

Unit Overview:

How does keeping kashrut, or food laws, affect the lives of Jews today?

Approximate duration: 3/4 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>Why do Jews have rules about food?</p> <p>Are there reasons for keeping kosher?</p> <p>What foods are 'kosher' and what does 'kashrut' mean according to the laws in Leviticus?</p> <p>How do Jewish people know what is kosher and what is not?</p> <p>How does keeping kosher affect a Jewish person's religious life?</p>	<p>Beliefs, teachings and sources</p> <ol style="list-style-type: none"> Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. <p>Practices and ways of life</p> <ol style="list-style-type: none"> Exploring the impact of religions and beliefs on how people live their lives. Understanding that religious practices are diverse, change over time and are influenced by cultures. <p>Identity, diversity and belonging</p> <ol style="list-style-type: none"> Understanding how individuals develop a sense of identity and belonging through faith 	<p>Use the right specialist terms to explain the Jewish practice of kashrut eg. kosher, shechita, shomer (level 4)</p> <p>Analyse different interpretations in applying the food laws in the 21st century (level 6)</p> <p>Explain how differences in food laws impact on the life of Jewish individuals and communities (level 5)</p> <p>Evaluate the importance of the food laws for religious life (level 5)</p> <p>PLT - Independent enquirers</p> <p>PLT - Team workers</p> <p>PLT - Creative thinkers</p> <p>PLT - Effective participants</p>	<p>Read Leviticus 11 and discuss why Jews today obey the laws in Leviticus</p> <p>Using the text of Leviticus, identify kosher and non-kosher animals, fish, and birds</p> <p>Discuss rules about the separation of milk & meat, and the method of slaughter, shechita, practised by Jews</p> <p>Given a list of foodstuffs and prepared food, decide which are kosher, treyf, or parev, and how a Jewish shopper might know through the 'seal of approval' symbol, the hechsher, on food products</p> <p>Discuss the different ways in which keeping kosher affects life, eg. shopping, preparation of food, eating snacks or eating in restaurants</p> <p>Through interviews or via the internet make links between keeping the food laws and religious life. Rank in order of priority the reasons for keeping kosher</p> <p>Write about the impact on Jewish religious life of keeping Kosher</p>	<p>Dietary Laws Assessment</p> <p>Bible: book of Leviticus</p> <p>Video: The Inspectors : the work of the shomer</p> <p>'Jewish way of life' CD Rom</p>

Assessment: Create a collage showing the connections for Jewish people between keeping food laws and their religious life

AT 1 – Strand B – What people do and how they live their lives

Redbridge Levels of attainment

Level 4	I can show what different Jewish people do to keep the food laws
Level 5	I can show how belonging to Judaism makes a difference to the way some Jewish people live their lives and the difference it makes to their religious life
Level 6	I can show a range of different Jewish people’s ways of life in keeping the food laws and make connections on how practising these laws makes any difference to their religious/spiritual life
Level 7	I can show how the way Jewish people live their life is affected by tradition, custom and culture, bringing in material from my own personal research to support my thoughts and ideas