**HRF3O Jewish Rituals and Sacred Times Project**

 One of the defining features of major world religions is sacred actions. Sacred actions are the building blocks of a religion. Within Judaism, there are many sacred actions that are practiced. This project will give you an opportunity to explore the sacred actions that are connected to a significant Jewish ritual or sacred time. You will also be asked to reflect on a ritual or sacred time that is important for your family.

**Part A: Group Presentation**

1. You will form a group of 3-4 people.
2. As a group, you will examine the following rituals/sacred times and make a list of three rituals/sacred times that you are all interested in learning about. Please number your preferences, write your group members’ names on the sheet, and then submit the sheet to your teacher. Your teacher will use the topic preference sheets to do a draw to assign topics. Your choices include:

|  |  |
| --- | --- |
| Rosh Hashanah | Pesach (Passover) |
| Yom Kippur | Shavuot (Feast of Weeks) |
| Sukkot (Feast of Tabernacles) | Tish’a B’Av |
| Hanukkah | Shabbat (Sabbath) |
| Purim (Feast of Lots) | Bar/Bat Mitzvah |

1. As a group, you will research the following topics that pertain to the ritual or sacred time you were assigned:
2. **The history of the ritual/sacred time**

* **Consider studying the Torah – many rituals and sacred times can be traced back to events addressed in the Torah, the Jewish sacred scriptures.**

1. **The duration of the ritual/sacred time (ex. 8 days)**
2. **The time of year the ritual/sacred time is celebrated (ex. May/June)**
3. **The sacred actions associated with the ritual/sacred time**
4. **The symbols associated with the ritual/sacred time**

* **Make sure you explain the meaning and significance of these symbols**

1. Find a **CREATIVE** way to present your ritual to the class (ex. You may consider preparing or buying a traditional food that is served during this ritual or sacred time).
2. Ensure that your presentation is a minimum of 10-15 minutes long.
3. Create and submit an MLA style bibliography.
4. Submit a copy of your script/content on the day you present.

**Part B: Reflective Paragraph**

You will complete this part of the assignment individually, in class. Your teacher will designate a specific day for you to write this reflection. In preparation for this task, you can consider the question you will be reflecting on: **What ritual or sacred time is most important for your family? Why? Examine three reasons why this ritual or sacred time is significant for your family. Review the expectations for reflective paragraphs – see unit 1.**

**Presentation Rubric**

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| --- | --- | --- | --- | --- |
| Achievement Categories | Level 1 | Level 2 | Level 3 | Level 4 |
| **Knowledge & Understanding**: The student demonstrates a thorough understanding of the history, length, time of year, sacred actions, and symbols linked to the ritual or sacred time. | -demonstrated a limited understanding of:  the history of the ritual  the duration of the ritual   the time of year the ritual is celebrated  the sacred actions linked to the ritual  the symbols associated with the ritual | demonstrated some understanding of:  the history of the ritual  the duration of the ritual  the time of year the ritual is celebrated  the sacred actions linked to the ritual  the symbols associated with the ritual | demonstrated a considerable understanding of:  the history of the ritual  the duration of the ritual  the time of year the ritual is celebrated  the sacred actions linked to the ritual  the symbols associated with the ritual | demonstrated a thorough understanding of:  the history of the ritual  the duration of the ritual   the time of year the ritual is celebrated  the sacred actions linked to the ritual  the symbols associated with the ritual |
| **Thinking & Inquiry:** The student uses his or her creative thinking skills with a high degree of effectiveness when presenting the ritual or sacred time to the class. | -uses creative thinking skills with limited effectiveness | -uses creative thinking skills with some effectiveness | -uses creative thinking skills with considerable effectiveness | -uses creative thinking skills with a high degree of effectiveness |
| **Communication:** The student communicates his or her research effectively through making regular eye contact, correctly pronouncing their content, and speaking at an appropriate volume. | -communicates research with limited effectiveness as evidenced by his or her:   eye contact   pronunciation of content   volume | -communicates research with some effectiveness as evidenced by his or her:   eye contact   pronunciation of content   volume | -communicates research with considerable effectiveness as evidenced by his or her:   eye contact   pronunciation of content   volume | -communicates research with a high degree of effectiveness as evidenced by his or her:   eye contact   pronunciation of content   volume |