

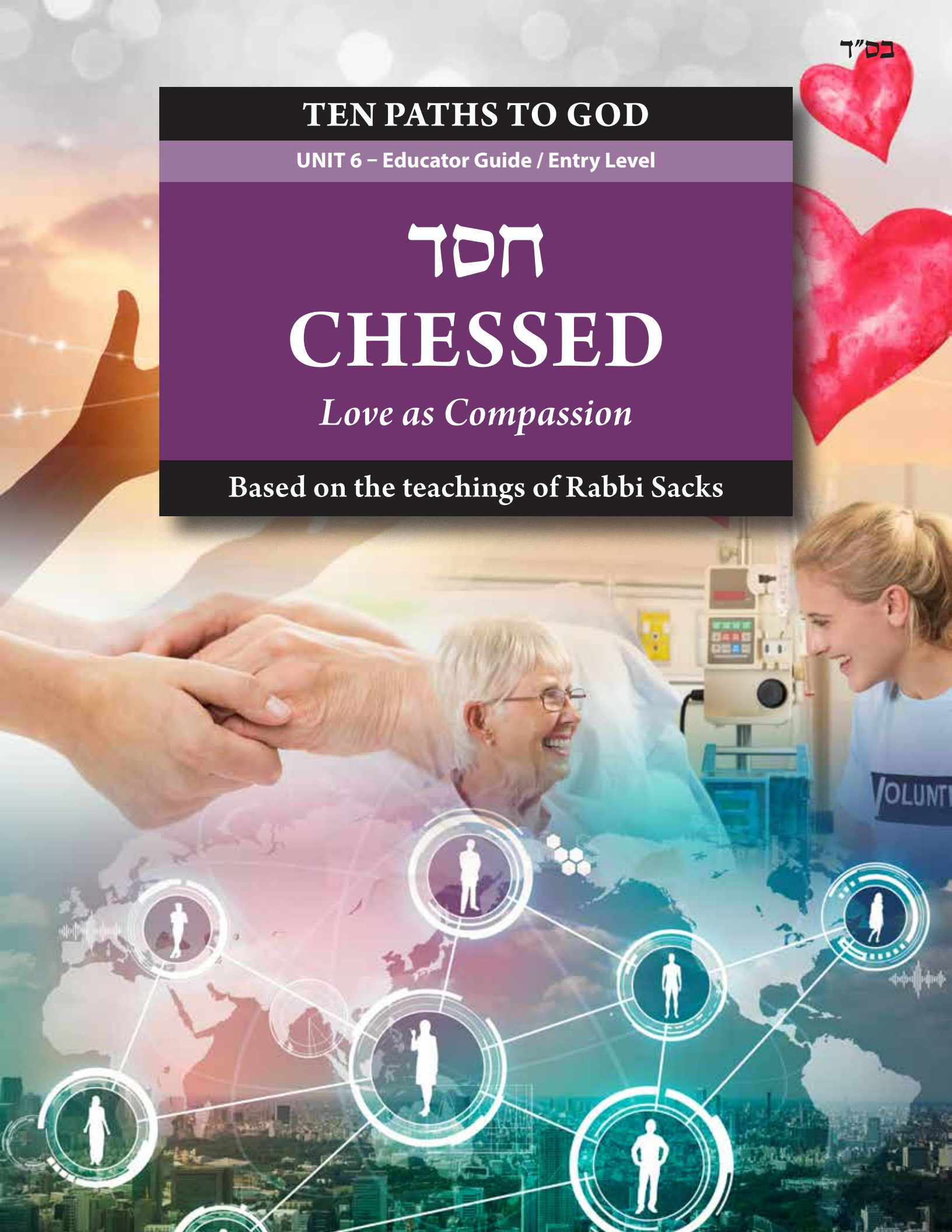
# TEN PATHS TO GOD

UNIT 6 – Educator Guide / Entry Level


## חסד CHESSED

*Love as Compassion*

Based on the teachings of Rabbi Sacks







“Among the fine people it has been my privilege to know, Chaim (Harry) and Anna Schimmel hold a special place. Their life has been built on a love of Torah, which they have learned, taught, supported, and in Harry’s case written brilliantly about. They epitomized it for our community; they have communicated it to everyone they know, and especially to their children and grandchildren. I always counted Harry as my benchmark. If he agreed with an interpretation I had given, I was confident I was on the right lines. Now that Harry and Anna have made *aliyah* to *Yerushalayim Ir ha-Kodesh*, I count it as a special delight that this curriculum project has been sponsored in their honor. They inspired me; I hope these materials inspire others.”

RABBI SACKS

# Introduction

**Overview:** In this unit we will explore the path to God through *Chessed*, using texts that Rabbi Sacks has selected.

While *tzedakah* is giving with our material resources, *chessed* is giving of ourselves, with our time and with our hearts. For Rabbi Sacks, *chessed* is a critical element of the covenantal bond that he believes is at the very core of Judaism's vision for society. A society that is founded on a social contract, concerned primarily with regulating power and justice, will have *mishpat* and *tzedek/tzedakah* as its core values, whereas a 'society as extended family' that is founded on a social covenant, built on the values of loyalty, fidelity and faithfulness, will have *chessed* at its core.

To truly understand the values of *chessed* and the impact of *chessed* on society, one has to experience it. Thus, in this unit we have chosen to use storytelling as the primary vehicle for educating about *chessed*, allowing the student to experience *chessed* in an emotional as well as intellectual way.

## Educational aims for this unit:

- For students to understand that all human beings have both physical needs and emotional needs, and while *tzedakah* can address physical poverty, it is *chessed* that addresses emotional poverty.
- For students to understand that while political and economic institutions are interested in the regulation of wealth and power, it is often left to communities and individuals to address emotional needs in society.
- For students to understand that Judaism's vision for society is one of social covenant, where strangers are seen as family, and *chessed* is the vehicle for human interaction.
- To provide an opportunity for students to understand the real value and impact of *chessed* in society, through studying several stories of *chessed*.
- To give students a practical opportunity to fulfill this vision for society within their community in creating their own authentic *chessed* story.

## Trigger Activity: The Last Act of Chessed

Ask for volunteers to share the most recent act of *chessed* that they either witnessed or performed themselves. Write each act on the board. Then ask for volunteers to analyze what all of these acts of *chessed* have in common, and suggest a definition of *chessed* based on these examples. They may define *chessed* as a voluntary act of kindness, an act with no expectation of reward or compensation, giving help to strangers, an act with no ulterior motive, and so on.

**Watch:** The opening video for Unit 6



- **Discussion:** Ask the students for their initial reactions to the video.





**First Reading:** Read through the text from the video. Highlight each word or phrase that you are unsure of, whether it is the meaning of the language or the meaning of the concept.

■ **Individual text work:** Ask the students to do this next activity on their own.



*Tzedakah* is the gift of money or its equivalent. But sometimes that is not what we most need. We can suffer emotional as well as physical poverty. We can be depressed, lonely, close to despair. We may need company or comfort, encouragement or support. These too are human needs, no less real for being untranslatable into the language of politics or economics.

That is what *chessed* is about: emotional support, loving-kindness, love as compassion. It is what we mean when we speak of God in Psalm 147 as one who 'heals the broken-hearted and binds up their wounds'. It includes hospitality to the lonely, visiting the sick, comforting the bereaved, raising the spirits of the depressed, helping people through crises in their lives, and making those at the margins feel part of the community.

It is *tzedakah's* other side. *Tzedakah* is done with material goods, *chessed* with psychological ones: time and care. *Tzedakah* is practical support, *chessed* is emotional support. *Tzedakah* is a gift of resources, *chessed* a gift of the person. Even those who lack the means to give *tzedakah* can still give *chessed*. *Tzedakah* rights wrongs; *chessed* humanizes fate.

Avraham and Sarah were chosen because of their *chessed* to others. Rut became the ancestress of Israel's kings because of her *chessed* to Naomi. At the heart of the Judaic vision is the dream of a society based on *chessed*: society with a human face, not one dominated by the competition for wealth or power. *Chessed* is the mark of a people joined by covenant. Covenant creates society as extended family; it means seeing strangers as if they were our long-lost brothers or sisters. A community based on *chessed* is a place of grace, where everyone feels honored and everyone is at home.

Jonathan Sachs

■ **Frontal teaching:** Ask for a list of words or concepts that students had trouble understanding. Write them on the board. Discuss them briefly to clarify their basic meaning.



**Analysis in Chavruta:** Now in *chavruta* (pairs), take a look again at the text. Discuss and answer the questions on the key terms and phrases that are highlighted for you.

**Chavruta text analysis:** Pair up the students and ask them to read through the text once more, this time using the questions to guide their discussion. You may wish to ask them to write down their answers, or to use the questions as an oral guide to their textual analysis.

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**We can suffer emotional as well as physical poverty.**

1. What do you think "emotional poverty" means? What can cause emotional poverty?
2. Do you think emotional poverty is worse in this generation than previous times? Why do you think that might be?
3. How can we treat emotional poverty?



### the language of politics or economics

1. What is “the language of politics or economics”? What is the government and the economy generally concerned with?
2. Why do you think emotional needs are not the concern of government or economics?
3. Do you think the political system or the economy should be more concerned with the emotional wellbeing of those in society?

### emotional support, loving-kindness, love as compassion

1. What do these three terms mean?
2. How do they differ from each other?
3. Who can and should be the recipients of these?

### those at the margins

1. What does it mean to be at the margins of society?
2. What kind of people might be at the margins of society?
3. What do they all have in common?

### Tzedakah is done with material goods, *chessed* with psychological ones

1. What are material goods? Give examples.
2. What are psychological goods? Give examples.
3. Which can make the most impact for those in need?

### *chessed* humanizes fate

1. What does fate mean?
2. To humanize something is to make it feel human, so that it becomes something that we can all relate to. What do you think Rabbi Sacks means when he says “*chessed* humanizes fate”?
3. What message are you giving someone else when you show them *chessed*? How can this help them deal with their fate?

### a society based on *chessed*

1. What values are at the center of *chessed*?
2. What would a society based on these values look like?
3. Is our society based on these values today? Can you think of some examples?



### Covenant creates society as extended family

1. What is a covenant? What is a society based on a covenant?
2. When you see strangers in the street, do you consider them part of your extended family? Should you?
3. What do you think needs to change so that members of society feel more like an extended family?

### where everyone feels honored

1. What does it mean to feel honored?
2. What does it take to make someone feel that way?
3. How can a community ensure that this happens?

### everyone is at home

1. What does it mean to feel at home?
2. What does it take to make someone feel that way?
3. What is the difference between feeling at home and feeling honored? Is there a connection?



**Share your analysis:** Come together as a class, and share your answers to the questions. Listen carefully to the perspectives of your classmates. Did anyone take a different approach to the text from you? Does their approach resonate with you?

■ **Frontal teaching:** Facilitate a class discussion on the text based on the students' answers.



# Stories of *Chessed*

**Group text analysis:** Pair up two or more of the *chavrutot* from the previous section. Allocate each *chabura* one of the stories to begin with to make sure they are all covered in preparation for the classroom discussion at the end. If there is time, the students can look at other stories when they have finished. Direct them to read through the stories together, and to use the questions to guide their discussion. The same six questions are to be used for each story. You may tell them to write down their answers, or to use the questions as an oral guide to their textual analysis.



**Exploring the core concepts through stories of *chessed*:** Together with your *chavruta* join another pair to form a small *chabura* (study group). Your teacher will assign you one of the stories below. Read through the story and consider the following questions:

1. Who is the hero of the story?
2. What values did you find modeled in the story?
3. What did the agent of *chessed* hope to achieve by the act of *chessed* they performed? Do you think they achieved it?
4. How do you think the recipient of the act of *chessed* felt at the end of the story?
5. According to this story, how would you define *chessed*?
6. Can you find any of the ideas you considered in the story about *chessed* within the opening text from Rabbi Sacks?

Then, in your *chabura* prepare to tell the story to the rest of the class, followed by your analysis of the story and responses to these questions.

## STORY 1: A POOR MAN'S FUNERAL

Once two Jews died in Brisk on the same day. In the morning a poor shoemaker who had lived out his life in obscurity died, while about noontime a wealthy prominent member of the community passed away. According to the *halachah*, in such a case the one who dies first must be buried first. However the members of the burial society, who had received a handsome sum from the heirs of the rich man, decided to attend to him first, despite the fact that he had died later, for who was there to plead the cause of the poor man? When Rav Chaim [of Brisk] was informed about the incident, he sent a messenger of the court to warn the members of the burial society to desist from their disgraceful behavior. The members of the burial society, however, refused to heed the directive of Rav Chaim and began





to make the arrangements for the burial of the rich man. Rav Chaim then arose, took his walking stick, trudged over to the house of the deceased, and chased all the attendants outside. Rav Chaim prevailed – the poor man was buried before the rich man.

Rabbi Joseph B. Soloveitchik, *Halachic Man*, p. 95

#### STORY 2: AND MAYBE EVEN HIGHER



Every Friday morning before dawn, the Rebbe of Nemirov would disappear. He could be found in none of the town's synagogues or houses of study. The doors of his house were open but he was not there. Once a Lithuanian scholar came to Nemirov. Puzzled by the Rebbe's disappearance he asked his followers, 'Where is he?' 'Where is the Rebbe?' they replied. 'Where else but in heaven? The people of the town need peace, sustenance, health. The Rebbe is a holy man and therefore he is surely in heaven, pleading our cause.'

The Lithuanian, amused by their credulity, determined to find out for himself. One Thursday night he hid himself in the Rebbe's house. The next morning before dawn he heard the Rebbe weep and sigh. Then he saw him go to the cupboard, take out a parcel of clothes and begin to put them on. They were the clothes, not of a holy man, but of a peasant. The Rebbe then reached into a drawer, pulled out an axe, and went out into the still dark night. Stealthily, the Lithuanian followed him as he walked through the town and beyond, into the forest. There he began chopping down a tree, hewing it into logs, and splitting it into firewood. These he gathered into a bundle and walked back into the town.

In one of the back streets, he stopped outside a run-down cottage and knocked on the door. An old woman, poor and ill, opened the door. 'Who are you?' she said. 'I am Vassily,' the Rebbe replied. 'I have wood to sell, very cheap, next to nothing.' 'I have no money,' replied the woman. 'I will give it to you on credit,' he said. 'How will I be able to pay you?' she said. 'I trust you – and do you not trust God? He will find a way of seeing that I am repaid.' 'But who will light the fire? I am too ill.' 'I will light the fire,' the Rebbe replied, and he did so, reciting under his breath the morning prayers. Then he returned home.

The Lithuanian scholar, seeing this, stayed on in the town and became one of the Rebbe's disciples. After that day, when he heard the people of the town tell visitors that the Rebbe ascended to heaven, he no longer laughed, but added: 'And maybe even higher.'

Adapted from a short story by Y.L. Peretz



### STORY 3: THE KINDNESS OF A STRANGER



In 1966 an 11-year-old black boy moved with his parents and family to a white neighborhood in Washington. Sitting with his two brothers and two sisters on the front step of the house, he waited to see how they would be greeted. They were not. Passers-by turned to look at them but no one gave them a smile or even a glance of recognition. All the fearful stories he had heard about how whites treated blacks seemed to be coming true. Years later, writing about those first days in their new home, he says, 'I knew we were not welcome here. I knew we would not be liked here. I knew we would have no friends here. I knew we should not have moved here...'

As he was thinking those thoughts, a white woman coming home from work passed by on the other side of the road. She turned to the children and with a broad smile said, 'Welcome!' Disappearing into the house, she emerged minutes later with a tray laden with drinks and cream-cheese and jelly sandwiches which she brought over to the children, making them feel at home. That moment – the young man later wrote – changed his life. It gave him a sense of belonging where there was none before. It made him realize, at a time when race relations in the United States were still fraught, that a black family could feel at home in a white area and that there could be relationships that were color-blind. Over the years, he learned to admire much about the woman across the street, but it was that first spontaneous act of greeting that became, for him, a definitive memory. It broke down a wall of separation and turned strangers into friends.

The young man, Stephen Carter, is now a law professor at Yale, and he eventually wrote a book about what he learned that day. He called it *Civility*. The name of the woman, he tells us, was Sara Kestenbaum, and she died all too young. He adds that it was no coincidence that she was a religious Jew. 'In the Jewish tradition,' he notes, such civility is called '*chessed* – the doing of acts of kindness – which is in turn derived from the understanding that human beings are made in the image of God.' 'Civility,' he adds, 'itself may be seen as part of *chessed*: it does indeed require kindnesses toward our fellow citizens, including the ones who are strangers, and even when it is hard.'

Stephen Carter, *Civility*, pp. 61–71



#### STORY 4: THE HEALING POWER OF KINDNESS



In late summer of 1999 I was in Pristina making a television program about the aftermath of the Kosovo campaign. Outside every church was a NATO tank. At the start of the conflict it had been the Serbian Christians who had attacked mosques. Now they feared reprisals from the returning refugees. The mood was tense. Murders were taking place every night. Revenge was in the air. The most important task was to establish order and a return to civil peace.

I interviewed General Sir Michael Jackson, then head of the NATO forces. To my surprise, he thanked me for what ‘my people’ had done. The Jewish community had taken charge of the city’s 23 primary schools. It was, he said, the most valuable contribution to the city’s welfare. When 800,000 people have become refugees and then return home, the most reassuring sign that life has returned to normal is that the schools open on time. That, he said, we owe to the Jewish people. Meeting the head of the Jewish community later that day, I asked him how many Jews were there currently in Pristina. His answer? Eleven.

The story, as I later uncovered it, was fascinating. In the early days of the conflict, the State of Israel had, along with many international aid agencies, sent a field medical team to work with the Kosovan Albanian refugees. Immediately they noticed something others had missed. The aid agencies were concentrating, not unnaturally, on the adults. There was no one working with the children. Traumatized by the conflict and far from home, they were running wild.

The team phoned back to Israel and asked for young volunteers. Virtually every youth group in Israel, from the most secular to the most religious, sent out teams of youth leaders at two-week intervals. They worked with the children, organizing summer camps, sports competitions, drama and music events and everything else they could think of to make their temporary exile feel like a summer holiday. At all levels it was an extraordinary effort. The Kosovan Albanians were Muslims, and for many of the Israeli youth workers it was their first contact and friendship with children of another faith. Their effort won high praise from UNICEF, the United Nations children’s organization. It was in the wake of this that ‘the Jewish people’ – Israel, the American-based ‘Joint’ and other Jewish agencies – were asked to supervise the return to normality of the school system in Pristina.

That episode taught me many things: the force of *chesed*, acts of kindness; the beauty and healing power of kindness extended across the borders of faith; and the way young people can rise to great moral achievements if





we set them a challenge. The entire relief effort in Kosovo was a wonderful convergence of many people and agencies, from many faiths and nations.

Rabbi Sacks, *To Heal a Fractured World*, pp. 94–95

#### STORY 5: DARCHEI SHALOM, 'THE WAYS OF PEACE'



April 2002: another suicide bomb had exploded in Israel, and I had been interviewed for my reactions by the BBC. A few days later I received a letter from a lady in Kent. This is what she wrote:

*Having listened to you on the radio today, and hearing your concern for your people, I felt prompted to write you a letter of comfort.*

*You see, I am a gentile. I was born in 1943 and [years later] I met a Jewish woman who made a great difference in my life.*

*I was then in my mid-twenties, the victim of a broken marriage and with a small son to care for. I was seeking employment in South London as a hairdresser to pay for our rooms, and a child-minder.*

*The unemployment agency sent me to a salon. A large motherly woman greeted me at the interview. Her first words were, 'Are you in trouble, my dear?'*

*I was given employment in her salon. Then she offered to house us in the rooms above the shop, furnishing them with carpets and furniture from her own home. She thought – then she employed two girls from Leeds to share the flat and so reduce my rent. She also found a very kind child-minder for my son. This Proverbs 31 lady [the famous chapter beginning, 'A woman of worth, who can find?'] also spoke wisdom into my life. I shall always remember her kindness.*

*On the television news we all saw the dreadful pictures of the bus destroyed in Jerusalem on the eve of the Sabbath. At the sight of the plaited loaf lying in the dust, I felt as if a knife had gone through me as tears ran down my face – for the loaf represents family, unity, the common humanity we all share and which is oh, so fragile.*

*Please Rabbi Sacks, accept an outstretched hand to you: peace within your borders, comfort for your people, security within your walls. These are my prayers.*

*Ibid*, pp. 97–98



**Share your analysis:** Come together as a class and share the stories you read, together with your analysis. Discuss what the stories all had in common. What did you learn about *chesed* from these stories? Did you find any of these ideas within the opening text from Rabbi Sacks?

**Frontal teaching:** Ask each group to present one of the stories. You may wish to make this a creative exercise using alternative means for their retelling of the story, such as drama or art. Then facilitate a class discussion based on the questions above.

# The Assignment



**Part 1:** Tell your own *chessed* story: Working in small groups allocated by your teacher, write your own story about when you performed an act of *chessed*. But this cannot be a story from your past. It must be about an act of *chessed* performed after studying this unit. Firstly, together with your friends, plan an act of *chessed* worthy of a story to be told to your class. This could be within your school community, or in the wider community. Then, after you have done this act of *chessed*, sit down in your group and write all the details of the story, from planning to execution, reflecting on how your act was received and the impact it made.

**Part 2:** For bonus points, prepare a list of questions for Rabbi Sacks on any of the topics we have studied in this unit. Send your questions to your teacher, who will forward a number of insightful questions from the class to Rabbi Sacks. Rabbi Sacks will respond to a selection of the questions he receives for each unit from students around the world. Visit [www.RabbiSacks.org/TenPaths](http://www.RabbiSacks.org/TenPaths) to see his responses.

**Project Based Learning:** This assignment asks the students to write their own *chessed* story based on an authentic act of *chessed* that they must now plan and execute. This assignment provides an opportunity for the ultimate in experiential education, requiring the students to actualize the values they have learned about in this unit. The best of the stories could be publicized in the school community via social media, school newspapers etc.



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