

## World Religions in Greater Indianapolis Teaching Module

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Discipline: Composition / Literature

Date: October 24, 2015

World Religion: Judaism

Teaching Module Title: Jewish Religious Traditions

### Teaching Module Goals:

- Apply critical reading and thinking skills about Jewish traditions
- Demonstrate an understanding of the various rhetorical modes (description, analysis, comparison)
- Develop an understanding of various religious traditions of Judaism
- Utilize reading and writing skills: skimming, evaluating, analyzing, and outlining

### Assigned Readings and/or Websites:

1. Bowker, J. (2006). *World religions: The great faiths explored & explained*. New York: DK Publishing. (pages 124-147).
2. Rich, T. R. (2011). Marriage. *Judaism 101*. Retrieved from: <http://www.jewfaq.org/marriage.htm#Ceremony>
3. Rich, T. R. (2011). Rosh Hashanah. *Judaism 101*. Retrieved from: <http://www.jewfaq.org/holiday2.htm>
4. Rich, T. R. (2011). Life, Death, and Mourning. Retrieved from: <http://www.jewfaq.org/death.htm#Death>

### Lesson Plan, Study Questions and/or Discussions Prompts for Students:

1. Students will review Bowker's (2006) chapter on Judaism with special attention to the introduction.
2. In class, students will be split into three groups and each group will be given one of the Rich (2011) readings (Marriage, Rosh Hashanah, or Life, Death, and Mourning) to analyze and discuss the following questions:
  - a. What rhetorical mode is being utilized in the article? Is it effective?
  - b. How is the information organized? Is it effective? Why?
  - c. Considering your audience, what information do you feel is important to share?
3. Each group will review the article and decide on the most important characteristics about the tradition based on the readings and prepare a short presentation of the information for the other groups (no more than two minutes long).
4. After each group presents, some discussion:
  - a. How was the information in each article organized? What was the author's goal?
  - b. What parameters were used to evaluate the information for the presentation?
  - c. What information was interesting, different, or surprising?
  - d. What similarities and differences exist between Jewish traditional culture and your understanding of American culture?

### Written Assignments and/or other Assessment Instruments:

1. Students will write a 2-3 page comparative composition (2-3 pages) on American culture and the Jewish traditions about which they read.
  - a. The composition should include an outline as part of the pre-writing process
  - b. The composition should include at least one additional source outside of the Rich (2011) website