

Essential Question: *What was life like during the Second Temple period?*

Lesson Objectives: Students will be able to:

1. Articulate how their life would be different if they lived in the Second Temple period.
2. Explain how the structure of the Jewish community was different in the Second Temple period compared to today.
3. Acknowledge the major internal conflicts among Jews in the Second Temple period.

Materials Needed: Notebooks, scrap paper, pencils, access to the computer lab (optional)

Getting Started: (5 minutes)

Distribute notebooks and ask students to answer the question “What do you think is the center of Jewish life in our community? Why?” Read aloud **The Center of Jewish Life** (page 17). As a class, discuss, “How was Judaism in the Second Temple period different from Judaism today?” (*We no longer make animal sacrifices—we pray together instead; we no longer have the Temple; we no longer have priests.*)

Exploring the Text:

1. (10 minutes) Explain that throughout our history, Jews haven’t always maintained full control over our homeland and the Temple. This led to many internal debates among Jews. In *hevruta*, read the three issues outlined in the middle column of **Taking Sides** (page 19). Explain that we will have a debate on the topic the students choose. Take a vote to decide which topic to debate.
2. (10 minutes) Divide students into two groups and distribute scrap paper and pencils. Assign each group a side, and ask them to use the book to support their case, or to search online for additional information with your help. Direct students to pay particular attention to how their argument could affect Jewish life. For example, if students choose the first debate, siding with the Maccabees would ensure that Jews could study Torah, travel to Jerusalem to make sacrifices, live openly as Jews, and read Torah publicly.
3. **Experiential Learning:** (15 minutes) Have students debate for 10 minutes. Then pick a winning team and explain what actually occurred historically. Debate 1, the Maccabees won. Debate 2, we follow the Pharisees. Debate 3, the sages prevailed. For more information (either for yourself or for your students), search www.jewishvirtuallibrary.org.
4. (5 minutes) As a class, discuss if students know of a great debate among Jews today. (*Should Jews marry only Jews? How should we support Israel? What do we do if Hebrew school conflicts with other activities?*)

Wrapping It Up: (5 minutes) Ask: How would your life be different if you lived in the Second Temple period? Encourage students to refer to their research from their debate, as well as the journal entry on page 16, and give specific examples.

Tech Connection: Visit www.youtube.com and watch the video entitled, “Virtual Reconstruction of Second Temple Temple Mount.”

Essential Question: *How did the destruction of the Second Temple and our subsequent exile affect the Jewish people?*

Lesson Objectives: Students will be able to:

1. Cite the year 70 CE as the year the Second Temple in Jerusalem was destroyed by the Romans and the Jews were sent into exile.
2. Articulate that the destruction of the Second Temple had a profound effect on Jewish life.
3. Name two institutions (*synagogues and schools*) that grew as Jews adapted to a new life after the Temple was destroyed.

Materials Needed: Long strips of construction paper, markers, lots of Fruit Loops, glue, paint pens, whole sheets of construction paper, assistance of classroom aid, plastic shopping bags, camera (optional)

Getting Started: (5 minutes)

Distribute a couple of Fruit Loops to each student. Recite the blessing: *Baruch Atah Adonai, Eloheinu Melech ha'olam, shehakol nihyeh bidvaro*. While students are eating, ask them to read independently **Living without a Temple** (page 20). Ask students what happened in the year 70 CE. (*Jerusalem was destroyed by the Romans, the great Temple was destroyed, and the Jewish people were sent into exile.*)

Exploring the Text:

1. (5 minutes) Show students the picture of the Second Temple model in **How Do We Know...** (page 17). Ask students to describe what it looked like. (*It had columns; it looked fancy.*) Ask students if they can name the most famous remnant of the Second Temple. (*the Western Wall in Jerusalem*)
2. (15 minutes) Distribute whole pieces of construction paper, lots of Fruit Loops, glue, and other art supplies. Ask students to make their own version of the Second Temple. When they are done, explain that the Second Temple was critical to Jewish life, but in the year 70CE it was destroyed. Ask students to now destroy their replicas, but save the pieces because we are going to find new ways to use them.
3. (10 minutes) Explain that when the Second Temple was destroyed, our ancestors could no longer make sacrifices. Their whole way of life had to change, and they had to find new ways to express their Judaism. Distribute more construction paper, paint pens, and glue. Ask students to repurpose their replicas into a beautiful piece of art.
4. (5 minutes) Time permitting, choose some students to talk about their creations. Explain that many things changed about Jewish life after the destruction of the Second Temple. For examples, read **Creating Community: Synagogues and Schools** (page 21). Ask: What institutions grew out of the destruction? (*synagogues and schools*)
5. **Tech Connection:** (optional, extra 5 minutes) With students' permission, make a picture slide show of students with their artistic creations. Ask the education director to share a link to it in the congregational e-mail.

Wrapping It Up: (10 minutes) Distribute long slips of construction paper and markers. Direct students to choose historical events, either from the timeline on pages 16-17 or from elsewhere in the chapter, and to create timeline pieces as they did in chapter 2, lesson 3. Add their new pieces to the class timeline you started in chapter 2.