

TEN PATHS TO GOD

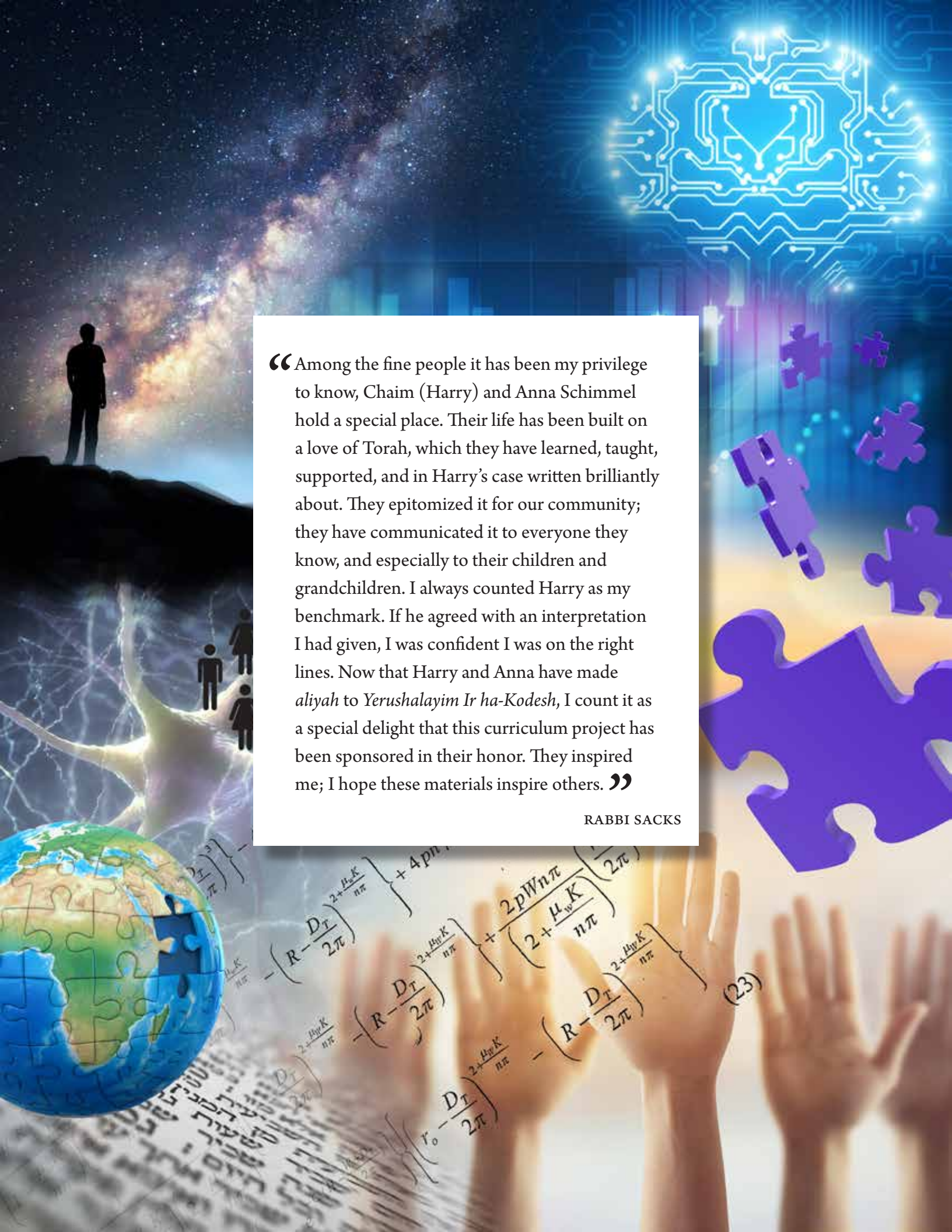
UNIT 10 – Educator Guide / Entry Level

מחויבות RESPONSIBILITY

The Jewish Future

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: Building on the central concept of the Jewish national mission that was explored in Unit 9, this unit presents Rabbi Sacks approach to responsibility. For Rabbi Sacks, the very definition of a Jew is one who sees the problems in the world and seeks to fix them. Judaism is God's call to responsibility, and to be a Jew is to accept responsibility.

Educational aims for this unit:


- For students to consider that despite our small number (or perhaps because of it) we have been chosen to fulfill a national mission
- For students to understand that Judaism is a call to responsibility to improve the world
- For students to see that while this responsibility may seem overwhelming, it can be fulfilled with small, individual acts
- For students to connect to these ideas in a practical and personal way, and to consider how they can fulfill their own sense of responsibility

Trigger activity: Take your class on a tour of your school campus to find ways in which they can take responsibility and improve the school environment. This could include picking up trash, tidying hallways, helping visitors to find their way, and thanking the staff that perform these acts daily, such as the custodians, dining room staff, security staff, office staff, etc.

Watch: The opening video for Unit 10



■ **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.

For every Jew today there are roughly 155 Christians and 120 Muslims. More than three thousand years later, the words of Moshe in *Sefer Devarim* remain true: 'The Lord did not set His affection on you and choose you because you were more numerous than other peoples, for you were the fewest of peoples.' We were then. We are now.

Why did God choose this tiny people for so great a task, to be His witnesses in the world, the people who fought against the idols of the age in every age, the carriers of His message to humanity? Why are we so few? Why this dissonance between the greatness of the task and the smallness of the people charged with carrying it out?





There is a strange passage in the Torah in *Shemot* 30:12: 'When you take a census of the Israelites to count them, each one must pay the Lord a ransom for his life at the time he is counted. Then no mishap (*negef*) will come on them when you number them.' The implication is unmistakable. It is dangerous to count Jews. Centuries later, King David ignored the warning and disaster struck the nation. So why is it dangerous to count Jews?

Nations take censuses on the assumption that there is strength in numbers. The larger the people, the stronger it is. And that is why it is dangerous to count Jews. If Jews ever believed that their strength lay in numbers, we would give way, God forbid, to despair. In Israel they were always a minor power surrounded by great empires. In the Diaspora, everywhere, they were a minority.

Where then did Jewish strength lie if not in numbers? The Torah gives an answer of surpassing beauty. God tells Moshe: Do not count Jews. Ask them to give, and then count the contributions. In terms of numbers we are small. But in terms of our contributions, we are vast. In almost every age, Jews have given something special to the world: the Torah, the literature of the prophets, the poetry of the Psalms, the rabbinic wisdom of *Mishnah*, *Midrash* and *Talmud*, the vast medieval library of commentaries and codes, philosophy and mysticism.

Then, as the doors of Western society opened, Jews made their mark in one field after another: in business, industry, the arts and sciences, cinema, the media, medicine, law and almost every field of academic life. They revolutionized thought in physics, economics, sociology, anthropology and psychology. Jews have won Nobel Prizes out of all proportion to our numbers.

The simplest explanation is that to be a Jew is to be asked to give, to contribute, to make a difference, to help in the monumental task that has engaged Jews since the dawn of our history, to make the world a home for the Divine presence, a place of justice, compassion, human dignity and the sanctity of life. Though our ancestors cherished their relationship with God, they never saw it as a privilege. They knew it was a responsibility. God asked great things of the Jewish people, and in so doing, made them great.

When it comes to making a contribution, numbers do not count. What matters is commitment, passion, dedication to a cause. Precisely because we are so small as a people, every one of us counts. We each make a difference to the fate of Judaism and the Jewish people. Zechariah said it best: 'Not by might nor by power but by My spirit, says the Almighty Lord.'

Physical strength needs numbers. The larger the nation, the more powerful it is. But when it comes to spiritual strength, you need not numbers but a sense of responsibility. You need a people, each of whom knows that he or she must contribute something to the Jewish, and to the human story.



The Jewish question is not, What can the world give me? It is, What can I give to the world? Judaism is God's call to responsibility.

Jonathan Sacks

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 just to use the questions as an oral guide to their textual analysis.

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The simplest explanation is that to be a Jew is to be asked to give, to contribute, to make a difference, to help in the monumental task that has engaged Jews since the dawn of our history, to make the world a home for the Divine presence, a place of justice, compassion, human dignity and the sanctity of life. Though our ancestors cherished their relationship with God, they never saw it as a privilege. They knew it was a responsibility. God asked great things of the Jewish people, and in so doing, made them great.

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Physical strength needs numbers. The larger the nation, the more powerful it is. But when it comes to spiritual strength, you need not numbers but a sense of responsibility. You need a people, each of whom knows that he or she must contribute something to the Jewish, and to the human story. The Jewish question is not, What can the world give me? It is, What can I give to the world? **Judaism is God's call to responsibility.**



Why did God choose this tiny people

1. When was the Jewish people chosen?
2. What does being chosen mean to you? Are you comfortable with the idea of a chosen people?
3. Just how small is this people? Compare the number of Jewish people to the population of the country you live in.

so great a task

1. What task was the Jewish people chosen for?
2. Why do you think Rabbi Sacks describes this as a “great” task?
3. How do you think we are doing with this task?

Why are we so few?

1. Do you think there are factors, for example events in Jewish history, that can explain why the Jewish people are so few in number?
2. Do you think a larger people would have an advantage in fulfilling this “great task”?
3. Do you think our small number may be an important part of God’s plan for the Jewish people and its national mission?

Ask them to give

1. What are Jews asked to give in order to be counted?
2. Rabbi Sacks says there is an inherent message in this *mitzvah*. What is it?
3. Can you explain what it means that the Jewish people’s strength is not in numbers, but rather in what they give?

in terms of our contributions, we are vast

1. Rabbi Sacks lists many contributions that the Jewish people have given to the world. What are they?
2. Why do you think he calls these “vast”?
3. Do you think we have contributed to the world beyond our numbers? Can you give proof to support your opinion?




Precisely because we are so small as a people, every one of us counts.

1. Do you feel as if you are a member of a small people?
2. If so, how does that impact the way you live your life?
3. Does it encourage you to feel a sense of “commitment, passion, and dedication to a cause”? Why?

Judaism is God’s call to responsibility.

1. What does Rabbi Sacks mean by a “call to responsibility”? Responsibility to do what?
2. Do you feel that sense of responsibility?
3. Where do you find this call to responsibility within Judaism? Can you give examples?



Share your analysis: Come together as a class and share your answers. 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.

The Core Concepts

Chavruta text analysis: In the same *chavrutot* (or you could mix them up if you wish), ask the students to read through this next text, written by Rabbi Sacks, that presents the core concepts of the value of responsibility in Judaism. Each of these concepts is more deeply explored in the supplementary sources that follow. Direct them to read through the supplementary sources together using the questions to guide their discussion. You may tell them to write down their answers, or just to use the questions as an oral guide to their textual analysis. Ask them to focus on how the supplementary sources expand our understanding of the core concepts.

Exploration of the Core Concepts: Together with your *chavruta*, examine the following quote from a short pamphlet entitled *From Renewal to Responsibility*, written by Rabbi Sacks to mark the beginning of his second decade as Chief Rabbi. Then look at the supplementary sources provided below for each of the core concepts highlighted in the text. Make sure you understand it fully, and write down any questions you have. Explain how the supplementary sources help you understand the core concept they are connected to. Use the questions to guide your discussion and analysis.

A BLESSING TO OTHERS

To be a Jew is to be alert to the poverty, the suffering, the loneliness of others. Karl Marx called religion ‘the opium of the people’. No religion is less so than Judaism. Opium de-sensitizes us to pain. Judaism sensitizes us to it.

No Jew who has lived Judaism can be without a social conscience. **To be a Jew is to accept responsibility.** The world will not get better of its own accord. Nor will we make it a more human place by leaving it to others – politicians, columnists, protestors, campaigners – making them our agents to bring redemption on our behalf. Life is God’s question; our choices are the answer.

To be a Jew is to be a blessing to others. That is what God told Avraham in the first words he spoke to him, words that four thousand years ago set Jewish history into motion. ‘Through you,’ He said, ‘all the families on earth will be blessed.’ To be a Jew is not to ask for a blessing. It is to be a blessing.

Judaism is about creating spiritual energy: the energy that, if used for the benefit of others, changes lives and begins to change the world. Jewish life is not the search for personal salvation. It is a restless desire to change the world into a place in which God can feel at home. **There are a thousand ways in which we help to do this**, and each is precious, one not more so than another.

When we give, when we say, **‘If this is wrong, let me be among the first**



to help put it right; we create moments of imperishable moral beauty. We know how small we are, and how inadequate to the tasks God has set us. Even the greatest Jew of all time, Moshe, began his conversation with God with the words, **'Who am I?'** But it is not we who start by being equal to the challenge; it is the challenge that makes us equal to it. We are as big as our ideals. The higher they are, the taller we stand.

From Renewal to Responsibility

To be a Jew is to accept responsibility.

1. What does it mean to accept responsibility? Who and what do we have to take responsibility for?
2. Why does the world need fixing? What needs fixing? Why do you need to be the one to fix it?

SHARING A FATE

A man in a boat began to bore a hole under his seat. His fellow passengers protested. 'What concern is it of yours?' he responded, 'I am making a hole under my seat, not yours.' They replied, 'That is so, but when the water enters and the boat sinks, we too will drown.'

Vayikra Rabba, 4:6

THE GREAT PRINCIPLE

All Israel are responsible for one another.

Sifra, Bechukotai, 2:7

NO ONE LEFT TO SPEAK UP

In Germany they came first for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time no one was left to speak up.

Pastor Martin Niemöeller, First They Came...

1. Can you apply the message of the man in the boat to today, and to your own life?
2. Why are all members of the Jewish people responsible for one another? Do you think we are also responsible for non-Jewish neighbors and friends? What about non-Jewish strangers?



3. What is the message of the famous quote from Martin Niemöller?
4. Each one of these quotes speaks about a different kind of responsibility. Can you explain the differences between them? (Clue: try using the words passive and active, and negative and positive actions)
5. Do you feel a sense of responsibility? To what?

There are a thousand ways in which we help to do this

1. Name three.
2. How can you as an individual fix the world? What can you do today to help fix the world?

OUR NEXT ACT CAN CHANGE THE WORLD

Throughout the year, everyone should see himself and the world as if evenly poised between innocence and guilt. If he commits a sin he tilts the balance of his fate and that of the world to guilt, causing destruction. If he performs a good deed he shifts the balance of his fate and that of the world to innocence, bringing salvation and deliverance to others. That is the meaning of [the biblical phrase] 'the righteous person is the foundation of the world' (*Mishlei* 10: 25), namely that by an act of righteousness we influence the fate of, and save, the world.

Rambam, Mishneh Torah, Hilchot Teshuvah, 3:4

THE STARFISH

An old man was walking on the beach at dawn when he noticed a young man picking up starfish stranded by the retreating tide, and throwing them back into the sea one by one. He went up to him and asked him why he was doing this. The young man replied that the starfish would die if left exposed to the morning sun. 'But the beach goes on for miles, and there are thousands of starfish. You will not be able to save them all. How can your effort make a difference?' The young man looked at the starfish in his hand and then threw it to safety in the waves. 'To this one', he said, 'it makes a difference.'

Loren Eiseley, The Star Thrower



A SMALL ACT OF CIVILITY

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 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.'

Jonathan Sacks, *To Heal a Fractured World*, pp. 45–45

1. Why do you think Rambam encourages us to think that the fate of the world is in our hands and based on our very next act?
2. What is the message of the 'Star Thrower'? How can you apply that message to your life?
3. How did Sara Kestenbaum change the world?
4. How can small acts change the world? Why is that important to realize?
5. What small act to change the world can you do today?



'If this is wrong, let me be among the first to help put it right,'

1. Why be the first? What do you benefit from this?
2. Are there occasions when standing by, and letting others more qualified attend to a situation, might actually be the right thing to do? Is it wrong to stand by and watch others more qualified get there first?

DO NOT BE A BY-STANDER

Do not stand idly by when your brother's life is in danger. I am the Lord.

Vayikra 19:16

MORDECHAI AND ESTHER: TAKING RESPONSIBILITY

When Esther's words were reported to Mordechai, he sent back this answer: 'Do not think that because you are in the king's house, you alone of all the Jews will escape. For if you remain silent at this time, relief and deliverance for the Jews will come from elsewhere, but you and your father's family will perish. And who knows but that you have come to royal position for such a time as this?'

Megillat Esther 4:12-14

THE RIGHTEOUS DO NOT COMPLAIN

The pure and righteous do not complain about wickedness: they increase righteousness. They do not complain about heresy: they increase faith. They do not complain about ignorance: they increase wisdom.

R. Avraham Yitzchak Ha-Cohen Kook, *Arpilai Tohar*, pp. 27-28

1. What is a by-stander? What is wrong with being a by-stander? How can you balance that with what we discussed in the previous question – that sometimes we have to let others more qualified do the job?
2. Mordechai asks Esther to hear her calling, to step up to her destiny in history. Do you have a calling? What do you think your role in history could be?
3. The idea contained in Rabbi Kook's quote could also be said in the form of a well-known saying: "If you are not part of the solution, then you are part of the problem." What does that mean?
4. What is the danger in always thinking that someone else will do it?
5. How can you step up today and take responsibility for something?



'Who am I?'

1. Are we inadequate to the task of changing the world? If so, then why bother trying?
2. Does the knowledge that even Moshe doubted his own abilities help you? How?

"I WILL BE WITH YOU"

But Moshe said to God, "Who am I that I should go to Pharaoh and free the Israelites from Egypt?"

And He said, "I will be with you; that shall be your sign that it was I who sent you. And when you have freed the people from Egypt, you shall worship God at this mountain."

Shemot 3:11–12



HILLEL'S WISDOM

Hillel used to say: If I am not for myself, who will be for me? And if I am only for myself, what am I? And if not now, when?

Pirkei Avot, 1: 14



IT IS NOT FOR YOU TO COMPLETE THE TASK

Rabbi Tarfon said: The day is short, the task is great, the laborers are lazy, the reward is much, and the Master insistent. He used to say: It is not for you to complete the task, but neither are you free to stand aside from it.

Pirkei Avot, 2: 20–21



1. How did God answer Moshe, and how did this help? Does it help you?
2. Hillel teaches three very important lessons. What are they? Which of these are critical to the theme of this unit?
3. If we cannot complete the job, why start it?
4. Do you believe you can change the world? How?

Share your analysis: Come together as a class and share your answers. 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. Ensure that each of the concepts is fully explored, and that the students understand its source in Jewish thought.

The Assignment



Final Thoughts: The following text, by Rabbi Sacks, summarizes the lessons and concepts we have been studying in this unit, and may be used as the basis for the final assignment:



In 1888, Alfred Nobel, the man who invented dynamite, was reading his morning papers when, with a shock, he found himself reading his own obituary. It turned out that a journalist had made a simple mistake. It was Nobel's *brother* who had died.

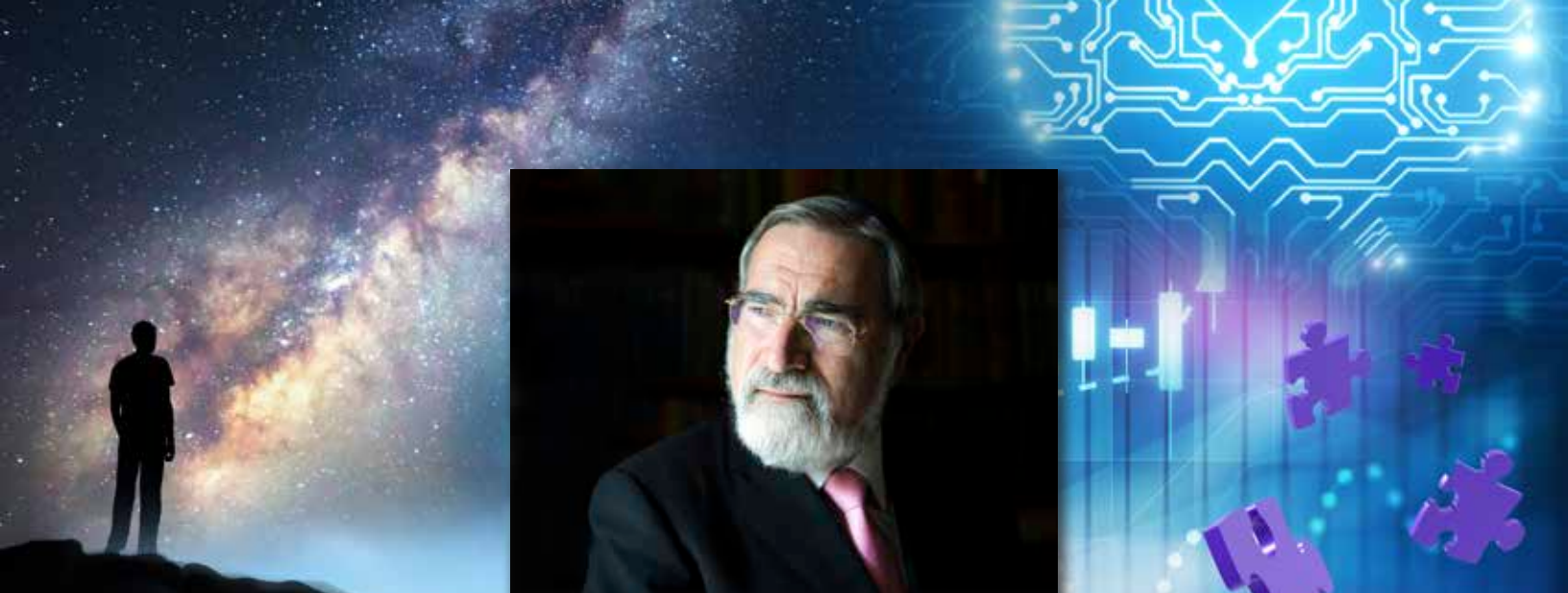
What horrified Nobel was what he read. It spoke about “the dynamite king” who had made a fortune from explosives. Nobel suddenly realized that if he did not change his life, that was all he would be remembered for. At that moment he decided to dedicate his fortune to creating five annual prizes for those who’d made outstanding contributions in physics, chemistry, medicine, literature and peace. Nobel chose to be remembered not for selling weapons of destruction but for honoring contributions to human knowledge. The question Yom Kippur forces on us is not so much “Will we live?” but “How will we live?” For what would we wish to be remembered?

The Koren Yom Kippur Machzor

Part 1: Write your own obituary. How do you want to be remembered? Write an obituary looking back on your life (of 120 years!) based on all the things you plan to accomplish in your lifetime. What impact have you made on the world?

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 to see his responses.

Reflective Learning: This assignment asks the students to take the concepts and values they have studied in this unit and apply them to their own lives. While it is true that they are asked here to consider the end of their life, it should be made clear to the students that the focus of the assignment is the hopes and dreams of the person they wish to become and the things they wish to achieve.



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