CONCEPTS AND OBJECTIVES
- Students will examine issues of power and responsibility and the partnership between God and humanity in the world.

KEY QUOTES AND QUESTIONS
“We ‘master’ the world by learning about it and by using the world for our benefit.”

How does God assist in helping us to fulfill our role of mastering the world?

What resources does God provide us with to help us master the world? How is God our partner in mastering the world?

What are some ways in which we can use the world for our benefit?

MOTIVATION AND DEVELOPMENT
1. Post the blessing of hamotzi on the board. Translate the blessing. Ask:
   - What does this blessing mean?
   - How does God bring forth bread from the earth? Is this accurate?
   - What role do humans play in this process?
   - How are humans and God portrayed as partners in this blessing? In what ways are both the human and Godly elements essential in the process of making bread?

2. Use the worksheet available to print in the teachers' section of www.babaganewz.com to examine aspects of the two creation stories from Bereishit 1 and 2 and explore what these texts suggest about the issues of power and responsibility. Consider the following questions:
   - Why are there two accounts of creation with two differing views of human beings’ relationship to the world?
   - In what ways do the stories complement each other?
   - Do you think both are necessary? Why or why not?
   - Once we recognize the power and responsibility given to humans at creation, how do we exercise our power and responsibility today?

3. After looking at the creation stories, study the remaining texts.

4. Following the text study, ask:
   - If we are mandated to treat the environment and the world with respect as commanded in Bereishit, how does that same mandate affect how we view and treat others? (Just as we are obligated to respect our world, so too we are obligated to treat people, who are the pinnacle of God’s creation, with dignity)

5. To conclude the lesson, ask the students to look through recent magazines and newspapers to find examples of scientific research that is currently being conducted to help improve peoples’ lives and standards of living, enabling them to live with greater dignity.

“Bionics” (PAGE 9)

LESSON PLAN BY ABIGAIL UHRMAN

This article discusses medical technologies that enhance the lives of individuals with physical challenges and encourages readers to consider the Jewish responsibility to help others live better lives.
JEWSH TEXTS

Bereishit 1:26-28
And God said, “Let Us make Humankind in Our image, after Our likeness; and let them have power over the fish of the sea and the birds of the air, and over the cattle, and all the earth, and over every creeping thing that creeps on the earth.” So God created Human in God’s image, in the image of God, God created [Human]: male and female, God created them. And God blessed them, and God said to them, “Be fruitful and multiply, fill the earth and master it, and have power over the fish of the sea, the birds of the air, and over every living thing that moves on earth.”

Bereishit 2:15
And the Lord God took Adam and placed him in the Garden of Eden to work it and to guard it.

What was Adam instructed to do in the first creation story? What does this teach about humans’ relationship to the world?

What was Adam instructed to do in the second story? What does this teach about humans’ relationship to the world?

Are these stories contradictory or complimentary? Explain.

What would the world be like if we had only one of the accounts of creation? Why does the Torah present both?

What do the stories of creation teach us about power and responsibility?

Bereishit 2:3
And God blessed the seventh day, and sanctified it; because [on that day] God rested from all the work that God had created לְבָשַׁנְתָּו לְאָסָת (la’asot, to do).

Why is לְבָשַׁנְתָּו , to do, written in the infinitive? To whom does לְבָשַׁנְתָּו refer?

What are the implications of the word לְבָשַׁנְתָּו? How does this relate to the message of the two creation stories? (God’s work is ongoing and humans are partners in the creative process.)

Blessing from the Amidah, Honen Hada’at
You graciously endow human with wisdom and teach insight to a mortal. Endow us graciously from Yourself with wisdom, insight, and discernment. Blessed are You, God, Giver of wisdom.

Why do we thank God for granting us wisdom and knowledge? In what ways does thanking God help shape how we choose to use our power?

What is the source of our wisdom and knowledge?

What does having wisdom and knowledge allow us to do?

How does this blessing relate to the לְבָשַׁנְתָּו mission of the previous text? (Humans must use wisdom and knowledge to engage in the ongoing creative work suggested by the word לְבָשַׁנְתָּו.)

FOLLOW-UP AND ENRICHMENT
1. Encourage students to watch an animated film and take an interactive quiz about the spinal cord on www.babaganewz.com.

2. Have the students create Yasher Koah/“Way to Go” awards for each other. In the center of a piece of paper, write Yasher Koah followed by the student’s name. Around the edges of the paper, have students complete the sentence “Yasher Koah for...” and write one way in which they have seen their fellow classmates treat others with respect and dignity. For example: helping others with their work, listening well, being a good friend, etc.

VOCABULARY FOR YOUR STUDENTS
שֶׁהָאָשִׁיסְיָא partners
כְּרִי science
מָאָה brain
בָּיוֹז bionic