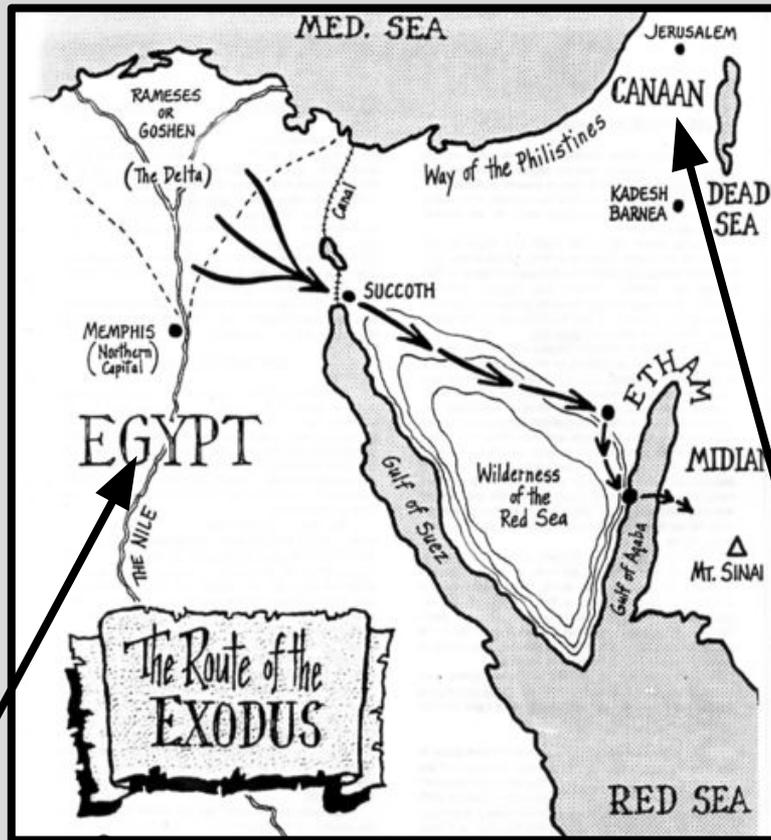


# Prophet

a person regarded as an inspired teacher  
or proclaimer of the will of God

A vibrant, abstract painting with a central butterfly and various floral and animal motifs. The butterfly has large, light-colored wings with intricate patterns. The background is filled with swirling colors, flowers, and small figures. The word "Where?" is written in large, bold, black letters across the center.

**Where?**



**Egyptians**

**Hebrews**



**What?**

# THE 10 BIBLICAL PLAGUES.

*According to the tradition, God inflicted various plagues upon the Egyptians in order to persuade the Pharaoh to release Hebrew people from their enslavement.*

1



**BLOOD** (7:14-24)

The Nile, along with all of the water in Egypt, turns into blood. But Pharaoh does not let the Israelites go.

2



**FROGS** (7:25 - 8:15)

Frogs cover the land of Egypt. Pharaoh promises to let the Israelites go, but changes his mind.

3



**GNATS** (8:16-19)

The dust turns to gnats, which cover the people and animals of Egypt. But Pharaoh does not let the Israelites go.

4



**FLIES** (8:20-32)

Flies fill the houses and land of Egypt. Pharaoh promises to let the Israelites go, but changes his mind.

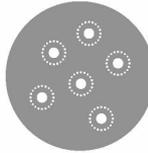
5



**LIVESTOCK** (9:1-7)

All of the livestock of the Egyptians die. But Pharaoh does not let the Israelites go.

6



**BOILS** (9:8-12)

Festering boils break out on the Egyptians and their animals. But Pharaoh does not let the Israelites go.

7



**HAIL** (9:13-35)

Hail strikes down everything in the fields - humans, animals and trees. Pharaoh asks for forgiveness and promises to let the Israelites go, but changes his mind.

8



**LOCUSTS** (10:1-20)

Locusts devour every tree and plant in the land of Egypt. Pharaoh asks for forgiveness, but does not let the Israelites go.

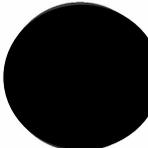
9



**DARKNESS** (10:21-29)

Darkness covers the land of Egypt for three days. Pharaoh promises to let the Israelites go, but changes his mind.

10



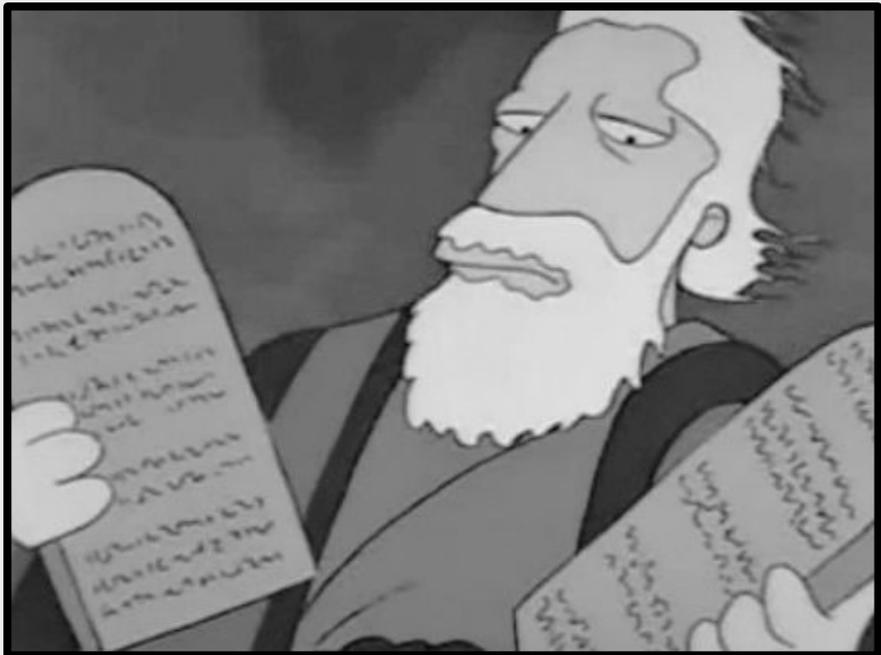
**FIRSTBORN** (11:1-10; 12:29-32)

Every firstborn son and firstborn of the cattle in Egypt dies. Pharaoh finally lets the Israelites leave Egypt, only to change his mind and pursue them to the Red Sea.

“Passover”  
→

# The what?

*The Pharaoh finally released the Hebrews after the tenth plague, losing his own son as punishment for refusing the word of God. This mass emigration is referred to as “the Exodus,” meaning “the departure.” Their goal was to reach the land of **Canaan**.*



**The Simpsons...**

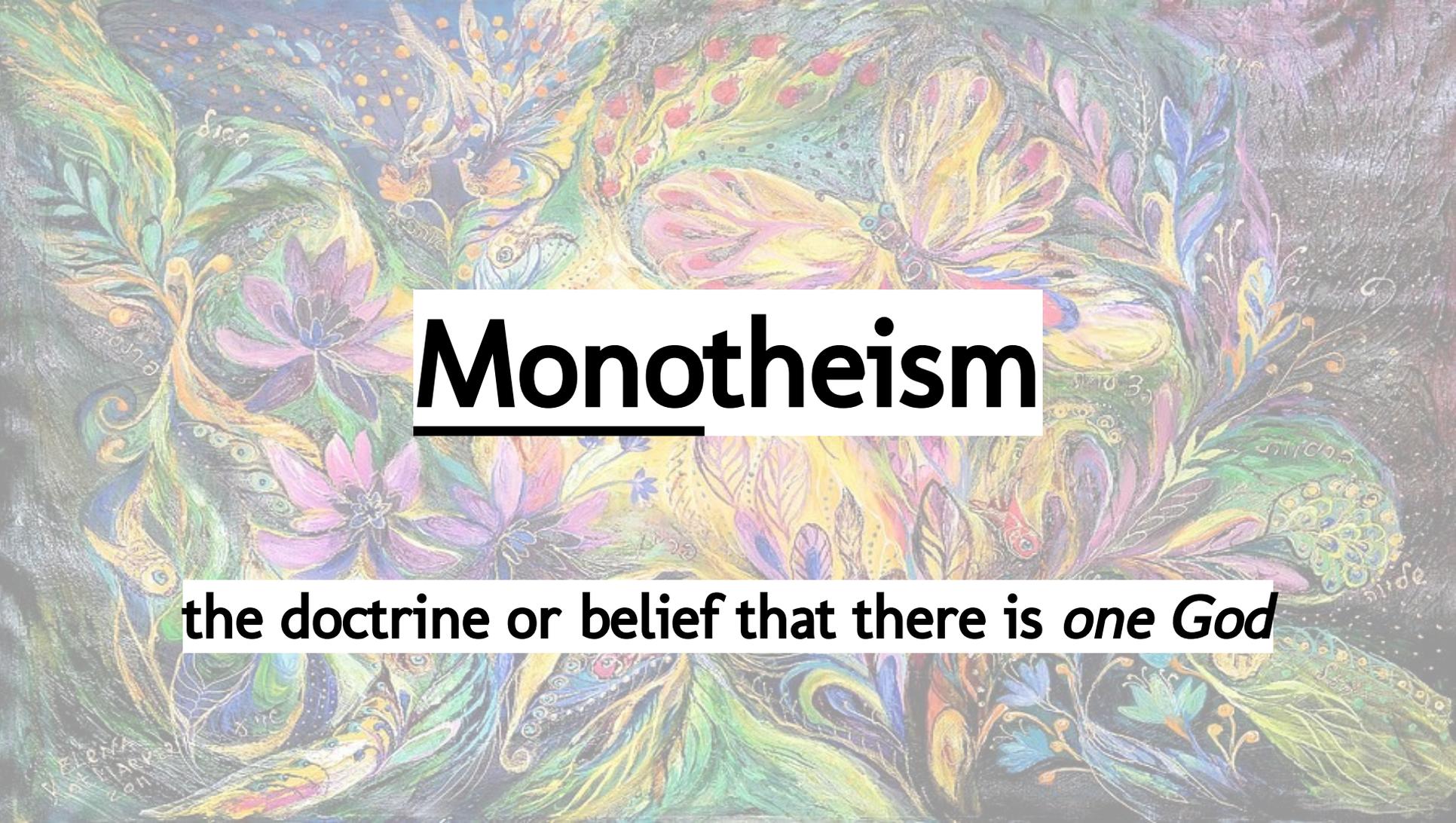
A vibrant, multi-layered artwork by Elena Kolliar. The composition is dense and colorful, featuring a central butterfly with orange and blue wings, surrounded by numerous sunflowers in shades of yellow and orange. A peacock with its tail feathers fanned out is visible in the lower right. In the upper left, a small house with a red roof is nestled among green foliage. The background is a mix of swirling colors and patterns, including a blue star and various dots. The word "Review" is overlaid in large, bold, black text in the center. The artist's signature "ELENA KOLLARIAR 2011" is in the bottom left corner.

# [Review]

ELENA  
KOLLARIAR  
2011

**1. Be the first group to define the following terms:**

- **Monotheism**
- **Kosher**
- **The Covenant**



# **Monothéisme**

**the doctrine or belief that there is *one God***

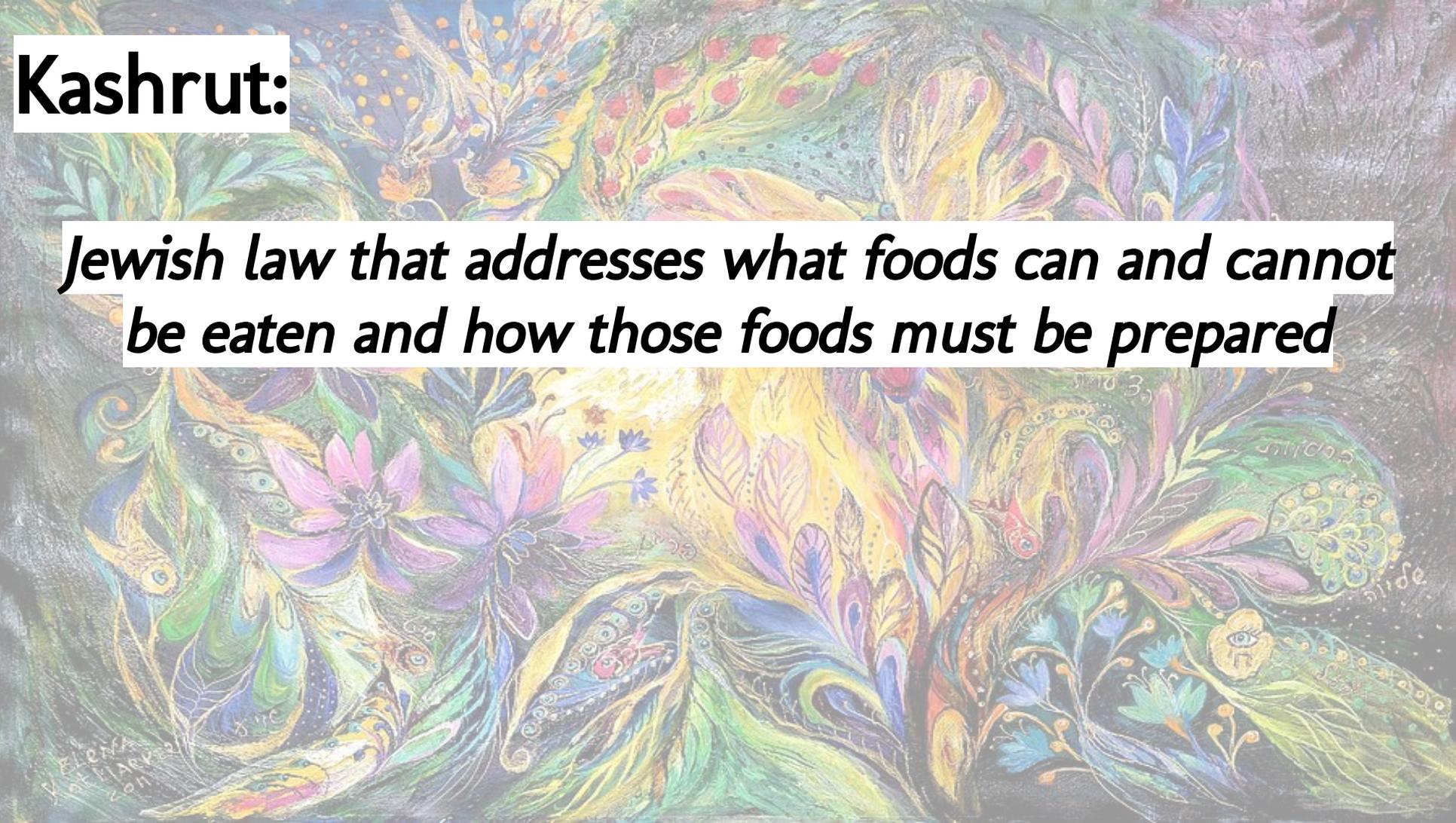


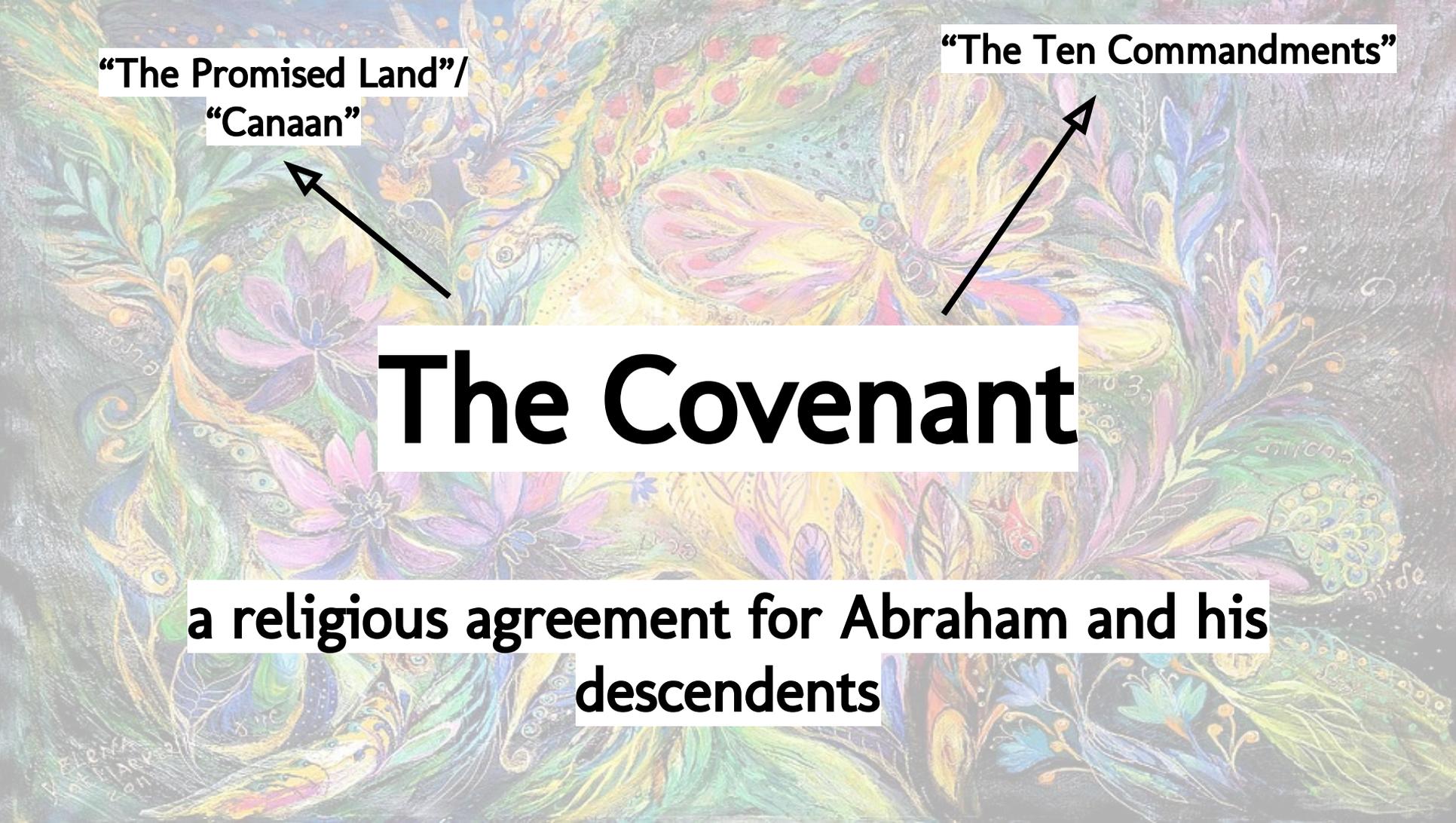
# Kosher

*kosher* foods are those that conform to the regulations of *kashrut*

# Kashrut:

*Jewish law that addresses what foods can and cannot be eaten and how those foods must be prepared*





**“The Promised Land”/  
“Canaan”**

**“The Ten Commandments”**

# **The Covenant**

**a religious agreement for Abraham and his  
descendents**

## 2. Be the first group to name the following definitions:

- “A cap worn over their heads as a sign of respect and reverence for G-d”
- “is the area around the Canaan that the Hebrews believed was promised to them”
- “Is a Jewish scholar or teacher, especially of the law; they are also considered to be religious leaders”

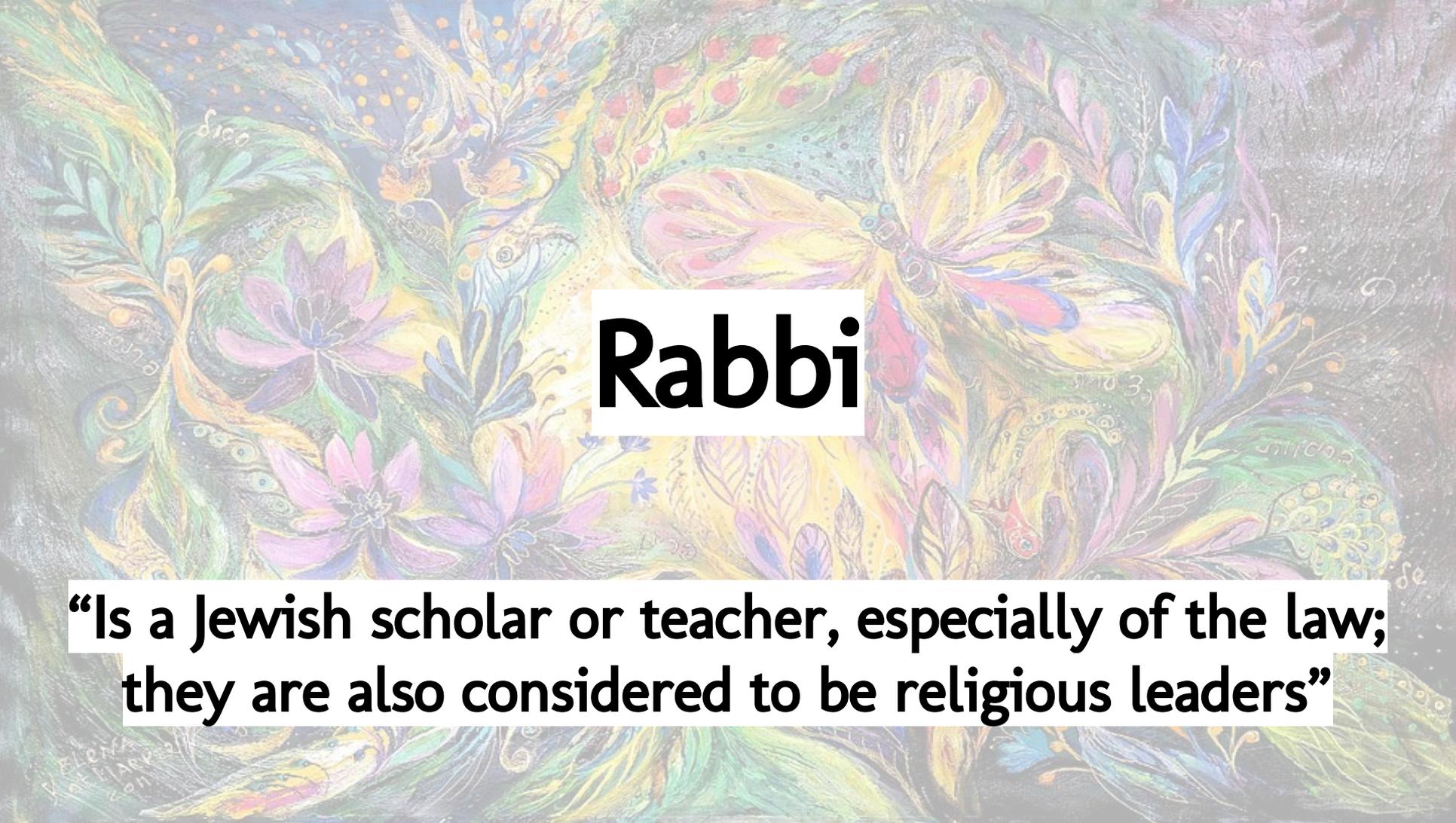


# Kippa

**“A cap worn over their heads as a sign of respect and reverence for G-d”**



# The Promised Land

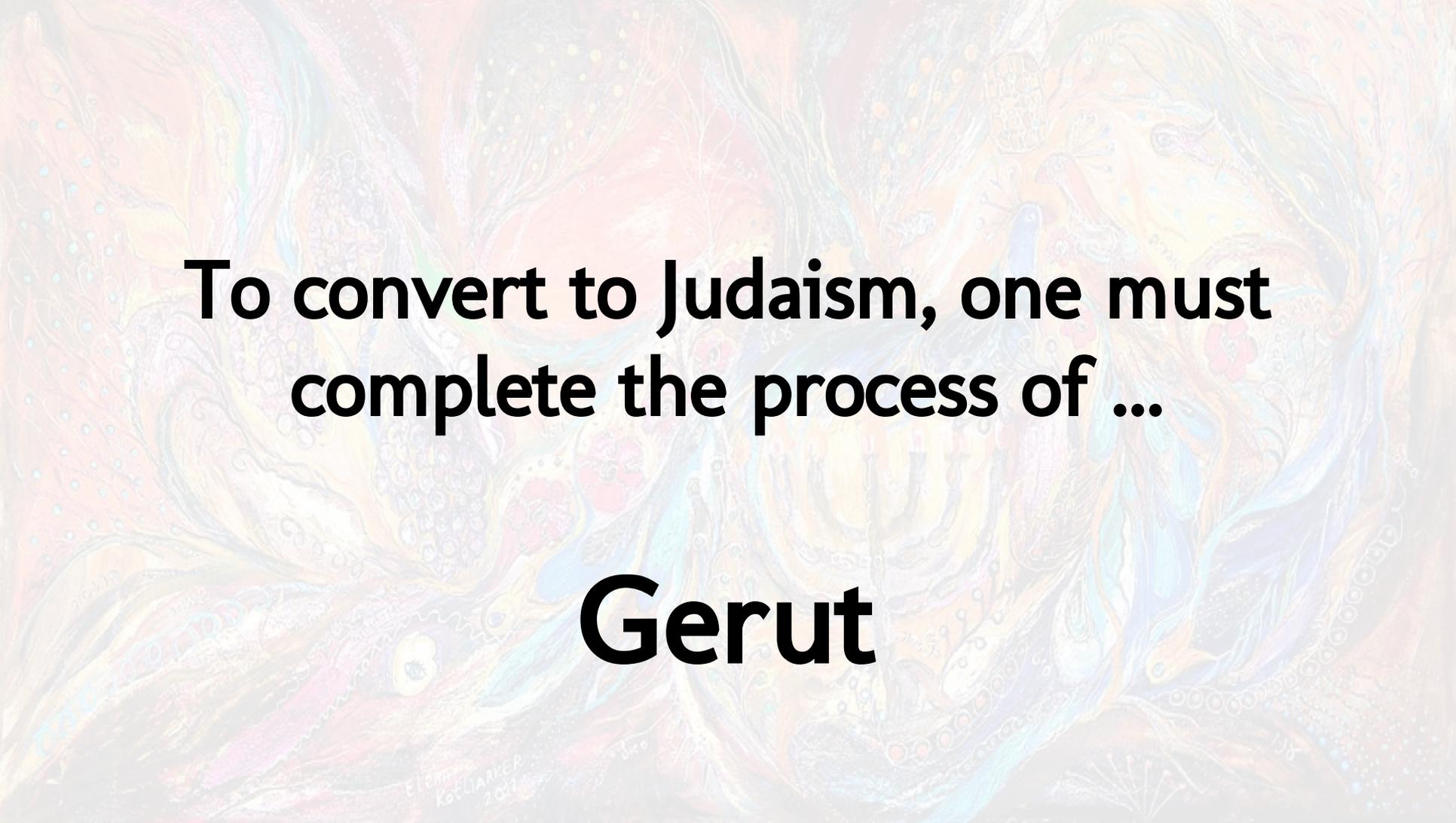


# Rabbi

**“Is a Jewish scholar or teacher, especially of the law;  
they are also considered to be religious leaders”**

### 3. Be the first group to create examples for the following terms:

- A commandment...
- A prophet...
- A plague...



**To convert to Judaism, one must  
complete the process of ...**

**Gerut**



**... are commandments from God: the act of performing a good deed.**

**Mitzvah**

**The Ten Commandments** emphasized the laws that people would need to follow in order to maintain their **covenant** with God. However, do some of these commandments need modernization and personalization?

1. "I am the Lord, your God"
2. "You shall have no other gods before Me"
3. "You shall not take the name of God in vain"
4. "Remember the observe the Sabbath"
5. "Honour your mother and father"
6. "You shall not murder."
7. "You shall not commit adultery."
8. "You shall not steal."
9. "You shall not bear false witness."
10. "You shall not covet your neighbour's wife or house."

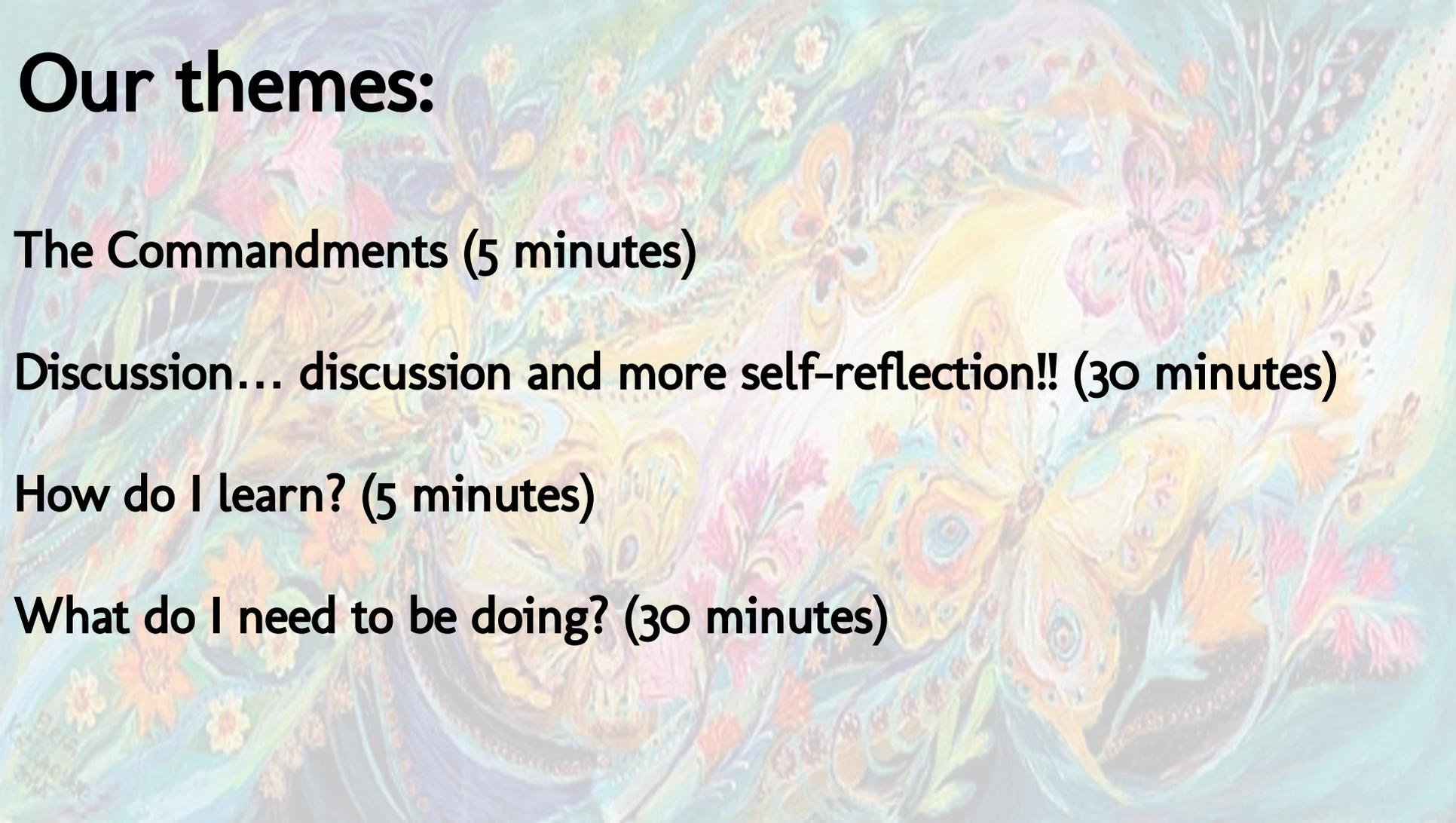
**As a class, let's discuss and then organize the commandments in order of importance (according to current 'Canadian values'):**

Now, *create your own commandments* in order of importance:

**Consider what you value, what principles do you believe are most important?**



# Judaism



# **Our themes:**

**The Commandments (5 minutes)**

**Discussion... discussion and more self-reflection!! (30 minutes)**

**How do I learn? (5 minutes)**

**What do I need to be doing? (30 minutes)**

# ***What commandments are important to us?***

**“Do unto others as they would  
do unto you”**

**“No ignorance”**

**“Don’t Discriminate”**

**“Don’t spread hate”**

**“Don’t lie or steal”**

**“Protect your friends and family ”**

**“Don’t tell secrets”**

**“Help those who need it”**

**“Be kind to everyone”**

**“Be honest”**

**“Violence is not a solution”**

**“Respect all living things”**

**“Maintain a positive outlook on  
life, the people around you and  
yourself”**

**“Don’t murder”**

**“Don’t rape”**

**“Spread happiness”**



As a class, let's listen to Russell Brand on...

**“What about our own  
brutalities?”**

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2011



**Creating solutions:**

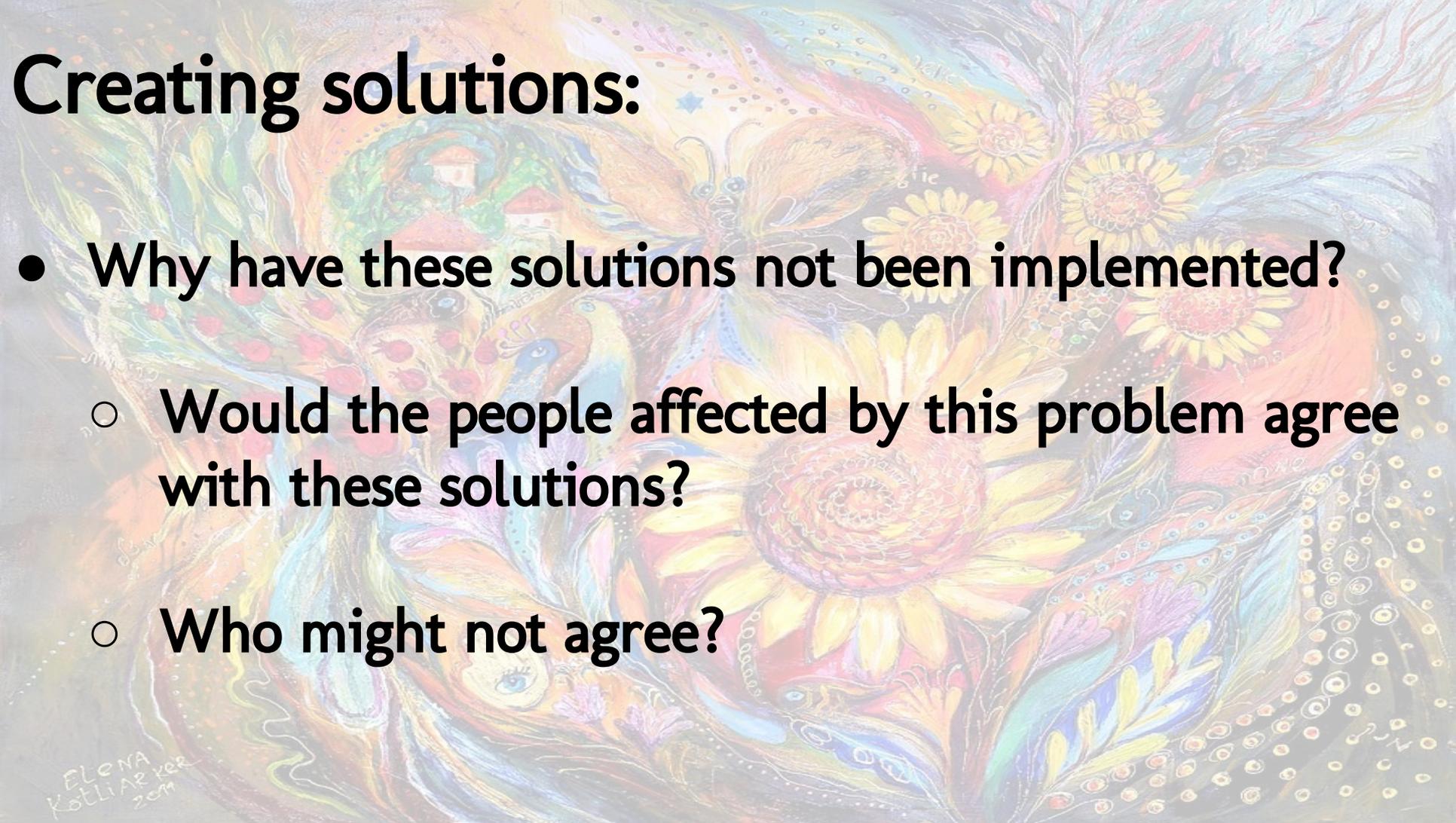
**What is one problem in our world that needs to be addressed?**

**Environmental  
Crisis?**

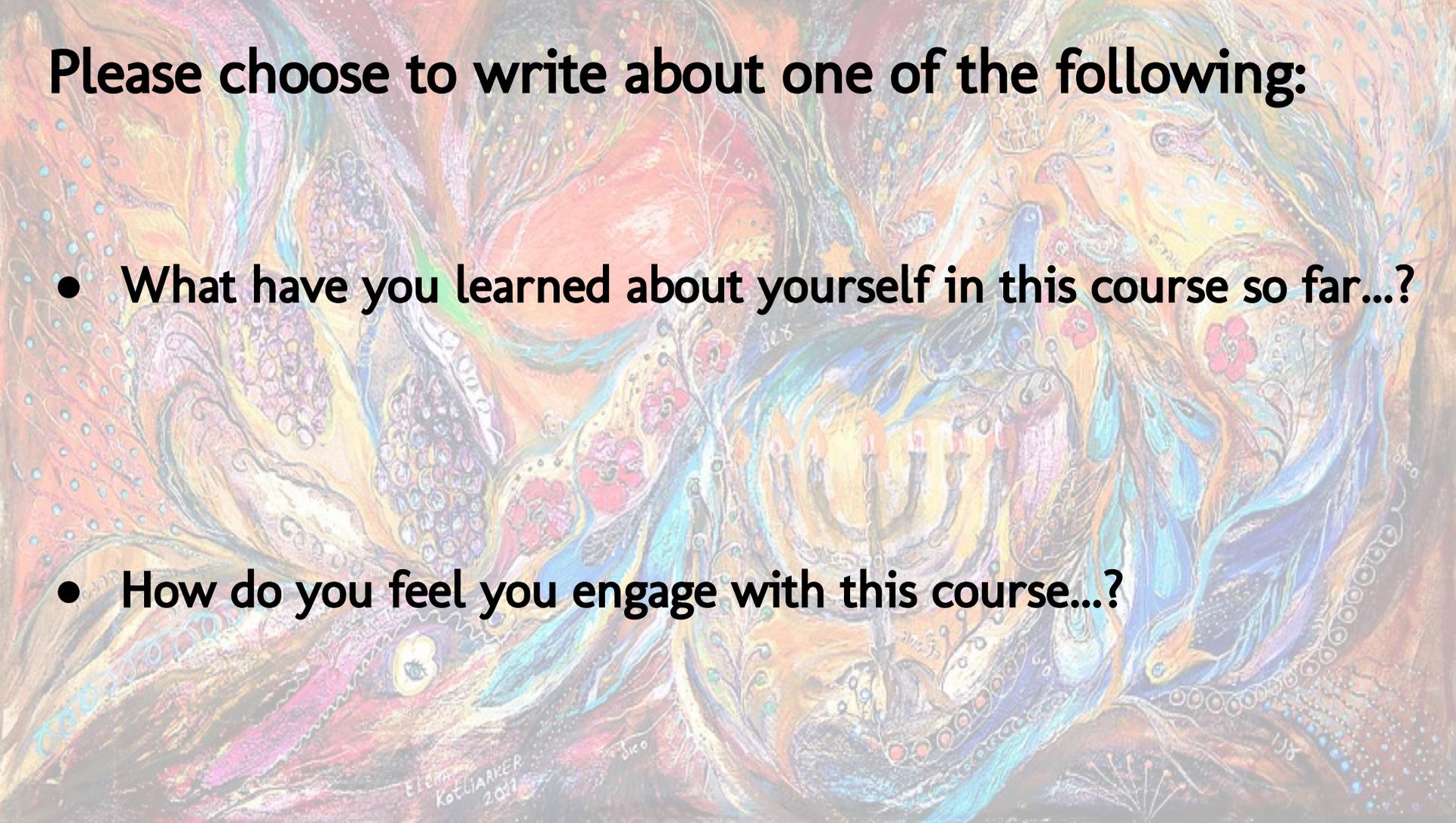
**Armed conflict?**

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KOLLIAEVA  
2018

# Creating solutions:



- **Why have these solutions not been implemented?**
  - **Would the people affected by this problem agree with these solutions?**
  - **Who might not agree?**



**Please choose to write about one of the following:**

- **What have you learned about yourself in this course so far...?**
- **How do you feel you engage with this course...?**



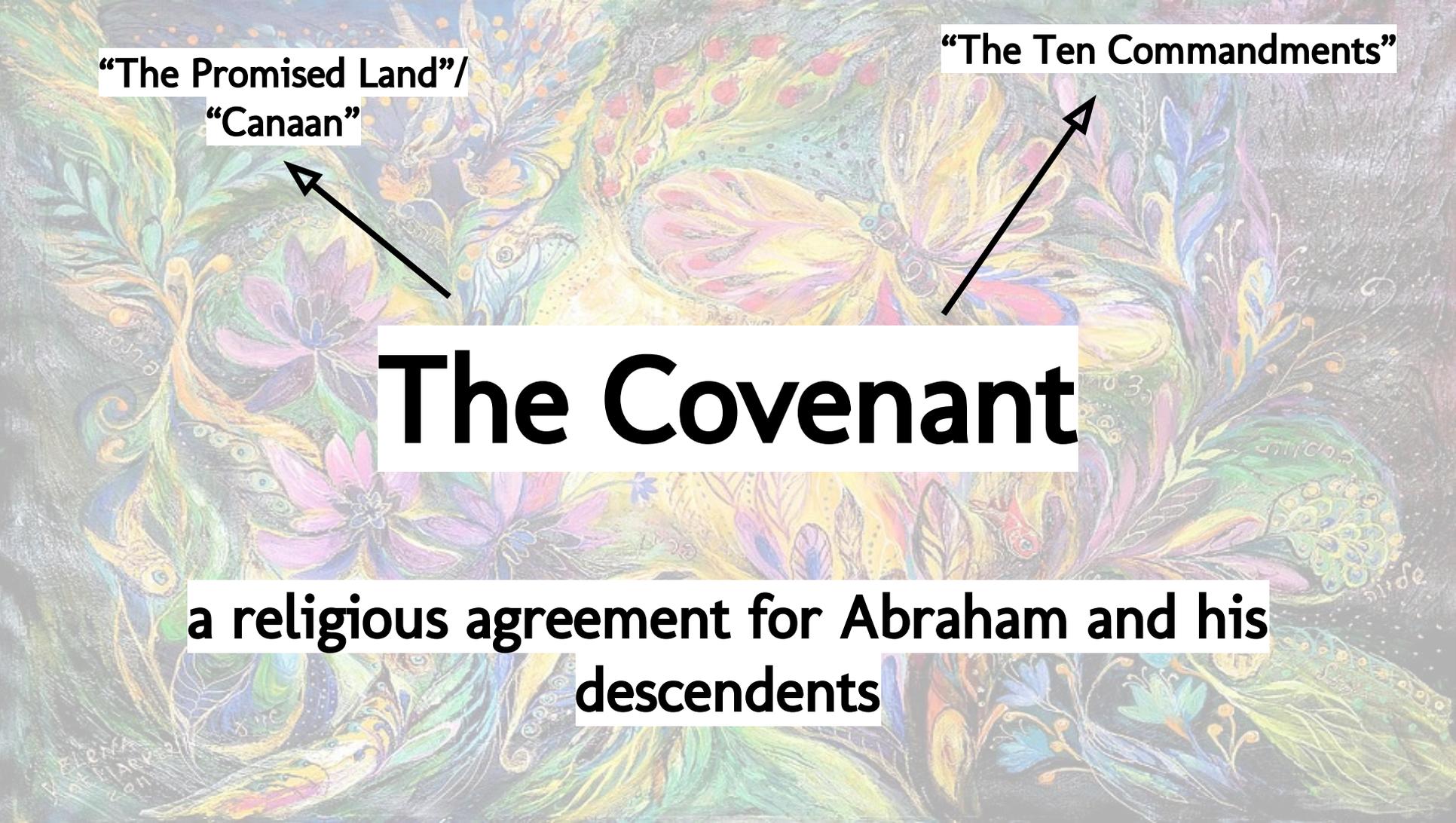
# Judaism

# Our themes:

1. **Moving forward (10 minutes)**
2. **“U” discussion (20 minutes)**
3. **How do I learn? (5 minutes)**
4. **What do I need to be doing? (40minutes)**

# Moving forward:

- Judaism teaches that the covenant is a fact of life for all creation
- God created certain commandments to maintain the covenant



**“The Promised Land”/  
“Canaan”**

**“The Ten Commandments”**

# **The Covenant**

**a religious agreement for Abraham and his  
descendents**

**... are commandments from God: the act of performing good deeds.**

**Mitzvah**

- One understanding, is that the commandments we've studied are categories.
  - The mitzvot are then considered more specific sub-commandments.



*The Ten Commandments emphasized the laws that people would need to follow in order to maintain their **covenant** with God.*

1. "I am the Lord, your God"
2. "You shall have no other gods before Me"
3. "You shall not take the name of God in vain"
4. "Remember the observe the Sabbath"
5. "Honour your mother and father"
6. "You shall not murder."
7. "You shall not commit adultery."
8. "You shall not steal."
9. "You shall not bear false witness."
10. "You shall not covet your neighbour's wife or house."

There are 613 commandments given in the Torah. The 613 commandments are divided into two categories: **365 negative** commandments and **248 positive** commandments:

- Not to embarrass others
- Not to murder
- No tattoos
- Not to marry non-Jews
- Not to withhold food, clothing or sexual relations from your wife!

*Mitzvoth (not to dos)*

- Worshiping G-d
- To repent and confess for wrongdoings
- Learn the Torah
- Grace after meals
- Love other Jews
- To have children

*Mitzvoth (to dos)*

**Rules of engagement and the “U” arrangement for our debate:**

***Should schools and other institutions have the right to post the ten commandments in public spaces?***

Imagine having commandments posted at ADHS:



The critical question:

***Whose commandments should  
we post?***

# Different Review Methods

- Use cue cards
- Colour coding
- Read information aloud
- Teach material to friends
- Reward yourself with treats
- Listen to music
- Practice, practice, practice
- Sleep, well-balanced meal and be active

# What should I be doing?

- ❑ **Completing late assignments**
- ❑ **Review what we've learned in our unit -**
  - ❑ **Mapping out your understanding**
  - ❑ **Complete the who, what, when and where?**
  - ❑ **Organize your notes**
  - ❑ **Practice the Moses reading questions**
  - ❑ **Test your friends!**



# Judaism

# Our plans:

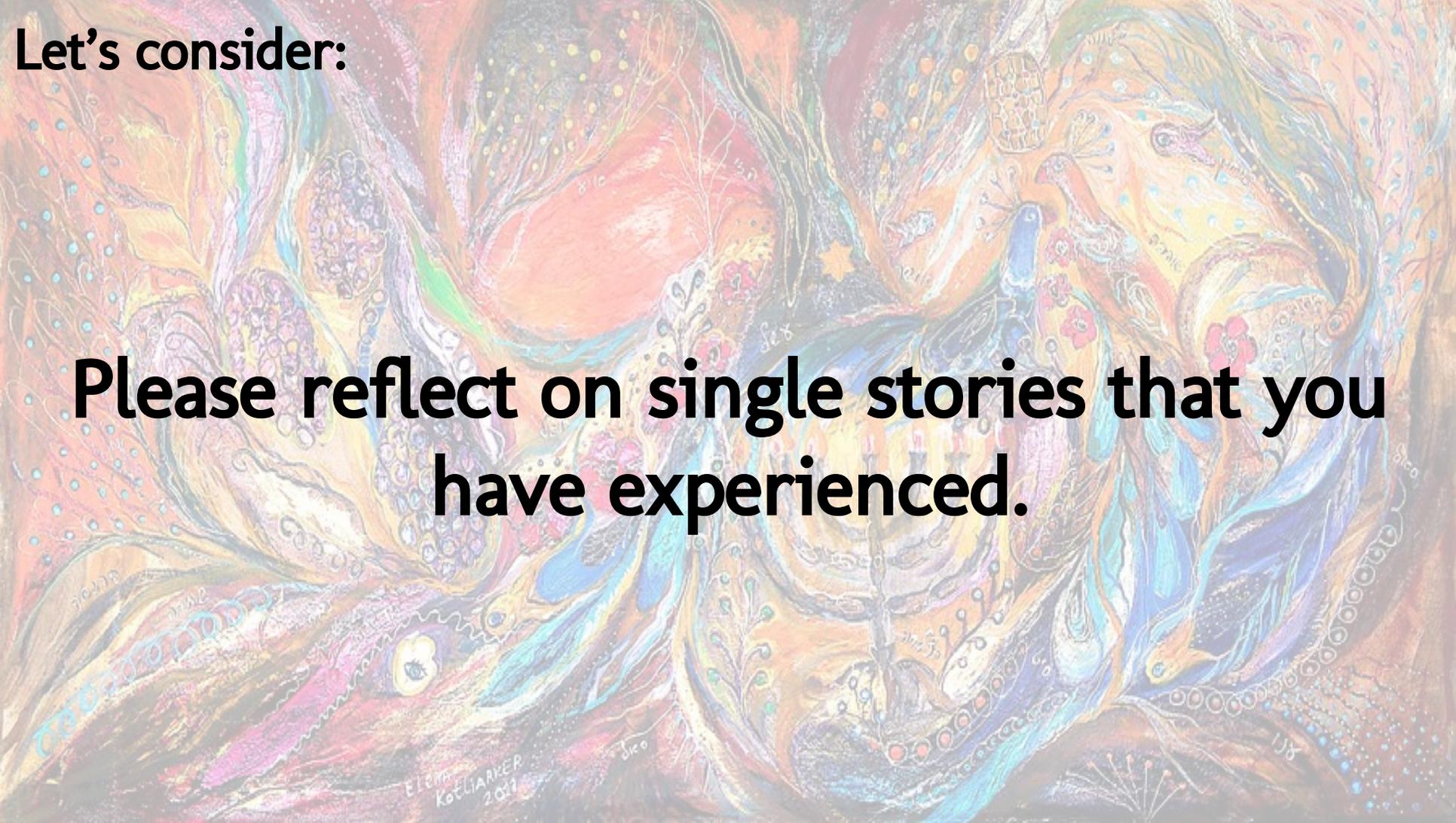
1. **“The danger of...”** (45 minutes)
2. **Final review of beliefs and Moses reading** (15 minutes)
3. **Mapping our understanding** (15 minutes)



“Jew”

Let's consider:

**Please reflect on single stories that you have experienced.**



1. Why were the descendents of Abraham forced to leave the Canaan? Where did they go?

- A severe drought forced the descendents of Abraham to leave Canaan
- They/the Hebrews arrived in Egypt

## 2. What happened once they arrived at this place?

- Eventually the Egyptians turned on the Hebrews and enslaved them

3. What was Moses' relationship to the Pharaoh (through his daughter)? Why did Moses leave?

- Moses was born of Hebrew slaves, but was later adopted - the Pharaoh's daughter
- Moses murdered an Egyptian who was harassing a Hebrew slave

4. What happened to Moses while he was tending sheep on Mount Horeb? Describe the event.

- Moses encountered God through a burning bush!

5. What was the tenth plague God brought on the Egyptians? How does this plague connect to the Passover holiday? Why is it important to Jews?

- The last plague: death of the first born
- The plague did not affect the Hebrews, as God ordered them to sacrifice a lamb and their doors with the blood so that the plague would pass them
- Now celebrated as “Passover”

## 6. What is meant by the term 'Exodus'?

- The Pharaoh releases the Hebrews after the tenth plague, and losing his own son as punishment for refusing the word of God
- The mass emigration, a collective “departure”
- The goal was to reach the promised land of Canaan

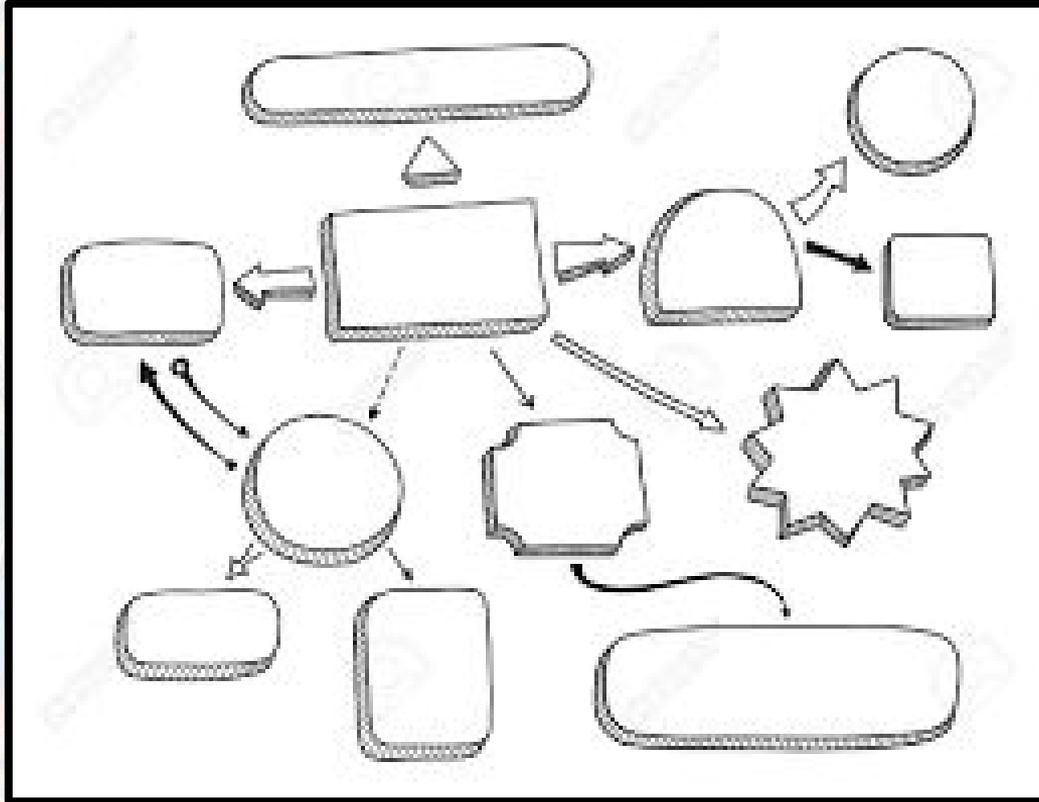
## 7. Why are the 10 commandments important? What do they represent?

- Represents a renewal of the covenant
- Clear and specific instructions of how to honour God are provided

8. The Passover, the Exodus, and the 10 Commandments are all ... (finish this statement).

- Examples of the COVENANT!

# Different Review Methods

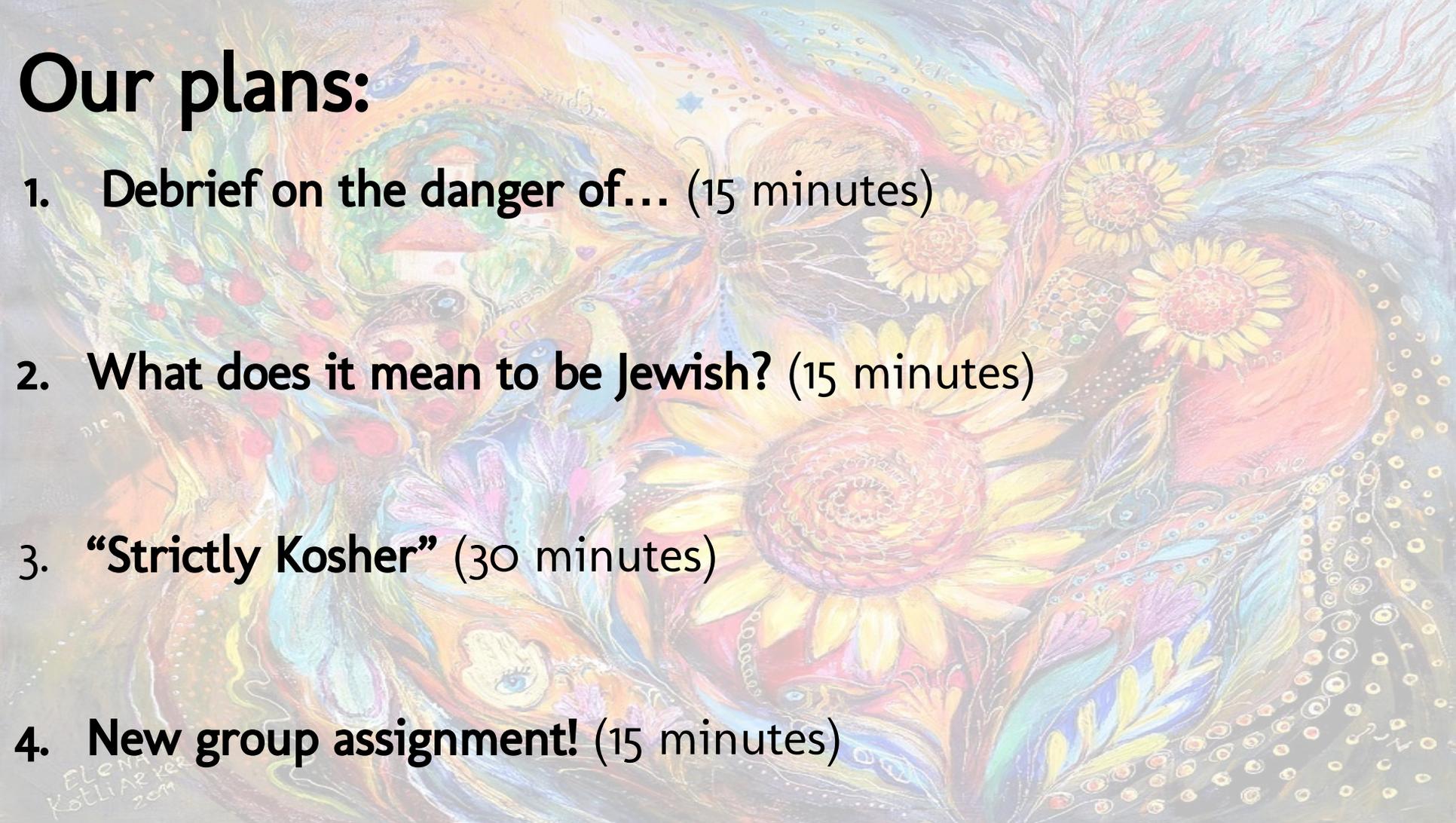


# What should I be doing?

- ❑ **Completing late assignments**
- ❑ **Review what we've learned in our unit -**
  - ❑ **Mapping out your understanding**
  - ❑ **Complete the who, what, when and where?**
  - ❑ **Organize your notes**
  - ❑ **Practice the Moses reading questions**
  - ❑ **Test your friends!**



# Judaism



# Our plans:

1. Debrief on the danger of... (15 minutes)
2. What does it mean to be Jewish? (15 minutes)
3. “Strictly Kosher” (30 minutes)
4. New group assignment! (15 minutes)

# ***Our reflections on single stories:***

**“It was only when I got older and could learn for myself about Canada’s true history”**

**“If you try to judge something by the single story you will never see the truth ”**

**“When it comes to single stories one that I have encountered frequently has to do with America and how I’ve been spoon fed the stereotype that their all uneducated gun toting idiots.**

**“I try not to have a single story but I always end up having at least one or more and that’s because of what I see on TV like the news”**

**“It reminds me of lots of things like how the crooked media owns the public knowledge”**

**“We live in a world that constantly tells us stories and stories about how terrible the world is in other countires”**

# ***Our reflections on single stories:***

**“A single story that I see today in our society is that cops are killers. All over social media I see everyday that somebody is protesting or retaliating against cops because they didn’t think they’re all corrupt...”**

**“Also learning about Canadian history, thinking t was perfect when really we have bad past as well as other countries”**

**“The single stories of Canada, USA, Europe, as first world countries that are good and have no problems, even though there are many danger problems”**

**“Although there are many stereotypes in this world, learning more about it can help you break that stereotype”**

# ***Our reflections on single stories:***

**“But it was hard to believe anything else when I wasn’t shown anything else from Africa”**

**“I’ve experienced family members constantly enforcing a certain idea on me to the point where I just believe it without even thinking about the other side.”**

**“It is usually the stereotypes of race, culture, country etc.”**

**“I see a lot of single stories on facebook because everyone will share their opinions about other races, etc.”**

**“People assume that because I watch and read...”**



**“Acton District  
High School”**

# What does it mean to “be” Jewish?



# What does it mean to “be” Jewish?

## Spectrum of Beliefs



Liberal

Conservative

Orthodox

What does it mean to “be” Jewish?

*Liberal*



# What does it mean to “be” Jewish?

## *Conservative*



# What does it mean to “be” Jewish?

## Orthodox



**Payot**  
(Hebrew for side curls)

The Torah says, "You shall not round off the *pe'at* (פֵּאֵת) of your head"



# What does it mean to “be” Jewish?

- For practicing Jews, honouring God is demonstrated not only through every day actions, but in special practices that are unique to the religion itself.
- Quite simply, the ways in which Jews are to conduct themselves is found in the Torah.

# “Strictly Kosher”



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