The Moral Mishnah: How can teachers use the Mishnah as a vehicle for moral education in rabbinics classrooms?

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Selected sources in the field of moral education within a curricular framework:


i. Questions about ethical behavior;
ii. Questions about the meaning of human existence
iii. Questions about mysteries of life
iv. Questions about human dignity, great existential concerns and principles

Mishnah Avot
mAvot 1:14. Hillel: “If I am not for myself, who will be for me?...”
mAvot 1:2. Shimon Ha-Tzaddik: the world stands on three things
mAvot 1:18. Rabban Shimon ben Gamliel: the world rests on three things

Texts:

i. Questions About Ethical Behavior
mPeah 1:1-2. Leaving the corners of the field for the poor
mPesahim 10:1. Even the poor take from the community plate
mBava Metzia, Chapter 2. Lost and found

ii. Questions about meaning and human existence
mSanhedrin 10:1. People with a share in the world to come
mQidushin 1:7. Mitzvot between parents and children

iii. The mysteries of life
mBerachot 4:2, 9:1, 9:2, 9:5. Appreciating larger forces in the universe in sacred and secular settings and at sacred and mundane moments
mKelim 1:6-1:9. Holiness of the Land of Israel

iv. Human dignity and existential concerns:
mBava Qama 8:6. Public humiliation
mSanhedrin 4:5. Value of human life;
mGittin 5:8. Practices performed for the sake of peace
mSotah, Chapter 8. Using sacred language (Hebrew), rising to warfare

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