

R.E.

Y3 Autumn 1

TITLE OF UNIT:

SUKKOT

KEY THEME:

RELIGION, FAMILY and COMMUNITY

KEY CONCEPT:

COVENANT

STRANDS:

AT 1: Practices and Ways of Life

AT 2: Identity and Belonging

AT 1

- Describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values
- Describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected to beliefs and teachings
- Use specialist vocabulary in communicating their knowledge and understanding

AT 2

- Reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways

LEARNING OUTCOMES

- Explain why Sukkot is an important festival for Jews
- Describe a sukkah and how it is made
- Give examples of how a sukkah might be used by a Jewish family
- Make links to the story of the Exodus pointing out some of the key events
- Give examples of what it might be like to be committed to keeping the festival of Sukkot
- Use the Jewish vocabulary correctly

EXPECTATIONS—LEVELS OF ATTAINMENT (See Local Agreed Syllabus)

Nearly all can:- (LEVEL 2)

Many can:- (LEVEL 2/3)

Some children have progressed further and can:- (LEVEL 3)

SKILLS:

- Reflection
- Enquiry/ Investigation
- Empathy
- Communication/Expression

KEY ATTITUDES AND VALUES:

- Respect
- Open mindedness

OPPORTUNITIES FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

(See Local Agreed Syllabus)

- Valuing relationships and developing a sense of belonging
- Developing their own views and ideas on religious and spiritual issues.
- Exploring the influences on moral choices of religious belief
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion
- Considering how religious and other beliefs lead to particular actions and concerns
- Promoting cultural understanding from a religious perspective through encounters with people and literature
- Promoting racial and interfaith harmony and respect for all

e.g.

- Reflect on how difficult it might be for Jews to celebrate Sukkot in different countries e.g Russia
- Fruits and plants used in making a sukkah from the Middle East
- Reflect on the symbolism of the items used and the temporary structure of a sukkah
- Consider the plight of refugees and the homeless today
- Reflect on key words e.g escape, slavery, survival and remembrance

EVERY CHILD MATTERS

Being Healthy
Enjoy and Achieve
Making a Positive Contribution
Staying Safe
Economic Wellbeing

CROSS CURRICULAR LINKS

Design Technology
Home economics
Literacy

COMMUNITY COHENSION

Eating food together
Sharing cultures

PRIOR LEARNING.

The torah is a sacred text for Jews

KEY VOCABULARY

Sukkot	Exodus
Arba'at haminim	Lulav
Etrog	Aravot
Hadassim	Mitzvot
Hag Ha'asif	Sukkah

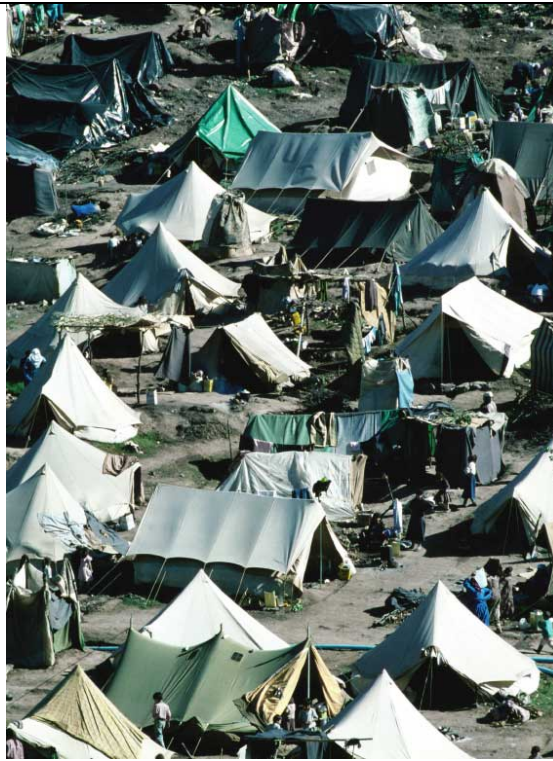
POSSIBLE TEACHING ACTIVITIES:



Show the pupils an image of a tent like the one above or erect a tent in the class room

Ask questions about what is it and who might live in a tent and why. Eg holidays, travelling. Why might they use a tent? What are the differences between a tent and a home?

Show the children the image below. Refugees living in tents. Ask the pupils to consider what life might be like if they did not have homes and had to live in tents all of the time.



Explain that the Jewish festival of Sukkot is a time when Jews remember how their ancestors, when escaping from the Egyptians, travelled through the desert and did not have permanent homes. Consider what the pupils might use to build a shelter if they were living in the desert. Explain that because the Israelites did not have permanent homes they called the shelters 'booths'. Sometimes it is called the festival of the Booths.

The festival is linked to the passage in Leviticus Ch 23:39 – 44 when God gave Moses the commandment to remember the journey that the Israelites made.

' You shall live in booths seven days...in order that future generations may know that I made the children of Israel to dwell in booths when I brought them out of the land of Egypt'

Many years ago the festival was celebrated when the years' crops were harvested before the winter. It was called the Festival of the 'in-Gathering' (Hag Ha'asif) to remember this.

Explain that the festival lasts for 7 days and as God commanded each family will build a sukkah. Building a Sukkah is a commandment from God.

Discuss what that might mean. Another word for 'commandment' is 'Mitzvah' and there are 613 in Judaism. These are very special rules as Jews believe that they were given to Moses from God and they should be followed.

A sukkah is a dwelling where the roof is open to the sky

Jewish families live in or use a sukkah for the period of the festival

Today Jewish families might eat meals, study or socialise in the booths

Some families (especially the children) sleep in the booths. This will depend on the climate.

There are special rules for building a sukkah

The Roof: must grow from the earth (the plants). Must provide more shade than sunlight. Must allow the rain in and be open to the stars. No opening must exceed 11 inches.

The Walls: there are no restrictions on the material used. There should be three walls. The fourth can be left open. Minimum height 35 inches, maximum height 35'3".

A sukkah can be built for one person or a family.

The roof and walls can be decorated with fruit and nuts

The sukkah should have 4 special species (Arba'at haminim) to symbolise the fertility of the land(Leviticus 23:40

Lulav—a young shoot from a palm tree

Arravot—a branch of a willow which grows near water

Hadassim—a branch of myrtle bush

*Etrog—a citron—a fruit that looks like but is bigger than a lemon
(remember these plants are common in the Middle East)*

Show the pupils pictures of the plants and a Sukkah like the one below which is very colourful



Ask the pupils to consider how they might build one in the classroom and what plants and fruits etc they might use.

Build your Sukkah and decorate it

Make a arba'at haminim and ask a pupils to wave it around as if to bless the sukkah

The blessing is said in 6 directions, north, south, east, west, up and down

A fruit tower is often built as a centre piece for the table during Sukkot.

Use your Sukkah to have a special celebration. You can find the foods that are eaten on the web. Play some Jewish music to create an atmosphere

A favourite food during Sukkot is 'Apple Coffeecake'

Pomegranates are also popular fruits for Sukkot because they are meant to contain 613 seeds. The same number of Commandments

ASSESSMENT OPPORTUNITY

Imagine you are a Jewish child in Britain. Write to a non-Jewish friend explaining how you celebrated Sukkot. Include your thoughts and feelings and some of the difficulties celebrating this festival outside the Middle East

RESOURCES

Judaism (Examining Religions) - A Forta

Fruits especially the pomegranate. The seeds represent the number of commandments in Judaism

Examples of palm/citrus fruits/willow

A Bible