

The Joseph and Belle Braun Anshe Emet Religious School

Fifth Grade Jewish Calendar



We don't just teach Hebrew; we nurture a growing Jewish soul.

Jewish Calendar: Shabbat Deep Dive 1 - Where Does Shabbat Come From?

- Ascertain what students already know about Shabbat and why we have it
- Create a list on the board or on a large Post-it of all the information the students know about Shabbat:
 - Where does it come from?
 - What do we do on Shabbat?
 - At home?
 - In the synagogue?
 - What do we eat on Shabbat?
 - Etc.

Virtual Tips and Tricks:

Use a virtual whiteboard app or have students write in the Zoom chat - make sure to save it!

- Keep this list to show the students at the end of all seven Shabbat lessons
 - You can add to it at the end to show what they have learned over the course of this unit



Shabbat Origins

- Look at the creation story, Genesis (Bereshit) 1:1 - 2:3:
<https://www.sefaria.org/Genesis.1?lang=bi&aliyot=0>
- Students can read the section with a partner and report back on the following questions or it can be done as a group:
 - When is Shabbat created?
 - Why is Shabbat created? (Does the text tell us?)
 - What is the lesson of the first six days? (We create)
 - What is the lesson of the seventh day? (We stop creating)
 - Why is it important to have Shabbat?
 - To stop creating?
 - What happens to us and the world around us when we stop creating?
- Look at the two instances of Shabbat in the Ten Commandments:
 - Exodus (Shemot) 20:8-11 <https://www.sefaria.org/Exodus.20?lang=bi&aliyot=0>
 - Deuteronomy (Devarim) 5:12 - 15:
<https://www.sefaria.org/Deuteronomy.5?lang=bi&aliyot=0>
- Compare and contrast these two texts
 - Students may choose to:
 - Make a Venn diagram - overlapping portions are what is common to both, non-overlapping portions are what is unique to each
 - List the similarities and differences
 - Illustrate each text
 - What drawing would be common to both?
 - What parts of the drawing are unique to each text?

- Then discuss these questions:
 - What do we learn about Shabbat from each text?
 - How do we mark/observe Shabbat?
 - Who observes Shabbat?
 - What does each text reference as the reason for Shabbat?
 - What is the tone of each text?
 - If you were to assign a color to each text, would it be the same color?
 - What colors would you use?
 - If you were to assign an emoji to each text, what would it be and why?
- Wrap up: What do they now know about the origins of Shabbat?

Proximal to Hanukkah

- What happens when Shabbat and Hanukkah overlap?
- Work with students to figure out how ritual observance works with Shabbat during Hanukkah
- When do you light the Hanukkah candles and when the Shabbat candles? (Light Hanukkah candles first, then Shabbat candles)
- How do Hanukkah and Hanukkah candle lighting impact Havdalah? (Havdalah first, then light Hanukkah candles.)
- What are ways you could make the Shabbat during Hanukkah special?

Supply Needs:

- Writing & drawing supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the origins of Shabbat from the Torah

Jewish Calendar: Simchat Torah through the Arts

Subject	Suggested Activity	Resources
Warm-Up	Q&A	
Learning	How Is a Sefer Torah Made?	Presentation
Craft	DIY Yad	Inspiration Pics Ktav Ashuri font
Cooldown	Students Show Off Their Beautiful Creations!	

Warm-Up

Say:

- We've had quite a few High Holy Days, and now we reach the end!
- Simchat Torah is the celebration of receiving the Torah at Mount Sinai after the Israelites escaped slavery in Egypt
- It also marks the completion of the yearly cycle of reading the Torah
- We read the very last Torah portion, V'Zot HaBracha ("And this is the blessing"), on Simchat Torah as well as the first chapter, Bereshit (Genesis), marking the beginning of the cycle once again

Ask:

- Does anyone here remember seeing the Torah service in synagogue?
- What elements do you recall? This may include:
 - Opening the ark
 - Taking out the Torah
 - Walking the Torah around the synagogue
 - Kissing the Torah
 - People being called to the Torah
 - People blessing the Torah
 - **Reading** the Torah
 - Emphasize the reading part as this will be the focus of many of their B'nai Mitzvah ceremonies

If any students have older siblings, they may wish to share memories from their experience at their siblings' B'nai Mitzvah

Tease out students' answers

- For instance, if a student recalls the Torah being walked around the sanctuary, ask the class why they think we do that

Learning:

- Share [this](#) presentation on how a Torah scroll is made with students, including accompanying notes
- Incorporate the physical Torah scroll into the presentation:

- For example, when explaining the different external parts of a Torah scroll (Etz Haim, Crown, Breastplate, etc.), point these out on the physical Torah scroll
- Allow students to (gently!) handle the items so they can become familiar with them
- Do not allow students to directly touch the parchment!

Suggested Activity:

DIY Yad

- Make sure the Torah is completely dressed and set aside before working with clay
- Distribute pencils and clay among students
- Have each student cover their pencil with a thin layer of air-dry clay, forming the handle of the Yad
- Next, they will form a pointing hand out of clay and affix it to one end, attaching clay to clay
- Optional: Embed a metal ring in the clay at the opposite end of the Yad, then after the clay has dried, loop some embroidery floss through to create a way to hang it from the Torah
- Students can embed beads, buttons, etc. in wet clay; attach small forms they shape from the clay; carve a design into the clay; etc.
- This is where students can really let their imaginations run wild!

Suggested Prompt:

- Hand out/share copies of the [Ktav Ashuri font](#)
- Have students write or carve into the clay the first letter of their Hebrew name on their Yad in Ktav Ashuri font
- Students should practice using a pencil and paper beforehand

Tips:

- The thinner the layer, the more quickly the clay will dry
- If the clay cracks, it can be patched with more clay
 - You may wish to make a little slurry by mixing clay with water in a cup and using that to patch, using a finger to smooth it down
- The less water used, the better!
 - Too much water will wash off the surface clay, leaving a rough exterior
 - Partially fill cups with water and have students apply it to their statues with a paintbrush as needed
 - Students shouldn't dip their clay in the water
- The clay will attach better to rough surfaces
 - Have students score the clay with a pencil or fingernail, then add a bit of water before attaching
 - **Optional:** Have students rough up the surface of the pencil with sandpaper or scrubbies before attaching clay

- Glitter pro tip:
 - Place glitter in a plastic container, then place the container in a plastic bag
 - Students can dip their objects in the glitter and then shake them off inside the bag to contain the mess

Supply Needs:

- Torah scroll
- Yad
- Air-dry clay, multicolored preferred
- Pencils
- Colored pencils
- Small wooden sculpting tools
 - Popsicle sticks
 - Toothpicks
 - Etc.
- Small decorations
 - Beads
 - Glitter
 - Stickers
 - Etc.
- Pipe cleaners
- Paper cups
- Small paint brushes
- **Optional:**
 - Small pieces of sandpaper or aggressive kitchen scrubbies
 - Embroidery floss or other thin yet sturdy string
 - Small metal rings

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Simchat Torah is the final High Holy Day, when we celebrate receiving the Torah
2. Understand that the Torah is our most sacred object and that how we dress and handle the Torah reflects our respect and reverence for it
3. Have learned about how a Sefer Torah is dressed and made, including the training of a Sofer
4. Have learned why a Yad or pointer is used when reading the Torah
5. Have created a Yad of their very own

Jewish Calendar: Shabbat Deep Dive 2 - How Do We Observe Shabbat at Home?

- Ask:
 - How do we observe Shabbat today at home?
 - How do we welcome/start Shabbat?
- There is an order (a seder) to the steps

Suggested Activity:

Create-Your-Own Bencher

- Give the students the different parts of the Friday night table ritual with Hebrew/English/Transliteration:

Virtual Tips & Tricks:

Have these on different PowerPoint slides and ask the students to help you put them in the correct order.



- Candle lighting
- Shalom Aleichem
- Blessing the children/saying a grateful blessing for the family
- Friday night Kiddush
- Shabbat lunch kiddush
- Blessing for washing the hands (there are two of these – one for evening, one for lunch)
- Hamotzi (there are two of these – one for evening, one for lunch)
- Blessing for after the meal – provide blank space for them to write their own
 - At the top of the sheet, write:
 - In the Torah it states: “V’achalta, v’savata, uveirachta – you eat, you are satisfied and you bless”
 - What would you write in a blessing for after you eat?
 - Write a paragraph, a song, or a poem to express your gratitude for having the meal you just ate
- Each element is on a different piece/slip of paper
 - Have them put them in the order they think they might go in
 - See what they have come up with and discuss
 - Create the correct order with them
- Once the sheets are in the correct order, give the students a blank page for the cover, or put them inside a folder that is labeled “Shabbat At Home” or “Shabbat Book” or “Shabbat Blessing Book”, or something you and the students come up with
- As you are creating the booklet, it is good to engage the students with questions about different sections:

- Why do we light candles at the beginning of Shabbat? (It was a practical reason – they needed light!)
- Why do we welcome angels into our home on Shabbat?
- Why do we have a certain order to do things at the table?
- See what conversation ensues
- Staple the sheets

Coach's Voice:

If you want to do some text study with the students, the sheets below have good resources. The first resources on each sheet are more relevant than the later ones. There are guiding questions for paired or small group study.

<https://www.sefaria.org/sheets/271485?lang=bi> – Sefaria sheet called “Why do we begin Shabbat with candles?”

<https://www.sefaria.org/sheets/274859?lang=bi> – Sefaria sheet called “Why do we begin Shabbat with Kiddush?”



Friday Night Kiddush

- Using the Kiddush texts in their packets, or the siddur, or another Friday night Kiddush source (Siddur Lev Shalem p. 76), have the students learn to read the Kiddush, starting at the blessing for the wine
- Choose a method:
 - Work in pairs
 - Work in small groups
 - Do “repeat after me” with the text
 - Go around the room, with each person taking one word
 - At the end, bring the class together and start learning the melody
 - In this version she starts with Shalom Aleichem, which is also worth learning, but you can forward through this: https://www.youtube.com/watch?v=W7Y6yF13W_w
 - This version has the text on the screen, and the cantor is a little verbose on the screen at the beginning: <https://www.youtube.com/watch?v=uhnha-xaP9Q>

Coach's Voice:

Go over Friday night Kiddush as a piece of every Shabbat lesson going forward, and even review it after the Shabbat “deep dive” section is done, as a break from other learning. This can also apply to the Shabbat morning Kiddush. This is an important Jewish literacy skill to have for life.



Shabbat Morning Kiddush: V'shamru and al ken/borei pri hagafen

- Review the reading as above using the siddur or other text source
- Learn this version: <https://www.youtube.com/watch?v=C-Dew9ORQrk>
<https://www.youtube.com/watch?v=0dtsfevzw7A> – this is just audio and has a section we aren't including, but it is a nice basic chant to introduce them to this style as well
- Comparing the two Kiddush texts (versions for home use):
 - p. 76 in Siddur Lev Shalem for Friday night
 - p. 77 in Lev Shalem for Shabbat morning
- Look at the Friday night text and Shabbat morning complete text (with the zachor et yom hashabbat paragraph)
 - What is similar?
 - What is different?
 - What is the message of each one?
 - What does each teach us about Shabbat?
 - Is one more practical and one more spiritual?
 - Why do you think the rabbis chose each of these for the different times of day?
- The above can be done as a class, in chevruta, in small groups, etc.
- Other Shabbat-at-home activities:
 - How can you enjoy Shabbat at home with your family when it is not a meal?
 - What games can you play?
 - Where could you go on a walk?
 - What other activities could you do?

Supply Needs:

- Writing and drawing supplies
- Print-outs of Shabbat blessings
- Staplers
- Siddurim

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to recite certain Shabbat prayers

Jewish Calendar: Sukkot through the Arts

Subject	Suggested Activity	Resources
Warm-Up	Q&A	
Learning	Historic Roots and Contemporary Observance.	Sukkot and Ushpizin My Jewish Learning Article Sukkot and Ushpizin Infographic
Craft	Who's Coming To Dinner?	Biblical Characters Flash Cards Famous Jews in U.S. History Flash Cards Famous Jews of Color Flash Cards
Cooldown	Students Share Their Artworks.	N/A

Warm-Up

Ask:

- Who is hosting a Sukkot meal this year?
- Who is going to be a guest at someone else's table?
- How do you prepare the house to make it special for guests?
- What are some reasons why it might be important to welcome guests into your home?
 - Connect to the values of doing unto others as you would have them do unto you; the strength of having a robust and supportive community; that it's more fun to share a holiday than to celebrate alone, etc.
- Imagine you could invite someone from any time in history
 - Who would you invite?
 - Why?
 - What sort of conversations might you have over the dinner table?

Say:

- Sukkot is a wonderful opportunity to practice the mitzvah of **אורחים הכניסת** (Hachnasat Orchim, welcoming guests)
 - The tradition goes all the way back to Abraham, who welcomed the angel messengers into his tent
 - We'll be reading about that in the Torah portion in a few weeks
 - Caring for the poor, the needy, and the stranger is an important part of Judaism
 - Jews built Sukkot (booths) in the desert as we were escaping slavery in Egypt; we're commanded to remember our own misfortune and open our doors and share our table with those in need
 - Many Jews all over the world make sure to invite at least one person in need to eat in their Sukkah

- We also gain from our guests' unique perspectives and wisdom when they join us at the table!
- According to Kabbalistic tradition, Sukkot is a time when the Ushpizin (or spiritual guests), each with its own Sefirah (spiritual attribute/aspect of God), visit the Sukkah, one each day:

Day	Sefirah	Ushpiz
First day	<u>Chessed</u> : the attribute of "Benevolence" or " <u>Love</u> "	Abraham
Second day	<u>Gevurah</u> : "Restraint" and "Discipline"	Isaac
Third day	<u>Tiferet</u> : " <u>Beauty</u> ," " <u>Harmony</u> " and "Truth"	Jacob
Fourth day	<u>Netzach</u> : "Victory" and "Endurance"	<u>Moses</u>
Fifth day	<u>Hod</u> : "Splendor" and "Humility"	<u>Aaron</u>
Sixth day	<u>Yesod</u> : "Foundation" and "Connection"	<u>Joseph</u>
Seventh day	<u>Malchut</u> : "Sovereignty," "Receptiveness" and "Leadership"	<u>David</u>

- During Sukkot, we are spiritually in the desert as B'nei Yisrael were physically in the desert: they had not yet received the Torah
- During this time, we have the opportunity to connect with different aspects of God each day in preparation for Simchat Torah, the celebration of receiving the Torah that wraps up the High Holy Days
- Depending on time, you may wish to go into greater detail about each of these spiritual aspects
 - For more on Sukkot and Ushpizin, see [this article](#) from MyJewishLearning and/or this [infographic](#), which you may wish to share with students
 - You may also wish to write out the names of the Sefirot on a whiteboard or shared screen and have students decode them phonetically for a little extra Hebrew practice

Suggested Activity:

Craft: Who's Coming to Dinner?

- Say: Today, we're going to plan out our ultimate Sukkot dinner table
- Distribute the accompanying flashcards and art supplies to students
- Ask students:
 - Who among these would you want to talk to?
 - If you were to put [example] and [example] together at the dinner table, what might happen?
 - What might they talk about?
 - Would they argue or agree?
 - Would you rather be at a table where people are arguing or agreeing?
 - Which guests would you most like to have around your table?
 - Why?

Coach's Voice:

Not all students will connect to the cards they are given. That's okay! Encourage students to trade cards with each other; that way, they'll end up intaking more information. Students might think of this exercise as fantasy football, but for engaging conversation. Students may wish to incorporate sports heroes, celebrities, etc.: make sure they stick to Jewish figures.



- Suggest possible pairings, for example: What would it be like if Marilyn Monroe and Queen Esther were sitting together at the same table?
- Have students draw a sukkah with their chosen guests
- They can color and cut out the people on their chosen cards, then glue them to their drawings
- Students can write a short blurb about why they chose their particular guests and what questions they would like to ask them, then present to the class

For a group project:

- Spread out the roll of paper on the floor or tape it to the wall, leaving plenty of room for students
- Have each student draw a Sukkah with themselves in it, along with any guests they may have chosen
- Alternatively, students can draw one long Sukkah along the length of the entire roll and place their guests inside it

Tips:

- Remind students not to skimp on [Sukkah decorations!](#)
- Students may wish to incorporate some of their favorite holiday foods
 - These may have come up in the warm-up conversation
- If using the floor, you may wish to tape or weigh down the paper to keep it from curling
- Lots of short pieces of tape are easier to navigate than one long strip

Supply Needs:

- Writing and drawing supplies
- Flash cards
- Drawing paper, white preferred
- Coloring supplies
 - Markers
 - Colored pencils
 - Crayons
- Safety scissors
- Glue sticks (liquid glue should be avoided as it will take too much time to dry)

- **Optional:** For group projects, a lengthy roll of paper and tape (clear packaging tape preferred) will be needed

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Sukkot is the second-to-last High Holy Day and is historically connected to the wandering of the Jews in the desert
2. Understand the concept of Ushpizin, or spiritual guests, and the reasons that we invite them
3. Have learned about the mitzvah of אורחים הקיט (Hachnasat Orchim, welcoming guests)
4. Have created either an individual drawing or a shared mural depicting themselves and their ideal imagined guests sitting in the Sukkah together

Jewish Calendar: Shabbat Deep Dive 4 - Music

Coach's Voice:

Many people connect to Shabbat through the melodies they sing regularly for different parts of the service. This lesson will bring in melodies for Kabbalat Shabbat, Ma'ariv, Shacharit, and Musaf, in an American Idol kind of contest. A subtext of this game is to familiarize the students with the location of parts of the service and certain prayers within those services.



How the Game is Played

- Point out where the text is in the service OR have the students find the text
 - This can be a mini-contest within this competition:
 - You can tell them the service to look in and give them thirty seconds to find the text
 - Or, tell them it is between X page and Y page
- Play two melodies for each text
 - Suggestions are below, but feel free to find your own
 - Do not play the entire musical clip – thirty seconds to a minute; not necessary to show the video
- Students vote on which tune they like better for that text
 - You will need to tally the votes
- Do this for each service, so that in the end, you have a winner for:
 - Kabbalat Shabbat
 - Ma'ariv
 - Shacharit/Torah service
 - Musaf
- Then, do a competition between:
 - Kabbalat Shabbat and Ma'ariv (evening tunes)
 - Shacharit/Torah service and Musaf (morning tunes)
- You will have one winner from each section
- Pit the winners against each other
 - All three, then the top two from that vote
- You will end up with the ultimate Shabbat tune winner (and will have listened to a lot of Shabbat music in the process, and hopefully located all texts in the siddur [page numbers according to Siddur Lev Shalem])

Kabbalat Shabbat

Yismechu, p. 14

<https://www.youtube.com/watch?v=ux8TsKn523o> - Hassidic

<https://www.youtube.com/watch?v=M5-8g--Sx-A> - Naava Tehila

L'cha Dodi, p. 23

<https://www.youtube.com/watch?v=LhK33wp10FI> – Josh Warshawsky

<https://www.youtube.com/watch?v=mSAPzoJjVEk> – Traditional melody (Morah Silvana- she uses some sign language)

<https://www.youtube.com/watch?v=aevi1t7mVNc&list=PLpAeRrLrFkj4aNft9g7YC2-kQQI4Og1d7&index=8> – Craig Taubman

Ma'ariv

Ahavat Olam, p. 40

https://www.youtube.com/watch?v=lyhk_obX7CQ – Platt Brothers

<https://www.youtube.com/watch?v=xSLiilM1sdw> - Taubman

<https://www.youtube.com/watch?v=UVIfUTHz5pE> – To the tune of Jason Mraz's "I'm Yours"

V'shamru, p. 46

<https://www.youtube.com/watch?v=iVTvISHBMs4> - Rothblum

<https://www.youtube.com/watch?v=bLUxgrlqGfk> - Taubman

Shacharit

Baruch Shemar, p. 122

https://www.youtube.com/watch?v=9WZyLtao_x8 – Taubman

https://www.youtube.com/watch?v=urjp1xOfq_E – Julie Silver

Torah Processional Song: L'cha Adonai, p. 171

<https://www.youtube.com/watch?v=FwBg6vz0w7M> – Traditional

<https://www.youtube.com/watch?v=NBfTMylALfVU> – Naava Tehila

Musaf

Ein Keloheinu, p. 204

<https://www.youtube.com/watch?v=-VOLVzea11E> - Freudenthal (Shamash singing)

<https://www.youtube.com/watch?v=SbU0SBFOnBs> - Moshav Band/Sam Glaser

https://www.youtube.com/watch?v=_fzD9Jolwis - Ein Keloheinu with Ladino

Adon Olam, p. 211

<https://www.youtube.com/watch?v=oLefr1CWEkl> - Shlomo Gronich with Sheba Choir

<https://www.youtube.com/watch?v=N8Jh3-f3Ejw> - Joey and Hadar Ensemble

<https://www.youtube.com/watch?v=G4eEhrTyI9E> - Gerovitch (Brian Shamash)

<https://www.youtube.com/watch?v=gDmrW2liBcA> - Ishai Ribo

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to recite certain Shabbat prayers

Jewish Calendar: Shabbat Deep Dive 5 - Prohibitions

Inspiration for this lesson came from:

<https://www.sefaria.org/sheets/62621?lang=bi> <https://www.sefaria.org/sheets/176332?lang=bi>

<https://www.sefaria.org/sheets/85228?lang=bi>

Coach's Voice:

So far, we have looked at a variety of Shabbat's facets. What often comes to mind when talking about Shabbat is what you can't do - no electricity, no creating, no driving, etc. This lesson will explore these "prohibitions." Keep in mind that your class will have students who do and students who don't adhere to traditional Shabbat prohibitions: the goal is to be informative and to even encourage experimentation with traditional Shabbat practices, but one needs to be careful never to induce any shame.



- Say: So far, we have spent time talking about the various rituals and observances for Shabbat
 - There is a lot to do to enjoy Shabbat, but there is also a list of things we don't do as a way to observe Shabbat
- Ask: Is anyone familiar with the idea of prohibitions on Shabbat? (See what they know)
- What does "prohibition" mean?
 - Have the students define in their own words then share from the online Oxford Languages definition: the action of forbidding something, especially by law
- Ask and discuss:
 - When you hear the word "prohibition" or "forbidden", what do you think of?
 - What emotion do you attach to those words?
 - How do they make you feel?
- Say: This strong language can often be a turn-off for people because they associate Shabbat with all of these "don'ts", not realizing that embracing some aspects of the "don'ts" can actually unburden you and free you up to experience time and the day in a different, less rushed way
- Ask:
 - Does anyone know what the exact prohibitions are? (Have them share their ideas - no judgment, just listing)
 - Does anyone know where the prohibitions come from, other than the Torah?
 - What specifically in the Torah?
- Share this text:

Deuteronomy/Devarim 5:12 – 14

Be careful to make the sabbath day holy, as the Eternal your God commanded you. Six days shalt you labor, and do all your *melachah*; but the seventh day is a sabbath for the Eternal your God, on it you shall not do any manner of *melachah*...

- What is Melachah?
 - It is generally translated as “work”
- Say: So, it says expressly in the Torah that we work for six days, and the seventh is a sabbath - a day of rest, a day of no melachah
 - But what is the understanding of melachah?
- Say: The rabbis understood this to mean that we can’t do anything related to creating the Mishkan, the portable sanctuary we used to worship God
- Share the text below:

Shabbat 49b:11

With regard to the matter itself, **it was taught** ...that the thirty-nine labors of Shabbat **correspond to the labors** performed **in the Tabernacle. As it was taught: One is only liable for performing a labor to which there was a corresponding labor in the Tabernacle. They sowed** in order to grow dyes for the Tabernacle, **and therefore you may not sow** on Shabbat. **They reaped, and therefore you may not reap** on Shabbat.

- Break the class into pairs or small groups
- Give them the text below and have them answer the questions

Mishnah Shabbat 7:2

(2) The [number of] principal *Melakhot* is forty minus one. [The forbidden *Melakhot* are]: Sowing, plowing, reaping, binding sheaves, threshing, winnowing, sorting, grinding, sifting, kneading, baking, shearing wool, whitening it, combing it, dyeing it, spinning, weaving, making two loops, weaving two threads, separating two threads, tying [a knot], untying [a knot], sewing two stitches, tearing for the purpose of sewing two stitches, hunting a deer, slaughtering it, skinning it, salting it, curing its hide, scraping it, cutting it, writing two letters, erasing for the purpose of writing two letters, building, demolishing, extinguishing a flame, lighting a flame, striking with a hammer, carrying from one domain to another. These are the principal *Melakhot* - [they number] forty minus one.

- If you were to categorize the activities on the list, what would they be?
- Do some activities go together in one category?
- Make a list of the categories and the activities associated with them
- How do these activities differ from your normal understanding of the concept of “work”?
- How do you see these activities applying to today’s world?
- Which of the melachot would impact you directly with how you live your life?
- Reconvene and have the students share their lists/discuss their answers
- Say: Let’s look at the creation and extinguishing of fire

- How would that impact life today? (Cooking with a gas stove; some equate electricity with fire, so they won't turn on and off lights; not driving [the combustible engine], etc.)
- Say: Here are some ways modern Jews who like to observe Shabbat fully have adapted products to be Shabbat-friendly, and not violate any of the prohibitions:
 - Read this article together:
 - <https://www.myjewishlearning.com/article/5-must-have-gadgets-for-shabbat-observant-jews/>
- Ask and discuss: What are your thoughts on this?

Suggested Activity:

- Create a Shabbat day that is mindful of these prohibitions - students can work alone or in pairs/small groups
 - Can be a skit
 - Can be a comic
 - Can be a story
 - Where are you?
 - What do you do for food?
 - How do you spend your time?
 - What is the feeling at the end of the day?
- Have students share their creations
 - Is there a common theme?
 - Did they include the Shabbat rituals?

Alternative Suggested Activity:

- Pair the students up
- Have the students come up with a list they CAN do on Shabbat that do not violate any of the prohibitions (need to decide about electricity - does it violate or not?)
 - This may lead into a discussion of letter of the law vs. spirit of the law
- When you reconvene, see if between the different groups you can come up with thirty-nine total items
- Some suggestions if kids need ideas to get things started:
 - Reading
 - Taking a walk
 - Playing a board game (what is a creative way to keep score without writing?)
 - Etc.
- Ask: One last idea - Do you think there is ever a time when we put aside the prohibitions on Shabbat?
 - When might it be okay to drive, use lights, etc. if you are a person who tries to adhere to a more strict Shabbat observance?
 - Read: <https://www.myjewishlearning.com/article/saving-a-life-pikuach-nefesh/>
- Conclude by asking:

- What is your takeaway from today's class on Shabbat prohibitions?
- Do you understand them any differently?
- Do you think about them in a different light?

Supply Needs:

- Writing supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Feel that Shabbat can be a valuable part of the weekly rhythm, and that it can be incorporated into their life in different ways

Jewish Calendar: Shabbat Deep Dive 6 - STEM Shabbat (Understanding Candle Lighting)

Coach's Voice:

This lesson makes connections between our candle lighting times and how they change depending on the time of year and where one is located on the globe. It is also an opportunity to review the blessings associated with Shabbat and holiday candle lighting.



- Say:
 - Part of religious school is learning about holidays; the blessings we say for them, the foods we eat, etc.
 - One aspect we don't often think about much is how the holidays start
- Ask:
 - Who knows what begins a holiday? (Discuss and see what creative answers they might have - eventually share that we light candles to start the holiday)
 - Does anyone know the candle lighting blessing for Shabbat or a holiday like Sukkot, Pesach, or Shavuot?
 - Review these:
 - p. 4 in Siddur Lev Shalem has Shabbat candle lighting - have students read through it
 - p. 79 has the blessing for yom tov
 - This source has the Hebrew for blessings online:
https://www.chabad.org/library/article_cdo/aid/85432/jewish/Candle-Lighting-Blessings.htm
 - Make sure to go over the meaning of the words as well
- Go over the mechanics:
 - Have a pair of candles and candlesticks
 - Ask for a volunteer to demonstrate, or show them how you light candles
 - Then cover your eyes and saying the blessing (for Shabbat)
- Ask: Does anyone recall lighting candles and saying the blessing for Shabbat or a holiday?
 - What is that like?
 - Do you like it?
 - What do you think about when your eyes are covered?
 - What is it like when you see the candles after you have blessed them? (Discuss briefly)
- Ask:
 - Do you know how we know when to light candles?
 - Do we pick any random time, or is it a pre-assigned time? (Discuss and eventually share that it is tied to the setting of the sun)
 - How do we know it is tied to sunset? (Discuss; if they do not know, share the information below)
- Say:
 - Jewish days begin in the evening

- We know this from the creation story in the Torah where it says, “and it was evening and it was morning, the XXX day”
- From that statement, the rabbis/sages determined that days on the Jewish calendar start in the evening, so that is why we light candles and begin Shabbat and holidays in the evening
- It used to be that the candles were for practical purposes - they literally provided the light in the room
 - At the same time, they marked a spiritual transition, immersing us in the celebration of the day
- Ask: What do you know about the sunrise and sunset? (Discuss; perhaps someone will share that it changes throughout the year)
 - Does it set at the same time every day?
- Say:
 - There are candle lighting times for everywhere around the globe
 - You are going to determine the candle lighting times for a location of your choice; the candle lighting time for our area is different than it is in Jerusalem, in Melbourne, Australia, etc.

Suggested Activity:

- Pair the students up
- Have the students decide on a place together, anywhere on the globe
 - Alternatively, you can assign them locations, or have them pick locations out of the hat, or pick countries out of the hat and they decide the city
 - Make sure at least one group is doing Jerusalem
 - Make sure there is variation in location on the globe - some near the equator and some far
- Have the pairs take turns going to <https://www.hebcal.com/> and clicking on the candle lighting picture to bring up the screen where they can put in their location and get a list of the candle lighting times for that location throughout the year
 - If they can't print it out, have them write down the candle lighting times for the first Shabbat of the month, and the earliest and latest times for candle lighting during the year
- Whichever way the students determine the location, with their list of times have the students make note of:
 - Earliest candle lighting
 - Latest candle lighting
 - Note the subtle or not subtle shifts in times as the dates change - sometimes it changes by minutes and other times by bigger leaps (remind them about daylight savings where people change the clocks)
 - Have them find their city on a globe and/or a world map, or have them access a map online
 - How close is the city to the equator?
 - What pattern or trend do they see in the change in times?
 - Is there a wide variation in time throughout the year?
 - If so, why, and if not, why not (depends on where they are relative to the equator)?

- Give them time to determine these answers and bring them back to the group
- Have each pair turn in their sheet with the answers at the end

Coach's Voice:

They should notice that the changes in times are more extreme the farther people are from the equator, for both the northern and southern hemispheres. Here is a clear explanation for you to review how the earth's rotation relates to the length of the day as the seasons change:

<https://www.childrensmuseum.org/blog/why-does-it-get-dark-earlier>



Supply Needs:

- Writing supplies
- Candles
- Candlesticks
- Globe or map of the world
- Print-outs
 - Candle lighting blessings
 - Candle lighting times

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to apply research and math skills to understanding Shabbat in different parts of the planet

Jewish Calendar: Shabbat Deep Dive 7 - Making it Meaningful

Coach's Voice:

The purpose of this lesson is to review the previous Shabbat material and bring it all together in a way that speaks to the students. How can they connect to Shabbat observance now in their lives? Do they think they might grow or change in their observance as the years go on? In high school, college, once working and on their own? What is something simple they can start with now and hopefully stick to for many years to come?

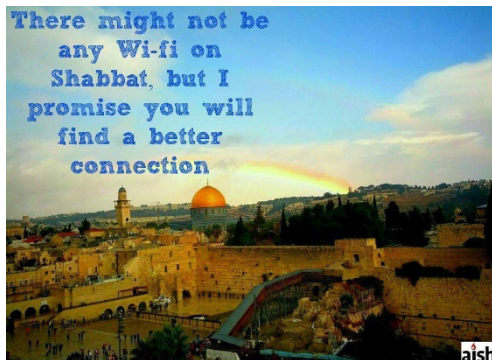
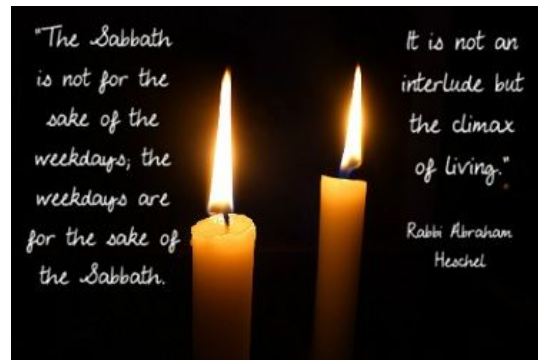
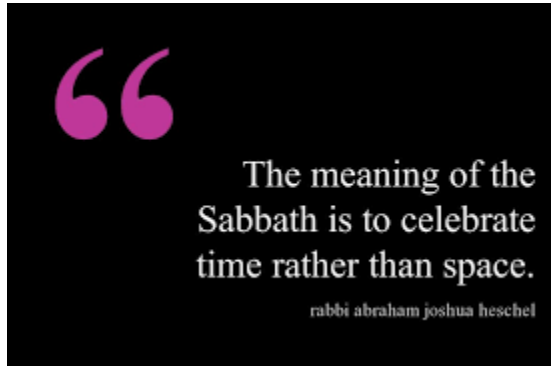


- Ask: Who can help us remember the various Shabbat topics we have covered? (See if they can remember these topics and some of what you covered in each class; you could create a Jew-pardy or other game to help review these topics)
 - Where does Shabbat come from in the Torah?
 - How do we observe Shabbat in the home?
 - How do we observe Shabbat in the synagogue?
 - Shabbat through music
 - Shabbat prohibitions
 - How do we end Shabbat?
- Say: There are seven days of the week, ending in Shabbat
 - This is our seventh lesson on Shabbat, and we aren't going to learn anything new about Shabbat - we will rest from that
 - But we are going to take time to appreciate what Shabbat is and how it can help us
 - We will also figure out ways for us to start our Shabbat practice- what is meaningful to each of us to do on Shabbat?

Suggested Activity:

- Say/Ask: Reflecting back on all these aspects of Shabbat - and the idea of rest - what is beneficial about observing Shabbat?
 - What can Shabbat allow us to do? (Rest, not make any change in the world)
- Find some quotes
 - Heschel and others
 - You can add to what is below
- Put quotes around the room and have students mark which ones they agree with/might agree with/like
 - They can use Post-Its with their name, add their name to a list near the quote, etc.

Quotes



- Reconvene and discuss:
 - Which quotes did they like and why?
 - What do they understand about Shabbat from the quotes?
 - What did they learn from them?
 - Did any of them enhance their understanding of Shabbat?
 - Did any of them make them want to observe Shabbat in a new way?
 - Did any of the quotes confuse them?
- Say: There is research on the benefits of observing Shabbat, in both Jewish and Christian communities

- Read this article together and discuss:
<https://www.thebanner.org/news/2019/02/the-science-of-sabbath-how-people-are-rediscovering-rest-and-claiming-its-benefits>
- Say: Now it is time to think about Shabbat in your own life
 - How can you make it meaningful?

Suggested Activity:

Shabbat Manifesto

- Say/Ask: Knowing that Shabbat is a time to step back from the world, and that our health can benefit from this, is there something you can commit to doing to make Shabbat different for you from the rest of the week?
- As a 10/11-year-old, what can you control in your own life, and make different on Shabbat?
- Can you suggest something to your family that you would like to do as a family on Shabbat?
- What would be meaningful to you?
- Let's look at the word "meaningful":
 - What would make Shabbat relevant?
 - Important enough that you would want to stick with it/make a commitment to it?
- Is there...
 - Something on Friday night?
 - Something on Saturday day?
 - Something on Saturday night to mark the transition from Shabbat to the rest of the week?
- Help the students create a way for them to connect to Shabbat that they can stick to
- See if they can do it for the rest of the school year and **report back at the end of the school year what it was like, if it changed their habits, etc.**
- Have the students create a personal list of a few items that would be meaningful for them to do on Shabbat
 - It can include individual actions they take
 - It can include things they suggest to their family
- If a student has a hard time coming up with something, look at Shabbat manifesto ideas: <http://www.sabbathmanifesto.org/>
 - Avoid technology
 - Connect with loved ones (this can be family and/or friends)
 - Nurture your health
 - Get outside
 - Avoid commerce
 - Light candles
 - (Drink wine) - have something special that you don't normally eat or drink during the week
 - Eat bread
 - Find silence
 - Give back
- Have the students share some of their ideas

- If you haven't shared the Shabbat Manifesto list with them yet, share it at the end
- Gather the lists to make a copy for a class file that is opened on the last day
- Be sure to give them their lists back at the next class so they can bring it home to have as a reminder

Supply Needs:

- Quotes
- Post-Its
- Pens

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand why we observe Shabbat

Jewish Calendar: Shabbat Deep Dive 8 - How Do We End Shabbat?

Coach's Voice:

This is the final Shabbat lesson. Use the time to review some of what they have learned up to now. Some of this will be a refresher from third grade, but we're digging much deeper this year.



- Say: Judaism is filled with ceremonies and ritual, especially around Shabbat
- Ask:
 - How do we begin Shabbat? (Candle lighting, wine/grape juice/challah)
 - How do we end Shabbat? (See if they remember the symbols of the multi-wicked candle, spices, and wine/grape juice)
 - Why do we need rituals to help us transition? (Discuss)
 - What do we have at the beginning or end of other experiences?
 - End of camp
 - End of school
 - End of a unit of study
 - Etc.
 - Have students share stories - opening assemblies for school, opening flag pole or meal ceremonies for camp, graduations, recitals, etc.
 - What does transition mean to you?
 - What is the purpose of these ceremonies? (Discuss)
- From Oxford Languages online: the process or a period of changing from one state or condition to another, as in "Students in transition from one program to another"
- Ask:
 - What are other ceremonies that Jews and other religions have that mark transition? (Discuss)
 - B'nai mitzvah
 - Weddings
 - Funerals
 - What are some non-religious ceremonies? (Discuss)
 - Graduations
 - Dance performances
 - Instrumental recitals (these demonstrate a certain level of accomplishment)
 - Martial arts belt tests
- Say: Each week, we make a big deal about starting Shabbat, then we get to enjoy it for twenty-five hours
- Why do you think we need to mark the transition from Shabbat to the rest of the week?
- What is the big deal? (Discuss; eventually get to the point that on Shabbat, for those who observe it deeply, they experience the world differently. The world is slower, they are not interacting with technology or going to stores, etc. It can be

jarring to jump right back into the world without something to help transition our minds)

- Ask:
 - Have you ever experienced a jarring transition?
 - Something is ending and another thing is beginning, but you didn't really have time to process the end of the first thing? (Discuss; this could fall flat, or it could go somewhere; be prepared to move on if it doesn't go anywhere)
 - If people share - thank them!
- Say: The rabbis didn't think we should transition without being intentional/mindful/paying attention to the moment
 - Just as we say blessings to be mindful of what we eat and have gratitude, these little ceremonies bring our lives into focus
 - The rabbis want us to be focused on this transition from the restful state of Shabbat to the busy work or school week
- Say: If you make a commitment to doing something different on Shabbat - no phone, no writing, no video games, etc. - after that break, you may find yourself re-energized
- Getting back to havdalah:
 - What do we remember about the symbols?
 - Why do we use them?
 - What do they symbolize?
- What does the word "havdalah" mean? (Differentiation/separation)
- Say: We use our senses and our mind to perceive differentiation
 - The havdalah blessings progress up the face:
 - Borei pri hagafen (though we don't taste the wine until the end) - for the grape juice/wine
 - Borei minei b'samim - we smell the spices
 - Borei m'orei haeish - we see the shadow cast on our hands by the light of the fire
 - Hamavdil bein kodesh l'chol - we use our mind to understand the differentiation
- Review the havdalah ceremony:
https://drive.google.com/drive/folders/1kjNa15b4Z_7xpg81TrjKlzMdbllXg0Ww
- Have the students work in pairs and look at the two poems below
 - Do they understand them?
 - What do they learn from the poems?
 - How do these poems help them understand the idea of havdalah/distinction more fully?
 - Isn't it interesting that distinctions can be so small, like the passing of a few minutes, the blowing out of candle, the putting on of a cloth, but they can transport you?
 - Do they agree with what the poems are saying?
 - Other questions/observations that you create
 - Poems:
 - <https://velveteenrabbi.blogs.com/blog/2013/05/distinctions-a-poem-for-havdalah.htm>
 - <https://ritualwell.org/ritual/havdalah-prayer-holy-separations>

- Bring the students back together and talk about their reactions to the poems
- Then ask:
 - What do we do when it is Pesach and Havdalah?
 - Sometimes the seder begins as Shabbat is ending
 - How do we mark the transition between havdalah and a holiday like Pesach?
- The rabbis came up with a mnemonic device - a memory trick
- Read this excerpt from this article (do not read the whole article with the students, it goes into inappropriate territory):

<https://forward.com/culture/13112/chasing-the-passover-bunny-01626/>

The Passover Haggadah is jam-packed with symbols of redemption from the Egyptian enslavement. But scholars are divided over the significance of one particularly unusual symbol: rabbit hunts.



RABBIT, RUN: An image from a Haggadah written by the scribe Meir Jaffe in southern Germany, circa 1490

These images appear mostly in Renaissance Haggadot. Even to laypeople, illustrations of hares — chased by dogs that are often accompanied by men on horseback — are curious additions to the Haggadah. Hunting is generally not considered a Jewish activity, and hares are neither kosher nor relevant to the Exodus story.

Experts disagree on the relevance of rabbit symbolism in Haggadot, with some suggesting religious explanations and others pagan and Christian ones.

A page from the scribe Meir Jaffe's late 15th-century Haggadah, written in southern Germany, shows two hares running up a hill, with two dogs, and a hunter carrying a spear, in hot pursuit. The Hebrew text reads, "*Yayen* (wine), *kiddush*, *ner* (candle), *havdallah*, *zman* (time)," often abbreviated with the mnemonic "*Yaknehaz*." The mnemonic refers to the agenda of the Passover Seder on a Saturday night (as it occurs this year): pouring wine, blessing the wine, lighting the candle, reciting the prayer that ushers out the Sabbath, blessing the Passover day.

Louis Feldman, Abraham Wouk family professor of classics and literature at Yeshiva University, said that the rabbit hunt is merely a pun on this mnemonic,

which resembles the German phrase “*jag den Has*” (hunt the hare): “I have never seen it in juxtaposition with anything else.”

Leah Adler, head librarian at Y.U.’s Mendel Gottesman Library of Hebraica-Judaica, and Israel Sandman, associate lecturer at University of Wisconsin-Madison, both cited *Yaknehaz* as the explanation of the hunt, as well.

- Share these illustrations with the class - there are many more online, which you can also show
- Have them find the letters in the top picture



- How is this observed today?
 - People buy candles such as this one - with a double wick - to use for this occasion: <https://www.amazon.com/Yaknehaz-Havdalah-Candle-100-Beeswax/dp/B007ZRPVFA>

Suggested Activity:

Havdalah Candles

- Students can each make their own braided Havdalah candle:
<https://www.ourhappytribe.net/home/DIY-Havdalah-Candle-Workshop>
- If you're teaching in person, consider cutting the strips of beeswax ahead of time

Supply Needs:

- Candle craft supplies
- Handouts
- Writing supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand the meaning and significance of Shabbat

Jewish Calendar: Hanukkah Review

Coach's Voice:

For the non-deep dive holidays, we want to make sure to reinforce the basic story of the holiday and any associated blessings/customs/rituals. Hanukkah is home-based, so make sure the students have confidence with the singing/reading of the blessings and the order in which we do things.



Review of Hanukkah (this is not a deep-dive holiday)

- Be sure to hit main points of the story
 - Maccabees retaking the Temple to rededicate it
 - Make sure you emphasize their devotion; this is a tie-in to the lesson on God that is also this week
- “Hanukkah” means “dedication”
- Review the blessings (three on first night, two on the rest of the nights):
<https://www.myjewishlearning.com/article/hanukkah-candle-lighting-ceremony/>
- Have the students read the blessings and sing them
- Review how you load the candles in the hanukkiah vs. how you light them:
<https://www.myjewishlearning.com/article/hanukkah-101/>
- Share some fun songs or parodies (Maccabeats tend to capture the story well)

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the origins of Hanukkah

Jewish Calendar: Hanukkah Through Arts & Culture

- The goal of this lesson is to explore artistic representations of the Hanukkiah and whether they meet the criteria for a Hanukkiah
- First step: Look at the halachic source for a Hanukiah, the Kitzur Shulchan Aruch 139:9

Coach's Voice:

The Kitzur Shulchan Aruch (קיצור שולחן ערוך), first published in 1864, is a work of halacha written by Rabbi Shlomo Ganzfried and is a summary of the Shulchan Aruch by Rabbi Yosef Karo. It was written in simple Hebrew, making it easy for the average person to understand, which made it popular.



- This has the entire section on Hanukkah:
https://www.sefaria.org/Kitzur_Shulchan_Arukh.139.9?lang=bi
- This is a small excerpt that about the Hanukiah, from 139:9:

The lights should be placed in an even row; one should not be higher than the other. Space should be left between the lights, *The space should be the width of a finger. (Mishnah Berurah 671:18)* so that the flames will not merge and look like a torch. Wax candles should be separated, *The space should be the width of a finger. (Mishnah Berurah 671:18)* so they will not become heated from each other and cause the wax to melt, and become spoiled.

Suggested Activities:

- Go over this text as an entire class and ask:
 - What do we learn from this?
 - What is your understanding of what a Hanukkiah should look like?
 - Draw what the text is describing (it does not mention how many lights, what kind of lights, nor does it mention a shamash)
 - Different fingers are different widths - whose finger is the text talking about?
 - A child's finger?
 - An adult's finger?
 - Why does it stipulate a width at all?
- Have students compare their drawings
- Based on these requirements, how has the Hanukkiah been interpreted throughout time?
- Have the students bring in/share on the screen a hanukkiah they have, or share a picture of it, if it is too cumbersome
- If there is a story associated with it, have them tell the story:
 - Who gave it to them?
 - What do they remember about lighting it?
 - Does it meet the requirements stated in the Kitzur Shulchan Aruch?

- It is common to have a collection of Hanukkiot (plural for Hanukkah)
- Share this article from 2004, which does the following:
 - Speaks to the artistry of Hanukkiot
 - Speaks to the personalization
 - Speaks to commercialization
https://www.paloaltoonline.com/weekly/morgue/2004/2004_12_03.hanukkiot03.shtml
- Share images of various Hanukkiot:
 - Hanukkah in the window (review the idea of pursimei nisa - publicizing the miracle - this is why people put them in the window):
https://upload.wikimedia.org/wikipedia/commons/thumb/6/6b/Old_Jerusalem_Hanukkiot_at_window.jpg/800px-Old_Jerusalem_Hanukkiot_at_window.jpg
 - Some people put the Hanukkah outside their home, especially in the Old City in Jerusalem:
https://upload.wikimedia.org/wikipedia/commons/b/bb/Old_Jerusalem_Hanukkiot_at_door_and_window.jpg
 - Old oil Hanukkiot from Cochin - Jewish community in India:
https://www.tripadvisor.com/Attraction_Review-g297741-d5535425-Reviews-Moshav_Nevatim_Cochin_cultural_center-Beersheba_Southern_District.html#photos;aggregationId=&albumid=&filter=7&ff=440573374

Coach's Voice:

The next article is tangential: it is a history of when Jews started lighting candles/oil on Hanukkah. It could be good background reading for the teacher. The photos in it cover different interpretations of the Hanukkah - an ancient oil lamp, a window box Hanukkah, and a large Hanukkah.



<https://www.haaretz.com/jewish/.premium.MAGAZINE-when-did-jews-start-lighting-candles-on-hanukkah-1.8296173>

- Huge menorah that requires a crane to light:
<https://www.chicagotribune.com/bal-lighting-outdoor-menorah-in-baltimore-20171212-photogallery.html>
- Type the word Hanukkah into an Internet browser and show the students the variety of Hanukkiot that appear
- A few unusual hanukkiot:
 - Pink cadillac:
<https://traditionsjewishgifts.com/media/metal-pink-cadillac-hanukkah-menorah-CO213.jpg>
 - Dachshund:
https://target.scene7.com/is/image/Target/GUEST_05c61bd8-f350-4c72-bd81-23de6125e11a?wid=325&hei=325&qlt=80&fmt=webp
 - Harry Potter:
https://i.etsystatic.com/16780243/r/il/2e0fcd/2047602186/il_794xN.2047602186_ae5h.jpg

- Students can also search online to find a Hanukkiah (they will have to try different spellings) to present to the class
- It can be one they would keep for themselves or give as a gift
- Ask students:
 - Why did they choose it?
 - Does it follow the guidelines?
 - Would they want to keep it or give it to someone?
 - If it is a gift, who is it for?
 - Why did they choose it for the person?
- Sketch a Hanukiah that uses the guidelines in the Kitzur Shulchan Aruch
- Then ask: What kind of Hanukkiah would students create?
 - What material would you use?
 - Would it burn oil or use candles?
 - How large would it be?
 - Is it for inside or outside?
 - Would it be colorful?
 - Would it be ornate?
- If there is extra time, explore the artistry of the dreidel:
 - Type “collectible dreidels” into the search browser to see the selection

Supply Needs:

- Drawing supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Feel connected in yet another way to their Hanukkah observance

Jewish Calendar: Hanukkah – The Amidah Insert

- Look at the Amidah insert for Hanukkah, which you can either get in the siddur on **page 430 of Lev Shalem** or have photocopied
- Look at the English translation
- Ask students:
 - If this was the only Hanukkah text they had, what would they know about the holiday?
 - How would it change their understanding of the holiday?
- To work on reading fluency:
 - Read with a partner
 - Read in a small group
 - Round robin reading - each person takes a word
 - Alternate reading in a pair - alternate words back and forth
- Listen to some recordings of the Al HaNisim line at the top
 - Two suggestions (there are other recordings):
<https://www.youtube.com/watch?v=GJK9xt4KNUM> (not the common tune)
<https://www.youtube.com/watch?v=CW3uU0QQWjQ> (common tune)
- The Al HaNisim line is common to the version of the Amidah for Hanukkah, Purim, and Yom Ha'atzmaut
 - Why these three holidays? (each is seen as having a miracle component)
 - What do the different words imply?
 - Miracles, deliverance, victories, triumphs, battles
 - Why do you think the words are in this order?

Suggested Activity:

Living Sculpture Garden

- Have the students pair up and create poses to illustrate at least three of the five words
 - Give them a few minutes to figure out what they will do for each word they choose
- The teacher positions the student pairs around the room
- The teacher says each word, and after, the students get into the pose they chose and hold it while the teacher (and madrich/a) walk through
 - They may choose to stop and admire the poses and maybe take a picture by a group
 - If you take a picture by one group, make sure you stop each time and take a picture by a different group
- If a pair isn't depicting a certain word, they get into a shape like a rock

Supply Needs:

- Siddurim or photocopies
- Printed out Hanukkah blessings in Hebrew

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to find Al HaNisim in the siddur

Jewish Calendar: Shabbat Deep Dive 3 – How Do We Observe Shabbat at the Synagogue?

Coach's Voice:

The first week was learning the sources for Shabbat; the second, home rituals of Shabbat. This week, we will look at how we observe Shabbat at the synagogue. Each week is meant to deepen students' understanding of Shabbat and build on their Jewish literacy with Shabbat-related activities/texts.



How are evening Shabbat services different from weekday services?

- Think about something that you don't do every day:
 - Going to a concert
 - Going to a baseball game or other professional sports game
 - Having a family event like a wedding/B'nai Mitzvah
 - Going to the theatre and seeing a musical
- What are the steps leading up to these events that make them out of the ordinary?
- Possible answers:
 - Concert: There may be a warm-up act/band; music playing when you enter
 - Sports: Dress in a jersey
 - Wedding/family event: Wear nice clothes
 - Musical/theatre: The overture; you don't just jump right into the show
- What is the purpose of an overture?
 - Creates transition
 - Gives you a preview of what is coming
 - May help you concentrate on what is coming up – help you focus on the show, and leave behind the outside world for the upcoming experience
- Summarize the different elements that make these experiences special and how they are out of the ordinary
- What are the things that help the students “get in the mood” to experience them or be a part of them?
 - Clothes
 - Music
 - Holding the tickets
 - Looking at a program or an invitation, etc.
- How can we make a similar experience for Shabbat in the synagogue?
- What can we create that would help people feel ready for Shabbat/focused on Shabbat when they get to the synagogue?
 - Have the students brainstorm different ideas and if there is time, create a poem, a reading, a song – something to help introduce the Shabbat service that says: this is a Shabbat service, not just your average everyday service
- How did the rabbis decide to make our Shabbat services different?
 - Did they add songs?

- Did they add poetry?
- Before looking at what is added for Shabbat, do a quick review of what the weekday evening service looks like.
 - Begins on p. 264 in Siddur Lev Shalem
 - It is pretty bare bones – the main elements are the Sh'ma and the Amidah
 - Bar'chu
 - Two blessings before Sh'ma
 - Sh'ma
 - Two blessings after sh'ma
 - Kaddish
 - Amidah
 - Aleinu
 - Kaddish yatom
- Compare that with Friday night services, which begin on p. 10 and conclude on p. 58
- Have the students pair up/get into small groups
 - What differences do they find?
 - It could be helpful to have one student keeping track of the weekday service and the other looking at the Shabbat evening service to see what additions and subtractions there are
 - Do they see the regular evening service that is part of this?
 - What might they discover?
 - All of Kabbalat Shabbat, pp. 10 - 30
 - V'shamru, p. 46
 - Section after the Amidah, pp. 53 – top 54

Kabbalat Shabbat Information

- A whole service just for getting us in the right mindset for Shabbat
- Often filled with a lot of singing
- Mystics would dress in white, go outside of Tzefat, and greet Shabbat as the sun was setting
- Did anyone go to Jewish summer camp where they were asked to wear white on Friday nights?
 - How does that make you feel?
 - What is it like at camp when everyone is dressed all in white, or something white, or just differently on Friday night than they would on the usual day?

Morning service differences

- Compare the middle part of the Amidah on Shabbat with the weekday
- Pair the students or create small groups to look at weekday Amidah, pp. 291 – 99 verses 159 – 166 (Shabbat Shacharit Amidah) and pp. 185 – 192 (all Lev Shalem)
 - They should find that the bakashot (requests) are gone from the Shabbat amidot
 - What is in their place?
 - Why are the bakashot gone? (Giving God rest as well)
 - What is the same with these Amidot?

- Why do we have an extra amidah? (Musaf = additional = the extra sacrifice on Shabbat, which is referenced in the musaf amidah)
- There are a variety of popular melodies to V'shamru, Yismechu, Sim Shalom, etc. – adding a musical element to end this section is a plus
 - Have them sing one of these or get up and listen to one and have a dance break
- Torah service on Shabbat, pp. 168 – 184
- Have the students go through the pages
 - What is included in this section?
 - What do we learn about the community from what is included?
 - Look at the pages referenced (pp. 439 – 445) for other mi shebeirach paragraphs

Torah Service Information

- The Torah service is like the public address system for the congregation
- Shabbat is a time when the community comes together to mark many life occasions as people are called to bless the Torah
 - On Shabbat, we call up eight people to bless the Torah with different readings
- It is a time for learning our history
- On Shabbat, the community is ideally not concerned with going to their offices and businesses
- Instead, they spend time together learning Torah
- Continue to work on learning Friday night Kiddush, p. 76
 - Work on the pronunciation and the melody as in previous lesson

Suggested Activity:

Folding Origami Napkins

Coach's Voice:

Today's lesson is all about how to make Shabbat different and special. We learned that Kabbalat Shabbat is a special addition of songs and prayers that make Shabbat different from the rest of the week. We learned that wearing white makes Shabbat different and more special than the rest of the week. Here is one more idea of how students can make Shabbat in their own homes different and more special than any other day!



- Practice making origami napkins: folding dinner napkins in fancy and festive ways
- Take photos of the napkins students create
- Encourage students to fold fancy napkins for Shabbat dinner with their family (even if the dinner is pizza, the napkins can make it feel special!)

- Encourage students to brainstorm other simple things they could do to make Shabbat feel different and special.
- Consider one (or more!) of these designs: <https://www.buzzfeed.com/peggy/28-creative-napkin-folding-techniques-for-every-oc>

Supply Needs:

- Siddurim
- Cloth napkins

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Be able to recite Friday night Kiddush

Jewish Calendar: Tu B'Shevat through the Arts

- Prompting text: <https://www.myjewishlearning.com/article/tu-bishvat-practices/>
- Start with a warm-up discussion, listing students' responses on the board/shared screen:
 - Why are trees important?
 - What do they give us?
 - What do they give other living things?
 - What are some times we can recall nature being part of Jewish life? (Blessings over food, Torah is referred to as the Tree of Life, dipping apples in honey, Tashlich, etc.)
 - What are some ways of being respectful of nature?
 - Disrespectful?

Suggested Activity:

Tu B'Shevat 3D Papercraft

- Here is a link to a Google slides presentation outlining a Tu B'Shevat art project, including supply needs and step-by-step instructions: [Tu B'shvat 3D Papercraft](#)

Supply Needs:

- Craft supplies

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Tu B'Shevat is a time to meditate on and rejoice in nature
2. Know that there are certain fruits that are special in Judaism (Seven Species, pomegranate, etc.) and that it is a mitzvah to partake of during Tu B'Shevat
3. Have a tangible reminder of their Tu B'Shevat studies

Jewish Calendar: Purim through the Arts

Opening

- Ask students to share their costumes, best costume ideas, Purim plans, favorite parts of Purim, etc.

Prompting texts

- Here is general background which might be helpful for you:
<https://www.myjewishlearning.com/article/purim-history/>
- Here is a general review of the four mitzvot of Purim:
<https://www.sefaria.org/sheets/27692?lang=bi>
- Here is a set induction for your students to dig into the concept of costumes and its greater significance:
- This short video offers a few explanations for why we might wear costumes on Purim:
 - To acknowledge the hidden facets of the story (Esther's identity and God's role)
 - To protect the dignity of the poor who went from house to house asking for donations
 - Because we were inspired by the Mardi Gras tradition of masks which took place in the same season:
<https://www.myjewishlearning.com/article/why-do-jews-wear-costumes-on-purim/>

Discussion Questions:

- The video offered three explanations of why we wear masks on Purim; can you recall all three?
- What do you think?
 - Why are costumes so important to this holiday?
 - How does it make you feel to wear a mask?

Suggested Activity:

Maskmaking

- Here is a link to a Google slides presentation outlining a Purim craft project, including supply needs and step-by-step instructions:
https://docs.google.com/presentation/d/1VpSb8_VErnalfPxb2FwzNW0uRsD6ZrFO_7NXifIDwEo/edit?usp=sharing

Supply Needs:

- Paper
- Glue or tape
- Scissors
- Markers/crayons/highlighters

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Know the four primary mitzvot of Purim (reading the megillah, rejoicing, sending each other mishlochei manot, giving alms to the poor)
2. Know that there are multiple mask-wearing traditions amongst different Jewish communities
3. Feel connected to Jewish traditions from the past and present
4. Have an object with which to perform a mitzvah

Jewish Calendar: Rosh HaShanah through the Arts

Coach's Voice:

In fifth grade, we are exploring holidays through the arts. For each holiday, you will find a reflective set of questions and an art activity to bring the holiday to life. Remember not to rely on the craft alone - the arts are the vehicle for uniquely exploring the holiday cycle in a way that differentiates the learning from past and future years, but the goals of familiarizing students with the main ideas and themes of each holiday are just as core as always. Some of the holiday lessons are placed in the curriculum as they occur on the calendar, and others are included "out of season", which is just fine – the goals remain the same.



Subject	Suggested Activity	Resources
Warm-Up	Sharing Traditions	
Craft	Pomegranate Box	Template Instructions Mitzvah Goals
Cooldown	Sharing Creations	
Additional	BimBam video on Rosh Hashana Article on Rosh Hashana traditions from My Jewish Learning	

Warm-Up

Say:

- The High Holy Days, as their name would imply, are the most important of all the Jewish holidays
 - The High Holy days are a time to take stock of how the last year has been and what we hope the next year will be
- First up is arguably the most important: Rosh HaShanah, or Head of the Year
 - On this holiday, we commemorate the creation of the universe and officially open the season for introspection, reflection, and repentance
 - On Rosh HaShanah, we look **forward**, and during the High Holy Days (esp. Yom Kippur!) we'll be thinking **back** on the past year, reflecting on our mistakes, and seeing how we could have done better

Ask:

- What are some Rosh HaShanah traditions from your homes?
 - Do you go to synagogue?
 - Make any special family recipes?

- Note that while Jews share many traditions, different kinds of Jews celebrate holidays in different ways
- Flesh out students' list with the following:
 - Tashlich, lit. "casting off"
 - A ceremony performed on the afternoon of the first day of Rosh HaShanah
 - Jews travel to a nearby body of water and symbolically throw their sins in using breadcrumbs or pebbles
 - Going to synagogue for services
 - Hearing the shofar blast
 - Large family gatherings
 - Eating foods sweetened with honey for a sweet upcoming year
 - Baking sweet round challah, symbolizing the turning of the seasons
 - Eating a fish head "so you should be as the head and not the tail" during the new year
 - Eating a pomegranate, as traditionally there is the same number of seeds in pomegranate as there are mitzvot (613)

For more on Rosh HaShanah traditions, please see [this article](#) from My Jewish Learning

Suggested Activity:

Pomegranate Pouch Craft

Say:

- Think of the soul like a garden
- By learning about values and thinking about ethics, we're preparing the soul to grow actions and behaviors
 - If we plant love, respect, and kindness, then actions that reflect those values will grow
 - If we plant seeds of hate and envy and chaos, actions that reflect those values will grow
 - And if we plant nothing at all, then any old seed that blows in will grow
- Clearly, the last two scenarios aren't what we want!
- Today, we're going to plant seeds of intention for the coming year

Ask:

- What are some of your favorite qualities?
 - What do you think you could be better at?
 - Focus on the positive; we'll be talking about mistakes in an upcoming lesson
- What are some of the ways you've changed over the past year?
 - What are some of the ways you've stayed the same?
- Which of these changes have been intentional?
 - Which have been unintentional?
- How did you make these changes?
 - Star charts, writing things down, setting reminders, etc.

- Encourage students to learn positive habit-forming techniques from each other
- Step-by-step instructions for making the pomegranate box (including tips!) can be found [here](#)
 - You may wish to have copies printed out for students or on a shared screen
- Use [this list](#) of mitzvot to suggest possible intentions
 - It's worth taking the time to explain the difference between mitzvot that are **בֵּין אָדָם לְמִקּוֹם** (Bein Adam Lamakom, ritual mitzvot such as keeping Kosher, going to shul, wearing a kippah, etc.) and **בֵּין אָדָם לְחֵבֶרֶוֹ** (Bein Adam Lechavero, ethical/social mitzvot such as giving tzedakah, caring for the elderly, visiting the sick, etc.), as this will be reviewed in the upcoming Yom Kippur class
 - Write these terms on the board or on a shared screen and have students sound out the Hebrew for a little extra practice

Suggested Prompts:

- Students can write notes to their future selves with hopes for the upcoming year, e.g. "I hope that I'm able to be a good friend", "I hope I'm able to study hard", etc.
 - Encourage students to see this project as planting seeds for future behavior
 - Notes can be crumpled into small seed-like shapes to mimic pomegranate seeds and placed inside the box
- Pomegranate becomes a tzedakah box:
 - Ask students in what ways we care for our community, e.g. environmental causes, providing for the poor, feeding the hungry, etc.
 - This may be an opportunity to connect to the Jewish value of Tikkun Olam, or repairing the world
 - Have students write or draw the cause they are most passionate about on one side of the pomegranate **before** cutting out and leave the top open
 - Encourage students to put a little money in every so often and decide where it should go, i.e. find an organization that works toward their favorite cause

Supply Needs:

- Box template printouts, red construction paper preferred
- Green construction paper for leaves
 - If construction paper is not available, students can color their pomegranates (**before** assembling them) using colored pencils, crayons, etc.
- Pomegranate box instruction printouts
- Scissors
- Glue sticks

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that the High Holy Days are the most solemn and sacred part of the Jewish year
2. Understand that Rosh HaShanah is a time for taking stock and looking ahead
3. Have learned about symbols and celebrations associated with Rosh HaShanah
4. Have created a paper pomegranate-shaped box to set their intentions for the new year

Jewish Calendar: Yom Kippur through the Arts

Subject	Suggested Activity	Resources
Warm-Up	Ethical/Textual Discussion	N/A
Drama	Choose-Your-Own-Adventure Yom Kippur Drama Activity	Apology Scenarios
Cooldown	Acting out scenes from drama activity	

Warm-Up

Say:

- Yom Kippur is a day on which we reflect on our mistakes over the past year
- According to ancient tradition, Yom Kippur is when God judges us for our behavior over the past year and decides who will be written in the Book of Life
 - We all make mistakes!
 - Everyone is only human
- Yom Kippur is a time for introspection and intention:
 - How have we acted over the past year?
 - What could be better?

Suggested Discussion Questions:

- Frame sins as the opposite of a mitzvah
 - Use the [mitzvah handouts](#) from the Rosh HaShanah lesson as suggestions: What would be the opposite of the mitzvot listed?
- What are some ways that we sin against God?
 - Not keeping the Sabbath, taking God's name in vain, placing a prayerbook on the floor, etc.
- What are some of the ways we sin against each other?
 - Lashon Hara, placing a stumbling block before the blind, bullying, etc.
- Where is there overlap between the different kinds of sins?
 - For example, tzedakah is both commanded by God and a social mitzvah
- A year is a long time to reflect on! What are some of the mistakes you've made over the past year?
 - Try to think of examples from the recent and distant past
- How can we make it right when we commit a sin?
 - Apologizing, repairing/replacing a damaged item, behaving differently in the future, etc.
 - Point out to students that sometimes an apology may not be enough, i.e. if a broken item is irreplaceable

Say:

- We can acknowledge our mistakes by saying, "I'm sorry, " and trying to make things better

- When we do something wrong, it is important to learn from our mistakes so that we make better choices next time
- It takes courage to admit when we are wrong or have made a mistake
- Yom Kippur gives us the opportunity to say “I’m sorry” for mistakes made and to ask for forgiveness

Share the following text with students, either via printout or shared screen:

Mishnah Yoma 8	
<p>With regard to one who says: I will sin and then I will repent, I will sin and I will repent, Heaven does not provide him the opportunity to repent, and he will remain a sinner all his days. With regard to one who says: I will sin and Yom Kippur will atone for my sins, Yom Kippur does not atone for his sins. Furthermore, for transgressions between a person and God, Yom Kippur atones; however, for transgressions between a person and another, Yom Kippur does not atone until he appeases the other person.</p>	<p>הָאוֹמֵר, אֶחָטָא וְאָשׁוּב, אֶחָטָא וְאָשׁוּב, אֵין מְסַפִּיקוֹן בְּיָדוֹ לַעֲשׂוֹת תְּשׁוּבָה. אֶחָטָא וְיּוֹם הַכַּפּוּרִים מְכַפֵּר, אֵין יוֹם הַכַּפּוּרִים מְכַפֵּר. עֲבֵרוֹת שֶׁבֵין אָדָם לְמָקוֹם, יוֹם הַכַּפּוּרִים מְכַפֵּר. עֲבֵרוֹת שֶׁבֵין אָדָם לְחֵבְרוֹ, אֵין יוֹם הַכַּפּוּרִים מְכַפֵּר, עַד שֶׁיִּרְצֶה אֶת חֵבְרוֹ. אֵת זֶה דָּרַשׁ רַבִּי אֶלְעָזָר בֶּן עֲזַרְיָה, מִכָּל חַטָּאוֹתֵיכֶם לִפְנֵי יְיָ תִּתְהַרְוּ (ויקרא טז), עֲבֵרוֹת שֶׁבֵין אָדָם לְמָקוֹם, יוֹם הַכַּפּוּרִים מְכַפֵּר. עֲבֵרוֹת שֶׁבֵין אָדָם לְחֵבְרוֹ, אֵין יוֹם הַכַּפּוּרִים מְכַפֵּר, עַד שֶׁיִּרְצֶה אֶת חֵבְרוֹ.</p>

Ask:

- What is the most important sentence in the passage?
 - Why?
- The rabbis teach us that Yom Kippur atones for transgressions between a person and God, but not a person and their peers
 - What does that tell us about how important ethical mitzvot are?
- What might appeasing the other person include?

Note:

- “Bein Adam Lamakom” literally means “between the man and the Place”
 - In Liberal Judaism, “man” is interpreted to mean “person”
 - The Place refers to Beit Hamikdash or the Temple, which housed God’s actual presence (or Shekhina), according to ancient tradition
- In ancient times, Yom Kippur was the only day of the year that the high priests could enter the Temple’s inner sanctum and ask for forgiveness on behalf of all the people of Israel
 - For this reason, Yom Kippur is considered the Holiest Day of the Year

Suggested Activity:

Choose-Your-Own-Adventure Yom Kippur Drama

- Split students up into groups and distribute the scenarios (found in [this document](#)) among them
 - Each scenario is one half of a story; students should work together using the included prompts to figure out the ending
 - Encourage students to try out multiple endings
 - Which one is most in line with the values of repentance and forgiveness?
- In the classroom:
 - Distribute the scenarios among the students, randomly or according to student preference
 - Students can use the other side of the printout or some scrap paper to flesh out their scene

Virtual Tips & Tricks:

Share the apology scenarios with the students and split them up into breakout rooms. Each group should choose one scenario from the shared document to work on for the allotted time.



Cooldown

- Have students act out the scenes they've created in front of the class
- After each group has presented, ask them how they arrived at the ethical conclusions they did
 - In other words: Why was one action better than the other?
- Students can respond to each group's scene:
 - Did they agree with each ending?
 - Why or why not?

Tips:

- It's fine if more than one group wants to act out the same scenario; this may be an opportunity to compare and contrast students' outlooks
- Encourage students to use or make props from their immediate surroundings, excluding any sharp, pointy objects

Supply Needs:

- Print-outs of source sheets

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Yom Kippur is the holiest day of the Jewish Year, a day of solemn contemplation and teshuvah (repentance)
2. Have reviewed the different categories of mitzvot
3. Have learned about the different types of forgiveness one seeks on Yom Kippur
4. Have discussed Rabbinic text having to do with forgiveness and atonement
5. Have acted out dramatic scenarios having to do with forgiveness

Jewish Calendar: Pesach through the Arts

Subject	Suggested Activity	Resources
Intro	Warm-up	
Text	Learning the Haggadah Parts	Flashcards Guide to the Haggadah
Craft	DIY Haggadah	Examples of Haggadah Illustration Coloring Book Haggadah Haggadah Blank Extras
Cooldown	Sharing Artwork	

Learning the Haggadah Parts

- Ask students:
 - What are their favorite parts of the Seder?
 - What other parts of the Seder they can remember?
 - Can they remember the order?
 - What are some special customs from their families' Seders?

Suggested Activities:

- Use these [flashcards](#) to teach students the parts of the Seder
- As you progress, briefly explain the purpose of each part of the Seder, stressing that each one builds upon the last to create a larger story
- Please see [this document](#) for information about the symbolism of each section
- You can find a condensed info sheet below, which can be shared with students online or printed out for classroom use
 - Print out one set of flashcards per student using [this link](#), then have them mix up the cards and arrange them in the right order
 - For a little extra challenge, have them do it in Hebrew

Virtual Tips & Tricks:

Use Quizlet's built-in games to drill terms (Live, Match, and Gravity). Play a few rounds before class to familiarize yourself with gameplay.



Make Your Own Haggadah

- Show students examples of [Haggadah illustrations](#)
- Ask students:
 - What elements of the Seder or Pesach story can you recognize in each image?
 - How does each image make you feel/what is the overall “feel” of each image?
 - What is it about the image that gives it that feeling?
- Point out that some artists are able to communicate a great deal of information using very simple means
- Can you think of a moment during past Seders that made you feel that way?

Create a Haggadah

- Group project:
 - Print/share one Haggadah and split up pages among students
 - Have each student put their own personal spin on their section, then bring them all together to create a class Haggadah
 - This can be copied and shared with students and parents
- Individual Haggadot:
 - Print/share one Haggadah per student to decorate
 - Have students share their creations with the rest of the class

Tips:

- Encourage students to include some of the customs they shared earlier in the lesson, as well as others’ customs they enjoyed hearing about
- Encourage students to express their own style, but also feel free to emulate a technique or element they particularly liked from the presentation
- Share the Haggadah illustration examples with students via the link, so that they can have inspiration open in another tab as they work
- Use [‘Extras’](#) to flesh out students’ work
 - Students can copy/paste these elements into digital Haggadot; they can be printed, cut, and glued; and they can serve as inspiration for students’ drawings
- Bonus! Students can download and print out the Coloring Book Haggadah at home to color during Seder

The Order of the Seder

1	קִדְּשׁ	Kadesh	Reciting Kiddush
2	וַיִּרְחֹץ	Urchatz	Washing Hands Without Blessing
3	כַּרְפָּס	Karpas	Eating a Vegetable dipped in salt water

4	נחץ	Yachatz	Breaking the Middle Matzah
5	מגיד	Maggid	Reading the Haggadah
6	רחצה	Rachatza	Washing Hands With Blessing
7	מוציא מצה	Mozi Matzah	Blessing and Eating the Matzah
8	מרור	Maror	Eating Bitter Herbs
9	כורף	Korech	Eating a Sandwich of Matzah and Bitter Herbs
10	שלקתן עורף	Shulchan Orech	Eating the Festive Meal
11	אפון	Tzafun	Eating the Afikoman
12	ברך	Barech	Reciting Birkat HaMazon
13	הלל	Hallel	Reciting Hallel
14	נרצה	Nirtza	Reciting Psalms, Singing Festive Songs

Supply Needs:

- Flashcards
- Printouts of the [Haggadah Blank](#) and/or the [Coloring Book Haggadah](#)
- Coloring materials
- Construction paper
- Scissors
- Glue
- Spare Haggadot for inspiration

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Have learned the major sections of the Seder
2. Understand that each portion of the Seder has its own symbolic purpose
3. Have seen examples of various Haggadah designs
4. Have created a Haggadah, either individually or as a group

Jewish Calendar: Yom HaShoah through the Arts

Coach's Voice:

Fifth grade is the first year when we touch directly on a Yom HaShoah lesson in the curriculum. You will need to provide some background for students to the fact that you are honoring Holocaust Remembrance Day, a day when we remember the six million European Jews murdered by the Nazis. Students are still young, so there's no need to get into graphic details; the slides here introduce them to some imagery at an age-appropriate level. The lesson itself is largely focused on Yiddish culture - explain to students that one of the best ways to honor those who died is to remember how they lived. By learning about Yiddish culture, we keep their memories alive. This might be a lesson in which you want to use a clergy person to help introduce the concept of Yom HaShoah itself.



Subject	Suggested Activity	Resources
Warm-Up	Discussion Questions	N/A
Yiddish Culture Past and Present	Presentation	Yiddish Culture Past and Present
Craft	Yiddish movie posters	Yiddish Poster Collection
Cooldown	Exhibition of works	N/A
Additional Resources	Common Yiddish Words Flashcards.	

Warm-up

- Ask students:
 - What are some of the traditions passed down from family member to family member in your home? (E.g., special holiday recipes, heirlooms, ritual objects such as a parent or grandparent's tallit)
 - **How many** generations back do these traditions go?
 - Does knowing **who** passed these traditions down make them more special? Why or why not?

Yiddish Culture Past and Present

- Review [this Google Slides presentation](#) on Yiddish history and culture with students
- Share the presentation digitally or have printouts available for students

Suggested Activities:

Poster Craft

- Have students make a movie poster inspired by the examples of Yiddish film and theatre seen in the presentation
 - Students can also use this collection of [Yiddish movie posters](#) for inspiration
 - Students can cut images out from the printouts and glue them to their posters if they wish

Suggested prompts:

- Your movie tells the tale of a Jewish immigrant coming to America
 - What did they do back in the Old Country?
 - What were their hopes and dreams?
 - What was their journey like?
 - What did they do when they got there?
 - Remember: A movie poster should communicate the entire story in one image!
- Your movie is a documentary about shtetl life
 - Who will you interview?
 - What objects and customs will you show your viewers?
- Your movie is a Yiddish ghost story
 - Who is the ghost?
 - Who are they haunting?
 - What is their unfinished business?
- Your movie is about an acclimated American Jew who goes back to Poland to visit her old-fashioned family
 - Will they get along?
 - Why or why not?
 - What sort of misunderstandings might they have?
 - Is it a comedy or a tragedy?
- Hang the posters up around the classroom to create a temporary mini-exhibition
- Have students explain the stories behind their movie posters to their classmates

Supply Needs:

- Writing supplies
- Printouts of the presentation and the Yiddish poster collection
- Poster making supplies:
 - Paper (multicolored construction paper preferred)
 - Colored pencils, crayons, markers, etc.
 - Scissors
 - Glue sticks

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Yiddish culture was and is rich and varied, encompassing literature, poetry, theatre, film, and more
2. Have seen and discussed examples of Yiddish culture, past and present
3. Have learned about the circumstances leading up to the Holocaust, as well as the scope of the loss of Ashkenazi Jewry
4. Understand that learning about/participating in Yiddish culture is a way of honoring and preserving the memory of those that were lost
5. Have created a movie poster for a Yiddish film of their imagination

Jewish Calendar: Yom HaZikaron & Yom Ha'atzmaut through the Arts

Subject	Suggested Activity	Resources
Warm-Up	Israel- Initial Impressions	N/A
Israeli History	Lecture	Israel: How Did We Get Here?
Israeli Poetry	Discussion, Writing	Israeli Poetry Resources Worksheets
Cooldown	Students present their work to the class.	N/A
Additional Resources	If A/V equipment is available, show students this poem from the Israeli show "The Jews are Coming." Ask students to see how many characters from Jewish history they can recognize. These include but are not limited to Moses, Sarah, Leah, a Levite (High Priest), a Maccabean, King David, Ben Gurion, and Golda Meir. Make sure to turn subtitles on! (2 min.)	

Warm-up

- Ask students:
 - What do you know about Israel?
 - Have you visited or know someone who has visited?
 - What was your/their impression(s)?
 - Some examples:
 - Was the Western Wall what you thought it was going to be?
 - What was **different** than you expected?
 - What was **familiar**?
 - Did you notice they do not have delis all over like in New York or other American Jewish culture?
 - What is different from AMERICAN Judaism?
 - If you or someone you know has been to Israel, feel free to add your impressions to the mix!

Israeli History

- Share digitally or print out (one per student) [this Google Slides presentation](#) on Israel's history
- Review the material with students using the included presenter's notes

Coach's Voice:

Israel can be a tricky subject to talk about! Like many other complicated subjects, the trick is to scale the information for students' age and abilities. Focus on the overarching lesson values: hopefulness, gratitude, and compassion. Make sure to review the materials before class thoroughly! Talk over your materials and vision with your clergy/education team to make sure you are in sync in terms of your approach.

- Examples of Israeli poetry are also included - see [this folder](#)
- Each poem has been chosen to reflect a particular value and time period in Israeli history
- Read/have a student read each poem aloud at the point noted in the presentation



Israeli Poetry

- In this section, students will dive into the poems from the presentation
- After discussing them in groups, students will write their own poems in response to a given prompt

Suggested Activities:

- After the presentation, have students break out into discussion groups
- Assign each group one poem to dissect and discuss using [these worksheets](#)
- Time permitting, have students present their findings to the class
 - Students can use the filled-out worksheets to inform their poems
- Have students each write a poem **in response** to the poem that resonated with them the most:
 - Think of the poem as a letter to the author
 - What would you like to say to them?
 - You might want to tell them how the poem made you feel or what you wish for them
 - If the poem had a message, did you agree with it?
 - Why or why not?

Have students write a poem about their **ideal homeland**:

- What sort of **physical** things would it include?
- What kind of **laws** would you have?
 - Connect this to the values of treating people with respect, Lashon Hara, giving tzedakah, etc.

Coach's Voice: Poetry tips:

- Let students choose which poem they want to discuss/write about- they'll be more engaged with the material they feel an immediate connection with.
- Poems don't have to rhyme! Encourage students to be free (though age-appropriate) with their language.



- What would be **similar** to your way of life? What would be **different**?

Cooldown

- Have a class-wide poetry reading!
- Poems can be collected after class and made into a booklet to share with parents
- If students are keeping a class notebook/journal, this may be a good project to put there

Supply Needs:

- Printouts:
 - Presentation
 - Poetry resources
 - Worksheets
- Paper
- Pens and/or pencils

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Israel is a complicated place with a rich, diverse history
2. Have learned about Israel's history, focusing on the circumstances leading up to its formation in 1948
3. Have seen examples of Israeli poetry from different periods in its history
4. Have discussed these texts to learn about the values within, focusing on hopefulness, gratitude, and compassion
5. Have written poems in response

Jewish Calendar: Shavuot through the Arts

Subject	Suggested Activity	Resources
Warm-Up	Intro to Shavuot	N/A
Shavuot - the Harvest Festival	Lecture	Google Slides presentation
Craft	Seven Species Paper Crowns	Seven Species Icons
Time permitting	Bikkurim Parade	
Additional	What is Shavuot? from BimBam	

Introduction

- Say:
 - Shavuot is the second of the three major festivals with both historical and agricultural significance (the other two are Pesach and Sukkot)
 - Agriculturally, it commemorates the time when the first fruits were harvested and brought to the Temple in Jerusalem, and is known as תג הבקורים (Hag ha-Bikkurim, the Festival of the First Fruits)
 - Historically, it celebrates the giving of the Torah at Mount Sinai, and is also known as תג מתן תורתנו (Hag Matan Torateinu, the Festival of the Giving of Our Torah)
 - Note to students that the name is the **giving** of the Torah, and that the **receiving** is a continuous, lifelong process
 - Today, we'll learn about different customs and traditions that have to do with this multifaceted holiday, and even participate in some!

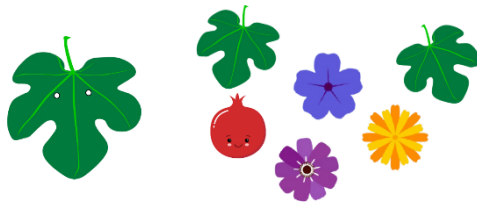
Shavuot: Two Festivals in One

- Share this [Google Slides presentation](#) with students, either via printouts, a projector, or a shared screen

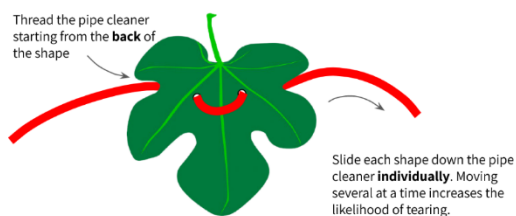
Suggested Activity:

Crown Craft

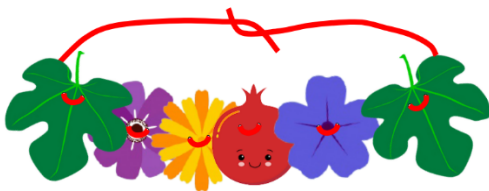
- In this portion, students will create a flower crown highlighting the beauty of the Seven Species
- Time permitting, students can have their own bikkurim parade in the classroom once they've finished their creations
- Have students cut out and decorate a variety of fruit, leaf, and flower shapes
 - Students can use the icons found in [this Google Slides presentation](#) directly, as templates, or as inspiration for their own drawings
 - Students can use printouts as a template by tracing around the outer edge, then cutting
 - Students should cut out at least five shapes; however, more shapes will give them more flexibility and allow for a greater margin of error
- Have students poke two holes through the center of each shape using the pointy tip of a pen
 - No need to make the holes too big as the pipe cleaners will widen them in the next steps
 - Make sure the holes are spaced well apart from each other and the edge of the shape so as to avoid tearing



- Gently thread the shapes onto a pipe cleaner, layering as desired

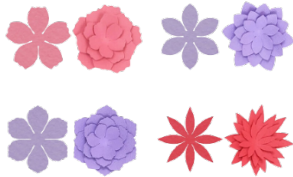


- Twist the ends of the pipe cleaners together to connect them
 - That's it, you're done!



Tips:

- Have students work out how they want to arrange their flowers **before** attaching them to the pipe cleaner
- Students can make dimensional flowers by cutting out the flower shapes in various sizes, layering them and glueing, as shown in the examples below



Paper flower templates 5 to 8

Supply Needs:

- Multicolor foam sheets
- Printouts:
 - Seven species icons, heavyweight paper preferred. If available, print out flower templates (final slide in Seven Species Icons presentation) on multicolored paper.
- Decorating supplies (markers, crayons, pens, colored pencils, etc.)
- Safety scissors
 - Glue sticks (Liquid glue is not advised as it will make a mess and projects won't have time to dry)
 - Pipe cleaners

Learning Outcomes:

At the conclusion of the lesson, students will:

1. Understand that Shavuot is two holidays in one: we celebrate receiving the Torah at Har Sinai and we commemorate the sacrificial offering of the first fruits at the Temple
2. Have learned about customs and traditions used to celebrate Shavuot
3. Have created a fruit and flower crown highlighting the Seven Species