



Ways We Worship

Description

Explore the diverse traditions of the Jewish people. This hands-on interactive program encourages questions, discussion, and introduces students of all backgrounds to the traditions and history of the Eldridge Street Synagogue.

Grade Level

Grades 3-12, college, beyond

Learning Standards

Aligns with Common Core ELA Learning Standards, New York State Social Studies Framework, NYC Department of Education K-8 Social Studies Scope and Sequence

Grades K-12 Social Studies Practices

*Gathering and Using Evidence
Chronological Reasoning
Comparison and Contextualization
Geographic Reasoning*

Grades K-12 Social Studies Themes

*Individual Development and Cultural Identity (ID)
Development, Movement, and Interaction of Cultures (MOV)
Time, Continuity, and Change (TCC)
Geography, Humans, and the Environment (GEO)*

Grades K-5 Social Studies Thinking and Process Skills

*Thinking Skills
Research Skills
Interpersonal and Group Relation Skills
Sequencing and Chronology Skills
Map and Globe Skills*

The Ways We Worship is adapted to all grades; Social Studies standards below for grade specific curricula:

Grade 5: The Western Hemisphere

5.5 COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)

Grades 6: The Eastern Hemisphere

6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)

6.4b Belief systems and religions are based on a set of mutually held values.

Grades 9, 10: Global History and Geography

9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships.

(Standards 2, 3; Themes: ID, SOC)

9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

9.2b Belief systems often were used to unify groups of people and affected social order and gender roles.

Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.

Common Core ELA and ELA for Literacy in History/Social Studies Learning Standards

CCSS.ELA –Literacy.SL (Speaking and Listening): Comprehension and Collaboration; Presentation of Knowledge and Ideas; Integration of Knowledge and Ideas