

# Teach-ables

CREATIVE  
ENRICHMENT  
LESSONS



# Holidays





## How to Use Teach-ables

### 1. POINT of the lesson!

What we would like students to learn

### 2. PREPARATION!

Included in this lesson:

- Each teachable lesson includes everything needed for the lesson.
- The teacher may need to make copies and/or supply pencils, crayons, scissors, glue, etc...

Teacher will:

Do some of all of the following: Read information page, copy, cut, provide scissors, paper, glue, etc...

### 3. PULL-IN!

An activity to evoke student interest

### 3. PRESENT MATERIAL!

How to present the information included

### 4. PARTICIPATE!

Creative ways to involve students in learning the material

### 5. PERSONAL CONNECTION!

An opportunity to make the information meaningful to the individual student



## HOLIDAYS LESSONS INDEX

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## Create your own acrostic poem for Rosh Hashanah and Yom Kippur

### 1. POINT of the lesson!

To be familiar with High Holy Day concepts

### 2. PREPARATION!

Included in this lesson:

- Copy of High Holy Day acrostic poem format
- Outline of an acrostic poem
- Information sheet

Teacher will:

- Make copies of all of the above for each student

### 3. PULL-IN!

- Let's try to think of a word for each letter of the alphabet.
- Go around the room and have the students give the words.

### 4. PRESENT MATERIAL!

Read the information sheet together.

### 5. PARTICIPATE!

- Give each student copies of the acrostic format.
- Have them create an acrostic poem for Rosh Hashanah and Yom Kippur.

### 6. PERSONAL CONNECTION!

- Read your poem to the class.
- Teacher may copy the poems and make a booklet for each student to take home. Copies can also be given to the school library and to the clergy.

## Rosh Hashanah and Yom Kippur

Rosh Hashanah and Yom Kippur, our High Holy Days, are different from our other Jewish holidays because they do not mark an historical event. These holy days are a time for a concentrated form of introspection, reconciliation and forgiveness. It is an occasion for self-examination. We are called upon to judge our own actions and to find our direction once again.

**Rosh Hashanah** is our Jewish New Year. It literally means “Head of the Year.” Rosh Hashanah occurs on the first day of the Hebrew month of Tishrei. The Torah refers to this holy day as a day of complete rest, a day of remembrance.

“And in the seventh month on the first day, you shall have a holy convocation; you will do no manner of servile work, it is a day of the blowing of the Shofar...” (Numbers 29:1)

Other names for Rosh Hashanah:

Yom Hadin	The day of Judgement
Yom Hazikaron	The day of Remembrance
Yom Teruah	The day of Sounding the Shofar
Yom Harat Haolom	The birthday of the world. According to Midrash, Rosh Hashanah marks the anniversary of the creation on the world.

**Yamim Noraim** is the time from Rosh Hashanah through Yom Kippur is called Yamim Noraim, the Days of Awe. The mood of these 10 days is serious and thoughtful. We concentrate on a review of the past year.

**Aseret Yemai Teshuvah**, The 10 Days of Repentance, is another name for this 10 day period. According to legend, on Rosh Hashanah each person’s acts are judged. Based upon this, his\her future is then decided and it written down in the Book of Life. However, the Book remains open through Yom Kippur so that everyone has the opportunity to repent and change this judgement. We believe that we each are responsible for our actions.

**Yom Kippur** is the culmination of the High Holy Day period. It occurs on the 10<sup>th</sup> day of Tishrei. Yom Kippur means “Day of Atonement.” It is the Day of Forgiveness, the day we forgive and are forgiven. The Talmud says that one who forgives those who have wronged him\her, has his\her own sins forgiven by God.

Yom Kippur is the holiest day of the Jewish Year, it is marked by physical abstinence, “On the tenth day of the seventh month you shall afflict your souls...” (Leviticus 16:29, Numbers 29:7)

We fast in order to free our minds from all thoughts except those of repentance. We attempt to remove ourselves from the mundane world to become closer to God. We attempt to purify our minds and hearts and to begin anew.

We confess our sins as a congregation.

## Acrostic Poetry

An acrostic alphabet poem is a poem in which the first letter of each line is in alphabetical order.

The poet may begin with any letter, but the following lines must be in alphabetical order.

The Ashamnu prayer is one of our most famous acrostic prayers. It is said on Yom Kippur as a group confession. It is written in Hebrew alphabetical order.

Here is a sample of another acrostic prayer written in English for the High Holy Days from **Gates of Repentance**.

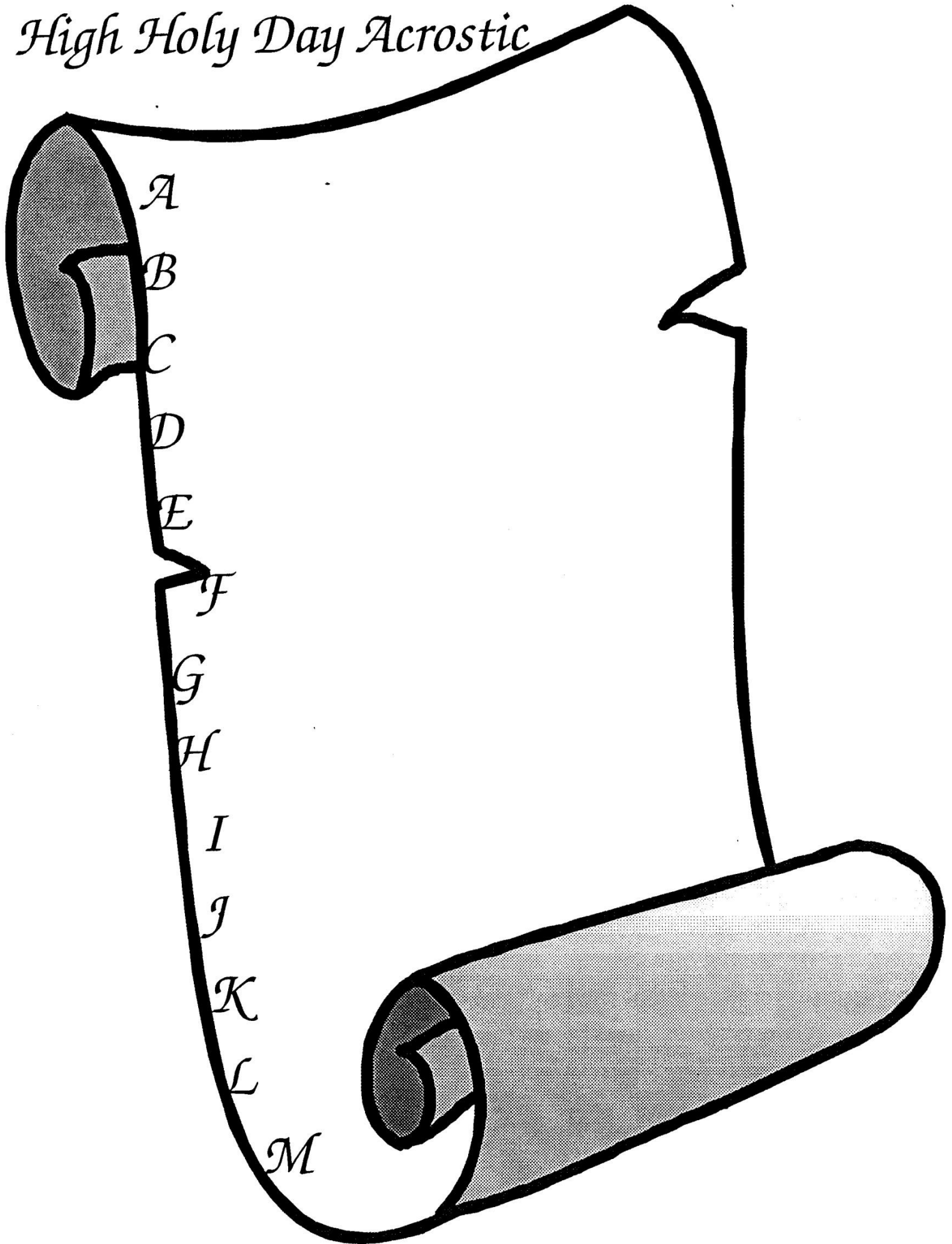
**A**uthor of life, in the beginning you formed the universe....  
**B**eholding the chaos seeing the darkness.....  
**C**reation danced as clay took on your image  
**D**riven by restless yearnings  
**E**ver since we dream of your garden  
**F**or even now etc.

Here is another example:

I am thankful for:

Animals who  
Bring me love  
Cats especially, and  
Dogs too  
Each new day  
Flowers  
Growing  
High  
In my backyard

*High Holy Day Acrostic*



A

B

C

D

E

F

G

H

I

J

K

L

M





## Prioritize! “New Ways for the New Year”

### 1. POINT of the lesson!

Students will establish their priorities for the New Year

### 2. PREPARATION!

Included in this lesson:

- Priorities list
- High Holy Day info page

Teacher will:

- Make a copy of the Priorities List for each student
- Provide scissors, glue sticks, colored construction paper and paper clips

### 3. PULL-IN!

- What do you think it means to establish priorities?
- Discuss examples.

### 4. PRESENT MATERIAL!

Review High Holy Day info page with the class.

### 5. PARTICIPATE!

- Today we are going to think about establishing our priorities for the New Year.
- Have the students add their own priorities to the priorities list and then cut out the priorities.
- Give each student a large sheet of colored construction paper.
- Have each student arrange his\her priorities in order, placing the most important one at the top of the paper. Attach the priorities with paper clips.
- Set up the papers on tables or desks around the room and have the students look at each priority paper.
- Give them a chance to discuss their choices and to make changes if they wish. Then have them glue the priorities to the paper.

### 6. PERSONAL CONNECTION!

Post your priorities in your room at home as a daily reminder.

# PRIORITIES

<b>CLOSE FAMILY TIES</b>	<b>HELPING OTHERS</b>
<b>CLOSE FRIENDSHIPS</b>	<b>PROTECTING THE ENVIORNMENT</b>
<b>FREE TIME</b>	<b>SCHOOL WORK</b>
<b>SPORTS</b>	<b>FEEDING THE HUNGRY</b>

## Rosh Hashanah and Yom Kippur

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## Teshuvah... "Turn Turn Turn!"

### 1. POINT of the lesson!

Students will understand the idea of Teshuvah

### 2. PREPARATION!

Included in this lesson:

- Information sheet
- Teshuvah template with instructions and suggestions

Teacher will:

- Make copies of the information sheet and the template page for each student.
- Provide scissors, pens, colored pencils and or markers, a hole punch and thread

### 3. PULL-IN!

- What are resolutions?
- Teacher may list some on the board

### 4. PRESENT MATERIAL!

Read the information sheet with the class.

### 5. PARTICIPATE!

- Today we are going to make a Teshuvah spiral with our own ideas for "returning" to the right path.
- Demonstrate how to set up and cut out the spiral.
- Give each student an instruction sheet, suggestion page, pens, markers, scissors etc.
- Have each student make his\her own Teshuvah spiral.

### 6. PERSONAL CONNECTION!

Take this Teshuvah spiral home and hang it in your room as a reminder of your goals for the New Year.

## **Instructions for Your Teshuvah Spiral**

### **You will need:**

Colored markers, pens and or colored pencils  
Scissors  
Thread

### **Instructions**

1. Draw a spiral line on the page
2. Cut along the line
3. Write your Teshuvah ideas on the spiral
4. Punch a hole in the center of the spiral
5. Tie the thread through the hole and hang it in your room

### **Suggestions for Teshuvah ideas**

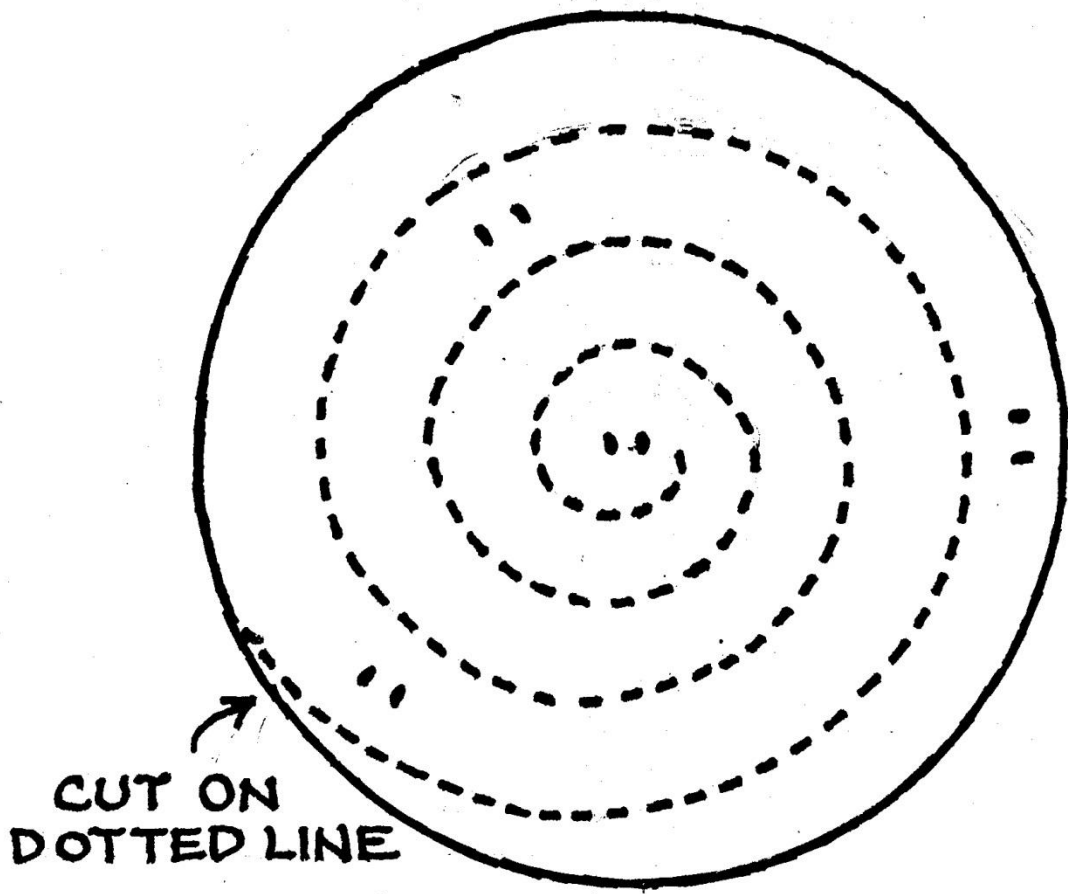
I can be a better person  
Do Mitzvot  
Give Tzedakah  
Honor and listen to my parents  
Turn toward God's ways  
Forgive  
Return to the right path  
Do acts of lovingkindness  
Repair the world  
Be the best I can be

## **Teshuvah**

According to legend, on Rosh Hashanah each person's acts are judged. Based upon this, his\her future is then decided and it is written down in the Book of Life. This Book remains open through Yom Kippur so that everyone has the opportunity to repent and change this judgement.

The 10 days from Rosh Hashanah (the 1st day of the Hebrew month Tishrei) to Yom Kippur (The 10<sup>th</sup> day of Tishrei) are called the 10 days of Repentance (*Aseret Yemai Teshuvah*).

The word Teshuvah comes from the verb *lashuv* which means to return. During these 10 days we try to return to the right path. It is our actions that show that we are sincere in wanting to improve our ways.



CUT ON  
DOTTED LINE

## Tashlich “Throw it Away!”

### 1. POINT of the lesson!

Students will become familiar with the Tashlich ceremony

### 2. PREPARATION!

Included in this lesson:

- Information sheet

Teacher will:

- Provide 2 pieces of blank white paper and a pencil or black pen for each student
- Make a copy of the info sheet for each student

### 3. PULL-IN!

- We all do things that we wish we hadn't done... Have you ever done anything that you are sorry for? Have the students think of examples...
- Wouldn't it be wonderful to get rid of all the bad stuff and start all over?
- Judaism has a wonderful ceremony that helps us do this!

### 4. PRESENT MATERIAL!

- This wonderful ceremony called Tashlich.
- Read the information sheet together.

### 5. PARTICIPATE!

- Today we are going to have our own Tashlich ceremony.
- Pass out one sheet of white paper and a pen or pencil to each student. Have the students write the things that they are sorry for.
- Remind them that these papers are private and will not be shared.
- When everyone is finished, have each student rip up the paper into small pieces and throw it in the trash. (With younger students...have them put a black mark for each sin)

### 6. PERSONAL CONNECTION!

Give each student a blank sheet of paper. Remind them that we believe that we begin with a clean slate each year like a blank sheet of paper. Rosh Hashanah, our New Year, enables us to start over so that we can try to be the best we can be.



## **Tashlich Ceremony**

The Tashlich custom began in the Middle Ages.

On the first day of Rosh Hashanah, people gather near a river, ocean or other body of water. They empty their pockets of pieces of bread and throw them into the water. In this way they symbolically throw their sins into water which is a symbol of purity.

This ceremony demonstrates our yearning for forgiveness. It comes from a verse from the prophet Micah (7:19): "And you will cast all their sins into the depths of the sea."

This ceremony dramatizes the central theme of Rosh Hashanah, repentance. We need to repent in order to rid ourselves of our sins.

## Sukkot Symbols....”Four Ways to Look at Sukkot”

### 1. POINT of the lesson!

Students will become familiar with 4 symbols of Sukkot

### 2. PREPARATION!

Included in this lesson:

- Sukkot info page
- Symbols pages

Teacher will:

- Make copies of info page for the students
- Make one back to back copy of Symbols pages and cut out the squares
- Provide pencils and paper for the students

### 3. PULL-IN!

We are going to play a game to learn more about Sukkot.

### 4. PRESENT MATERIAL!

Review Sukkot information with the class.

### 5. PARTICIPATE!

- Divide the class into 4 teams.
- Place a different symbol card in each corner of the classroom.
- Each team begins at a different corner. They then have 5 minutes to list as many qualities or values based on that symbol, for example:
  - Palm (spine) stand up tall and be proud of who you are;
  - Willow (lips) speak kind words etc.
- Rotate the teams after each 5-minute period.
- Review the answers with the class.

### 6. PERSONAL CONNECTION!

Which symbol represents you?

**ETROG**

**PALM**

**MYRTLE**

**WILLOW**

**SPINE**

**HEART**

**LIPS**

**EYES**

## **Sukkot**

Sukkot is a celebration giving thanks for a bountiful fall harvest. It is one of the three pilgrimage festivals. This holiday also commemorates the forty years of wandering in the desert after our freedom from Egyptian slavery.

Sukkot begins four days after Yom Kippur on the fifteenth day of the Hebrew month of Tishrei. It is observed for seven days by Reform and Israeli Jews and for eight days by traditional Jews outside of Israel.

### **Symbols of Sukkot**

Sukkah is a Hebrew word meaning booth. It symbolizes the booths in which the children of Israel lived during the forty years of wandering in the desert after the exodus from Egypt.

### **The Four Species:**

#### **Lulav**

The Lulav is composed of three sections: a single palm branch in the center, two willow branches on the left and three myrtle branches on the right.

#### **Etrog**

The Etrog is a citron, a special lemon-like fruit used with the Lulav in the Sukkot ritual.

Each of the four species have been interpreted as representing different parts of the body joined together to serve God.

The etrog is the heart, seat of wisdom and understanding.

The lulav is the spine, symbol of upright character.

The myrtle is the eyes, tools of learning and enlightenment.

The willow is the mouth or lips, saying prayers.

## Sukkot....“An Art Experiment”

### 1. POINT of the lesson!

Students will become familiar with building a Sukkah

### 2. PREPARATION!

Included in this lesson:

- Sukkot information page
- Instructions for building a Sukkah

Teacher will:

- Make copies of the information page for the students
- Provide recycled brown and green construction paper

### 3. PULL-IN!

How would you make an art project for Sukkot if you only had paper? How could you shape leaves and fruit without scissors etc.?

### 4. PRESENT MATERIAL!

Review information page with the students.

### 5. PARTICIPATE!

Provide the students with brown and green paper and instruct them to create their own Sukkah.

### 6. PERSONAL CONNECTION!

Let everyone in the class walk around like visitors to an art gallery to admire each other's creations.

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### **The Sukkah**

Sukkah is a Hebrew word meaning booth. It symbolizes the booths in which the children of Israel lived during the forty years of wandering in the desert after the exodus from Egypt.

“You shall dwell in booths for seven days...that your generations may know that I made the children of Israel dwell in booths when I brought them out of the land of Egypt.”  
(Leviticus 23:42-43)

A Sukkah must have at least three walls of any material. The roof must be temporary and covered with loose branches to give shade. There must be more shade than sunshine. One must be able to see the stars at night from inside the Sukkah. There is no prescribed size, but the Sukkah must be able to accommodate at least one person.

The Sukkah may be decorated in many ways. Traditionally fruit representing the harvest was hung from the branches. Today many prefer to decorate the Sukkah in other ways so that food will not be wasted.



## A Poem for Simchat Torah

“Poetry in motion”

### 1. POINT of the lesson!

Students will create a poem in celebration of Simchat Torah

### 2. PREPARATION!

Included in this lesson:

- Cinquain format
- Holiday information sheet

Teacher will:

- Provide paper and pencils
- Copy the information sheet for the students

### 3. PULL-IN!

- Does anyone know a poem?
- Have students recall poems and share them with the class.
- These can be simple nursery rhymes or song lyrics.

### 4. PRESENT MATERIAL!

Read the information sheet together.

### 5. PARTICIPATE!

- Today each of us will create our own poem to celebrate Simchat Torah.
- Write the cinquain format on the board and/or copy it for each student.

### 6. PERSONAL CONNECTION!

- Read your poem to the class.
- Teacher may copy the poems and make a booklet for each student to take home.
- Copies can also be given to the school library and to the clergy.



## Simchat Torah

Simchat Torah (Rejoicing in the Torah) is the special celebration when the concluding portion of the Torah is read and then the beginning portion is read immediately thereafter.

Our Jewish tradition did not want to leave the impression that after the Torah was read in its entirety, the people would think that they had finished it and would therefore abandon it. For this reason the cycle of Torah reading for the coming year was begun immediately.

During the celebration, the Torah scrolls are taken from the ark and everyone marches around the Sanctuary seven times. The children wave flags and Hebrew songs are sung. These processions are called *HAKAFOT*.

This holiday was first celebrated in Talmudic times when the Babylonian custom of completing the reading of the Torah in one year was in style.

Simchat Torah is celebrated on the last night of the festival of Sukkot.

### Simchat Torah Vocabulary

<i>Hakafot</i>	The seven processions around the sanctuary
<i>Chatan Torah</i>	(Bridegroom of the Torah) The one who reads the last section of the Torah.
<i>Chatan Beresheet</i>	(Bridegroom of Genesis) The one who reads the beginning section of the Torah.
<i>Chazak chazak v'nitchazek</i>	(Be strong, be strong and have courage) This is said after the Torah has been completed.

## Cinquain A Poetry Form

A cinquain is an unrhymed poem consisting of five lines. Each line tells something about the title.

- First line:** One word topic (NOUN)
- Second line:** Two words describing the topic (ADJECTIVES)
- Third line:** Three action words (VERBS)
- Fourth line:** Two words that express feeling
- Fifth line:** Another word for the title

Example:

Pizza  
Spicy, hot  
Making, baking, eating  
Friendly, fun  
Party

## Chanukah...8 Nights of Giving

### 1. POINT of the lesson!

Students will choose different “ways to give” during Chanukah

### 2. PREPARATION!

Included in this lesson:

- Giving Dreidle template
- List of possibilities for giving

Teacher will:

- Make copies of the dreidle template for the students
- Provide scissors, pens and brads

### 3. PULL-IN!

- What are you going to get for Chanukah?
- Call on a few students to answer.
- Now, what are you going to GIVE for Chanukah?

### 4. PRESENT MATERIAL!

- List student ideas for giving on the board.
- Add other possibilities...

### 5. PARTICIPATE!

- Hand a Giving Dreidle page to each student. Provide scissors, pens and brads.
- Students write their 8 ways to give (one for each night) on the dreidle. They then cut out and attach the pointer with the brad.

### 6. PERSONAL CONNECTION!

Keep your Giving Dreidle next to your Chanukiah to remind you how you plan to give on each night of Chanukah.

## **Some Possibilities for Giving at Chanukah**

Learn all the Chanukah Blessings

Make Latkes for your family

Invite a neighbor to your home to play dreidle

Read a Chanukah story to your sibling

Set the table for dinner without being asked

Help a sister or brother with their homework

Put your own money in the Tzedakah Box

Call a Grandparent to wish him\her a Happy Chanukah

Make Chanukah placemats for your family

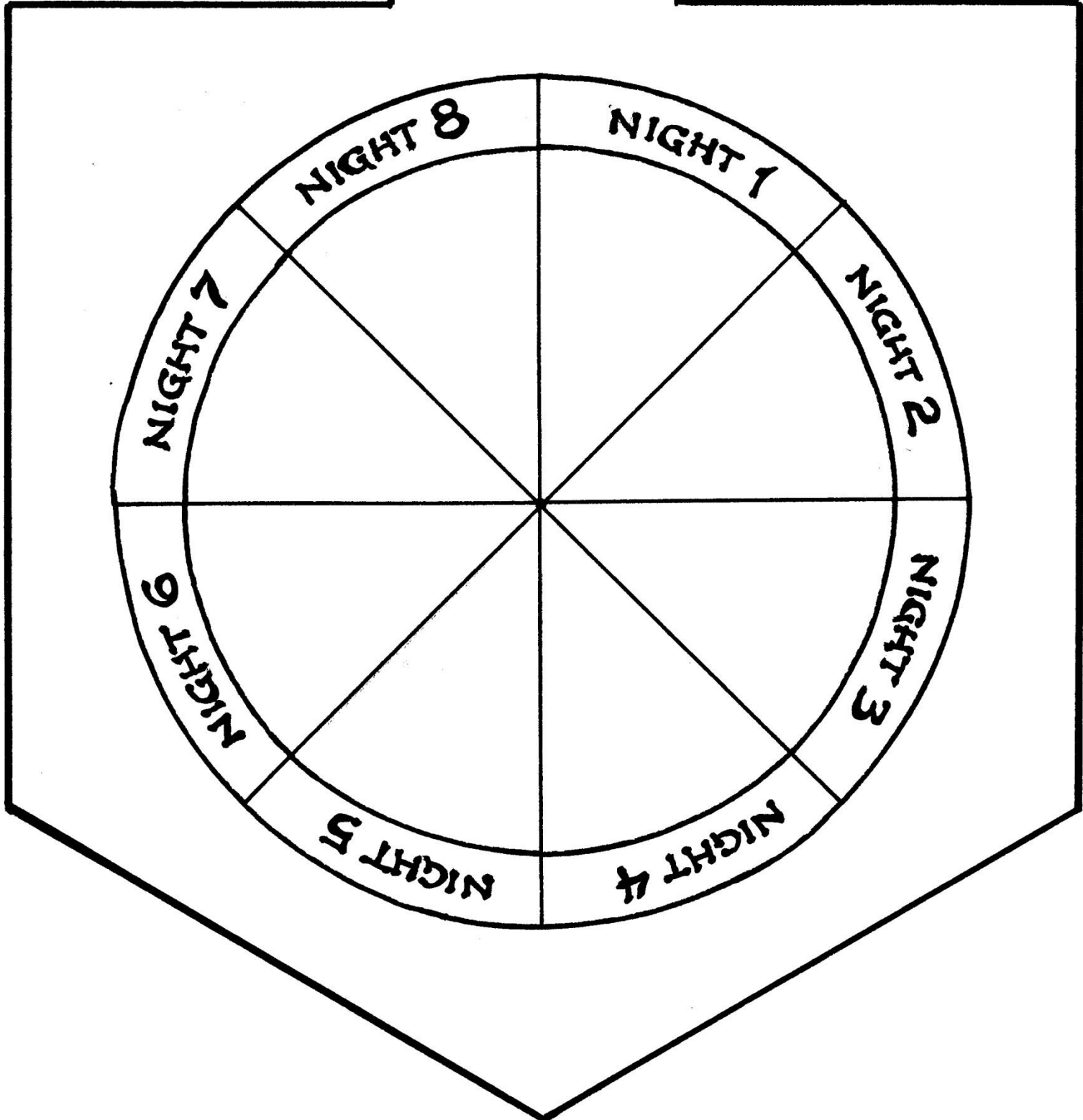
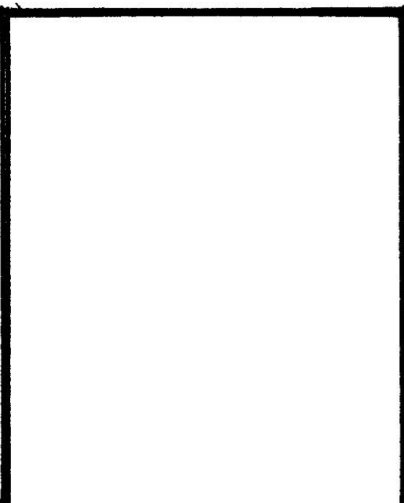
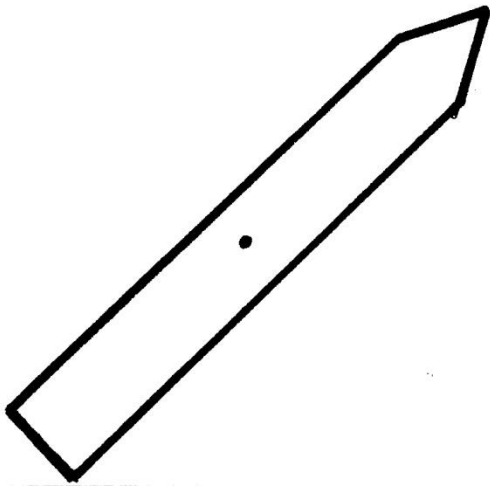
Deliver latkes to a neighbor

Collect food for the homeless

Write an appreciation card to someone in your family and/or to a teacher or friend

Wrap up a toy for a child in need

Visit a home for the elderly and help light their Chanukiah and sing the blessings



## Eight Lights of Chanukah...Eight Prayers of Light

### 1. POINT of the lesson!

Students will become familiar with eight concepts of light and write their own prayers for the nights of Chanukah

### 2. PREPARATION!

Included in this lesson:

- Eight Lights, Eight ideas page
- Chanukah information page

Teacher will:

- Make a copy of the Eight Lights page for each student
- Make a copy of the Chanukah Info page for each student

### 3. PULL-IN!

- Close your eyes. Try to keep the light out by covering your eyes with your hands. Slowly open your eyes without moving your hands away.
- Try to let one point of light in through moving your hands slightly. Focus on your small point of light.

### 4. PRESENT MATERIAL!

- Review the Chanukah info page
- Review the Eight Lights page

### 5. PARTICIPATE!

Write eight prayers of light.

### 6. PERSONAL CONNECTION!

Share a prayer.

## Chanukah

Chanukah occurs on the 25<sup>th</sup> day of Kislev. The holiday commemorates the victory of the Maccabees over the Syrian Hellenists in 165 BCE and the rededication of the Temple in Jerusalem. It is a celebration of religious and cultural liberation and political independence. The historical events are chronicled in the book of the Maccabees in the collection of writings known as the Apocrypha.

The story of Chanukah begins in the year 168 BCE when the Syrian tyrant, Antiochus Epiphanes sent his soldiers to Jerusalem and declared that Judaism be abolished. He outlawed the observance of Shabbat, the festivals and prohibited circumcision. Jews had the option of conversion or death. Alters and idols of Greek gods were erected throughout Judea. The holy Temple in Jerusalem was desecrated.

On the 25<sup>th</sup> day of Kislev the Temple was renamed for the Greek god Zeus. Pigs were sacrificed in the Temple and the Torah was spattered with the blood and then burned. Thousands of Jews chose to die rather than worship idols.

A resistance movement began to develop under the leadership of a priestly family known as the Hasmoneans. Mattathias, the head of the family, left Jerusalem with his 5 sons and moved to Modin, a small town north of the city. The Syrian soldiers entered Modin and commanded the people to offer sacrifices to Zeus. Mattathias and his sons refused. They killed the soldiers and fled to the hills.

This was a turning point in the struggle. The family became known as the Maccabees (Hammers) and were instant folk heroes. They conducted a campaign of guerilla warfare against the occupying Syrian forces. Mattathias' son, Judah became the chief strategist and military leader.

Antiochus sent a large army with instructions to kill every man, woman and child in Judea. Judah Macacabee and his fighters miraculously won two major battles and routed the Syrians from the land. The idols were torn down and the Temple in Jerusalem was re-dedicated.

In celebration, the people of Jerusalem decided to mark their deliverance with an annual eight-day celebration called the Feast of Lights, the Feast of Dedication...Chanukah.

Several centuries later (500 CE) the legend of the cruise of oil emerged as part of the Talmud. The legend tells that when the Maccabees entered the Temple and began to clean up, they wanted to re-light the Ner Tamid(Eternal Light). All that could be found was a single jar of oil, enough only for one day. Miraculously the oil lasted for eight days. The Rabbis of the Talmud attributed the eight days of Chanukah to the miracle of the little jar of oil.

## **Eight Lights of Chanukah.....Eight Prayers for Light**

First Night: "Let there be light!"

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Second Night: "The commandment is a lamp and the Law is a light"

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Third Night: "A light unto the nations"

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Fourth Night: " Enlighten us with your mitzvot"

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Fifth Night: "Blessed is God, Creator of light"

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Sixth Night: "Light is the symbol of the Divine..."

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Seventh Night: "The Lord is my light and my salvation"

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Eighth Night: "Light is sown for the righteous"

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## A Lesson for Chanukah “Stand up for what you believe!”

### 1. POINT of the lesson!

Students will discuss ways they can stand up for what they believe using the model of the Chanukah story.

### 2. PREPARATION!

Included in this lesson:

- Chanukah History page
- Song/poem

Teacher will:

- Make a copy of the history page and song\poem for each student

### 3. PULL-IN!

- Have you ever had to stand up for something or someone?
- Share experiences.

### 4. PRESENT MATERIAL!

Review the history page.

### 5. PARTICIPATE!

- Sing the song together or recite it as a poem.
- Discuss ways that we can stand up for what we believe in our lives today.

### 6. PERSONAL CONNECTION!

How are you like a Maccabee?

## Chanukah

Chanukah occurs on the 25<sup>th</sup> day of Kislev. The holiday commemorates the victory of the Maccabees over the Syrian Hellenists in 165 BCE and the rededication of the Temple in Jerusalem. It is a celebration of religious and cultural liberation and political independence. The historical events are chronicled in the book of the Maccabees in the collection of writings known as the Apocrypha.

The story of Chanukah begins in the year 168 BCE when the Syrian tyrant, Antiochus Epiphanes sent his soldiers to Jerusalem and declared that Judaism be abolished. He outlawed the observance of Shabbat, the festivals and prohibited circumcision. Jews had the option of conversion or death. Alters and idols of Greek gods were erected throughout Judea. The holy Temple in Jerusalem was desecrated.

On the 25<sup>th</sup> day of Kislev the Temple was renamed for the Greek god Zeus. Pigs were sacrificed in the Temple and the Torah was spattered with the blood and then burned. Thousands of Jews chose to die rather than worship idols.

A resistance movement began to develop under the leadership of a priestly family known as the Hasmoneans. Mattathias, the head of the family, left Jerusalem with his 5 sons and moved to Modin, a small town north of the city. The Syrian soldiers entered Modin and commanded the people to offer sacrifices to Zeus. Mattathias and his sons refused. They killed the soldiers and fled to the hills.

This was a turning point in the struggle. The family became known as the Maccabees (Hammers) and were instant folk heroes. They conducted a campaign of guerilla warfare against the occupying Syrian forces. Mattathias' son, Judah became the chief strategist and military leader.

Antiochus sent a large army with instructions to kill every man, woman and child in Judea. Judah Macacabee and his fighters miraculously won two major battles and routed the Syrians from the land. The idols were torn down and the Temple in Jerusalem was re-dedicated.

In celebration, the people of Jerusalem decided to mark their deliverance with an annual eight-day celebration called the Feast of Lights, the Feast of Dedication...Chanukah.

**Song (to the tune of Bridge on the River Kwai)  
or Recite as a Poem**

Stand up for what you believe  
Stand up for the right to be free  
Be proud  
Shout it out loud  
We are the modern day Maccabees!

## The Great Chanukah Debate

### 1. POINT of the lesson!

Students will learn about the famous debate between Hillel and Shamai about how to light the Chanukiah (Chanukah Menorah).

### 2. PREPARATION!

Included in this lesson:

- Chanukah info page
- Schematic representation page
- Debating points page
- Teacher guidelines to facilitate the debate

Teacher will:

- Make copies of the Chanukah info page for each student
- Make copies of the schematic page for each student
- Make copies of the debating points page for each student
- Provide pencils

### 3. PULL-IN!

What is a debate? What are some of the rules for a debate? Teacher may copy some of the rules on the board.

### 4. PRESENT MATERIAL!

- Teacher will review Chanukah info page with the students.
- Teacher will present the differing versions of Hillel and Shamai on how the Chanukiah should be lit using the schematic page.

### 5. PARTICIPATE!

- Divide the class into two teams. One represents Hillel and the other Shamai. Refer to the teacher guidelines to get them started.
- Hand out blank "Debating Points" page. Allow 20-25 minutes for teams to write down their debating points (ideas). Have a modified debate.

### 6. PERSONAL CONNECTION

What is your preference in lighting the Chanukiah, Shamai's or Hillel's method?

**The Great Chanukah Debate**  
Debating Points Page

HILLEL	SHAMAI
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

## **Teacher Guidelines for the Great Chanukah Debate**

Have students note the differences on the schematic page.

Have the students consider the basic points:

- Hillel added a candle each night.
- Shamai subtracted a candle each night.
- Hillel wanted the last night to be the most dramatic.
- Shamai wanted the first night to be the most dramatic.

Some Concepts to consider:

1. Diminishing light
  2. Ascending-Descending
  3. Creating light
  4. Positive-Negative
  5. Increase-Decrease
  6. Looking forward-Looking back
- Etc.

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Several centuries later (500 CE) the legend of the cruise of oil emerged as part of the Talmud. The legend tells that when the Maccabees entered the Temple and began to clean up, they wanted to re-light the Ner Tamid(Eternal Light). All that could be found was a single jar of oil, enough only for one day. Miraculously the oil lasted for eight days. The Rabbis of the Talmud attributed the eight days of Chanukah to the miracle of the little jar of oil.

The most important symbol of Chanukah is the Chanukah Menorah or Chanukiah. The Talmud tells us that there was a famous debate about how the Chanukiah should be lit.

Two great Jewish teachers, Hillel and Shamai had a dispute about the correct way to light the Chanukiah. Shamai believed that we should begin the Chanukah celebration by lighting eight candles on the first night and decreasing by one candle on the successive nights so that there would be only one candle on the last night. Hillel argued that we should begin with one candle adding one each night thereby continuously increasing the light and joy of the holiday. The majority agreed with Hillel!





## Tu B'Shvat "The Giving Tree"

1. **POINT of the lesson!**

Students will become familiar with the holiday of Tu B'shvat.

2. **PREPARATION!**

Included in this lesson:

- Tu B'shvat info page
- Tree outline
- Tree info page

Teacher will:

- Copy Tu B'shvat info page and tree outline for each student
- Provide pens and green crayons and markers

3. **PULL-IN!**

We are going to have a contest.

4. **PRESENT MATERIAL!**

Review Tu B'shvat info page.

5. **PARTICIPATION!**

- Hand out tree outline, pens, markers and crayons. Student will have 15 minutes to complete their trees with leaves. One leaf for each item that the tree provides. Students will draw a leaves on the tree. Inside each leaf they will print something that the tree gives us.
- The teacher may give some suggestions from the tree info page to get them started.
- The student with the most leaves on the tree in a given time is the winner.

6. **PERSONAL CONNECTION!**

- Share your "Giving Tree" with the class.
- Plant a tree in Israel as a class Tzedakah project.

## **Tu B'Shvat Information Page**

Tu B'shvat is called the New Year of the Trees. It occurs each year on the 15<sup>th</sup> day of the Hebrew month of Shvat. The Hebrew letters "Tu" are equivalent to the number 15. This holiday celebrates the beauty of trees and reminds us to be grateful for all that trees provide.

We thank God for our wonderful world of nature and promise to take responsibility for its preservation.

In 1901 the Jewish National Fund was established to purchase land in Palestine (now Israel) and to plant trees there. Today the JNF has planted over two million trees in Israel.

Many families commemorate Tu B'shvat by planting trees in Israel.

Trees can be planted in memory of a loved one or in celebration of a special event.

## Tree Information Page

A partial list of what trees give us:

Oxygen

Homes for animals and birds

Houses for people

Paper

Cardboard

Furniture

Apples

Oranges

Pears

Nuts

Peaches

Maple syrup

Violins

Guitars

Shade

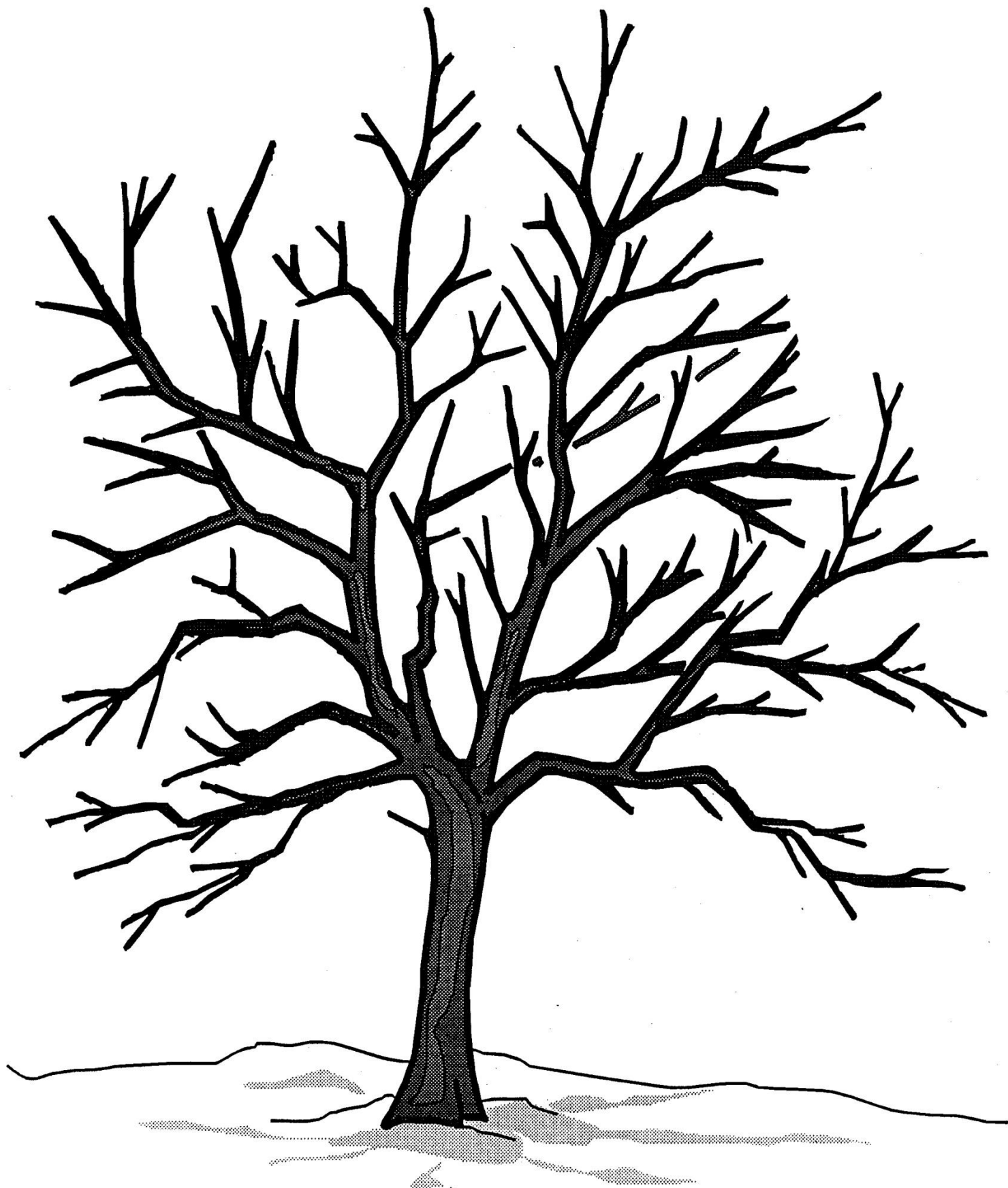
Fire wood

Medicine

Torah rollers

Beauty

Trees prevent soil erosion and nurture soil



*Tu B'shvat*

## A Purim Guessing Game “Who said it?”

### 1. POINT of the lesson!

Students will become familiar with the story of Purim.

### 2. PREPARATION!

Included in this lesson:

- Story of Purim
- “Quote bubbles”

Teacher will:

- Make a copy of the Story of Purim for each student
- Make 20 copies of the “quote bubbles” plus one extra copy for each student
- Provide pencils, markers and scissors

### 3. PULL-IN!

- Who said “I have a dream?” (Martin Luther King Jr.)
- Who said “If you will it, it is no dream?” (Theodore Herzl)
- We are going to play a quote game for Purim.

### 4. PRESENT MATERIAL!

Read the Purim story with the class.

### 5. PARTICIPATE!

- Divide the students in to two teams.
- Give each team 10 quote bubble pages to cut out.
- Teams will have 15 minutes to fill in the quote bubbles with possible quotes from the Purim story. Example: “I will not bow down to you!”
- Each team takes a turn giving a quote to the other team. A team gets 5 points for a correct answer. There is a 60 second time limit to guess.

### 6. PERSONAL CONNECTION!

Create your own bubble. Write your own quote about Purim as if you lived during that time.

## The Story of Purim

Our ancestors were exiled to Babylonia after the destruction of the First Temple (586 BCE). Soon after the Persians conquered Babylonia and the surrounding lands. The Jews were allowed to return to Judea but some chose to remain in Babylonia and Persia.

Many years later, Ahashuerus became King and ruled over 127 provinces. One day, King Ahasuerus decided that his wife, Queen Vashti, should come before his friends to show her celebrated beauty. This was quite unusual, as it was not traditional for a Queen to appear before strangers. When Vashti refused to appear, King Ahashuerus became very angry and banished her from the kingdom. He was afraid that other women would follow her example of disobeying their husbands.

The King held beauty contests throughout the land to determine who would become his new Queen. Esther, whose real name was Hadassah, was chosen. She had been raised by her cousin Mordechai. Following Mordechai's advice, she did not reveal her Jewish background.

Each day Mordechai walked by the palace to see how Esther was doing. One day he overheard two of the King's officers conspiring to assassinate Ahashuerus, Mordechai gave the information to Esther who then told the King. The officers were put to death. Mordechai's name was written in the Book of Chronicles of the Persian Kings.

A man named Haman was promoted to the position of Prime Minister. He commanded everyone to bow down to him. Day after day, Mordechai refused to bow. This made Haman very angry and he decided to take out his wrath upon the entire population of Jews. In order to determine the day for the execution of the entire Jewish community, "lots" (Purim) were cast. The thirteenth day of the month of Adar was chosen by this method.

Haman told the King that the Jews were traitors, although they were actually quite loyal. The King was persuaded to sign a decree giving Haman permission to kill all the Jews in the kingdom.

There was great mourning and sadness among the Jews of Persia. Mordechai went to his cousin Esther to tell her the terrible news. He advised her to go to the King and ask him for the deliverance of her people. Esther realized that she and her people were in extreme danger. She asked all the Jews to join her in a fast. She prepared herself to risk her life by asking for an audience with the King.

When Esther approached the throne the King was so taken by her beauty that he held out his golden scepter and allowed her to approach him. Ahashuerus happily accepted her invitation to a private party for him and Haman. Haman also accepted. The party was to be on the following day.

That night the King was unable to sleep. He called for his servants to read to him from the Book of Chronicles. He realized that nothing had been done to honor the man who had saved him from the attempted assassination.

The next day the King asked Haman what should be done to honor a great man. Haman thought that the King was referring to him! So Haman responded that the man should be dressed in the King's robes and be escorted throughout the city on a royal horse. He also suggested that it be proclaimed throughout the land that the King delights to honor this man.

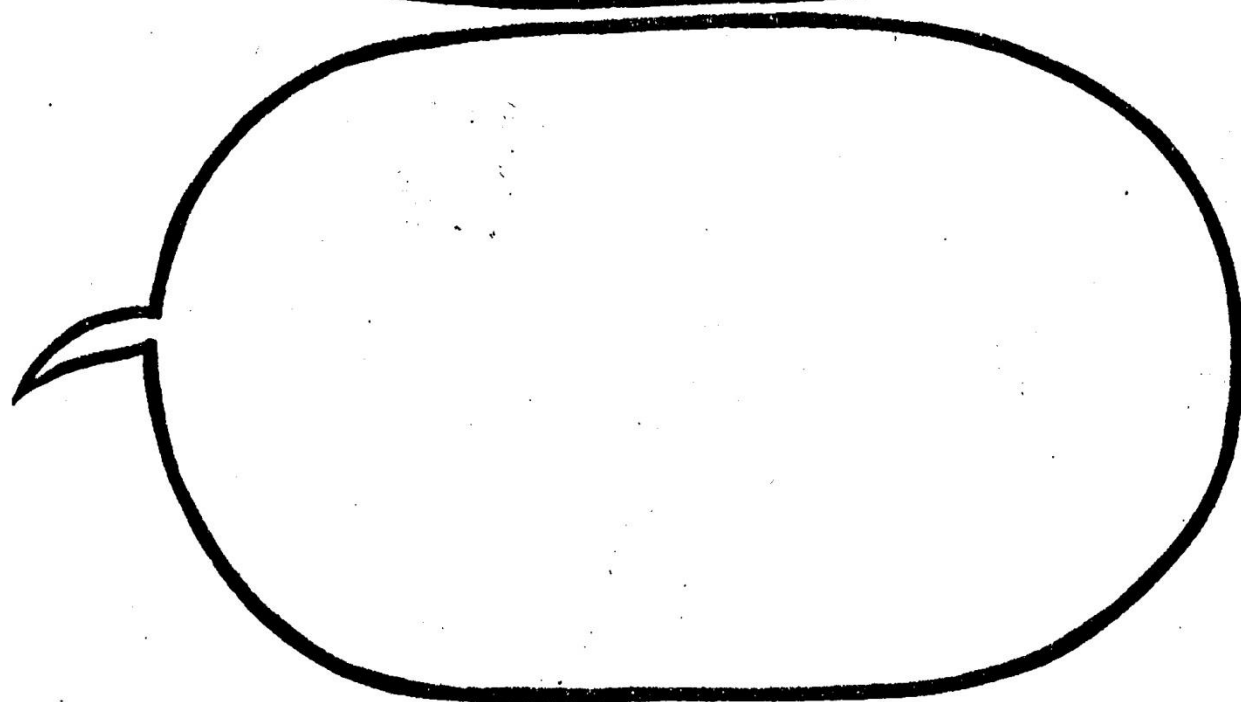
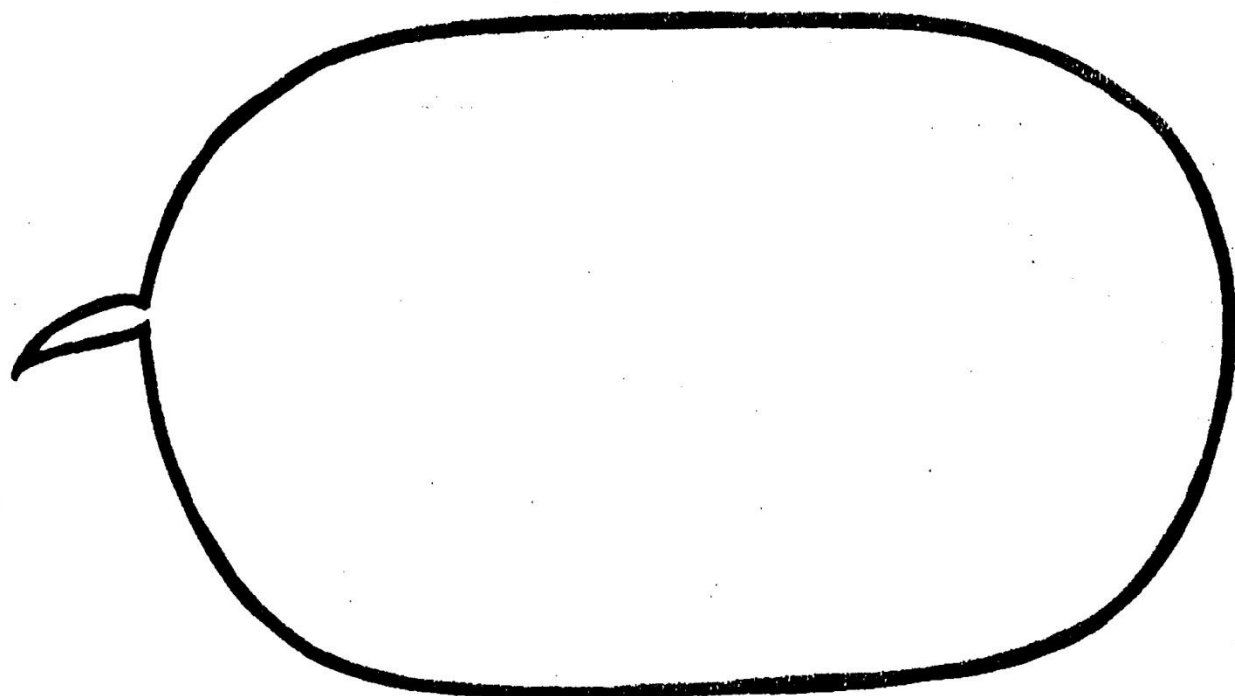
King Ahashuerus then instructed Haman to find Mordechai and to honor him in this manner. Haman was furious but he did as the King commanded. Meanwhile he prepared the gallows to hang Mordechai.

That evening the King and Haman came to Esther's banquet. On the second day of the party Ahashuerus asked Esther to tell him of her request, even to half the kingdom. Esther declared that she was Jewish and appealed to the king for the preservation of herself and her people. She revealed Haman's evil plan to kill all the Jews on the 13<sup>th</sup> day of Adar.

In a rage, the King ordered Haman to be hanged from the same gallows that he had prepared for Mordechai. The proclamation against the Jews was reversed.

There was light and gladness and joy and honor among the Jews of Shushan. Therefore the 14<sup>th</sup> day of Adar became a day of feasting to be remembered and kept throughout every generation.





## Hamantashen Values

### “Fortune Cookie Hamantashen”

#### 1. POINT of the lesson!

Review values from the story of Purim.

#### 2. PREPARATION!

Included in this lesson:

- Hamantashen cut out page
- Values page
- Story of Purim

Teacher will:

- Make copies of the Story of Purim for the students.
- Make copies of the Hamantashen page and values page in different colors for each student.
- Provide scissors, staplers and pens.

#### 3. PULL-IN!

Today we are going to make Hamantashen that we can't eat!

#### 4. PRESENT MATERIAL!

Review the story of Purim. Read with the class.

#### 5. PARTICIPATE!

- Hand out the Hamantashen page and the values page to the students.
- Students cut out, fold the hamantashen and staple the value strips inside.
- Discuss how these values are reflected in the story of Purim.

#### 6. PERSONAL CONNECTION!

- Which values do you share with Esther? Mordechai? Vashti?
- Teacher can make a “plate” of hamantashen on the bulletin board.

## Value Strips

1. Cut out the values that you think are important in the story of Purim...You may add your own ideas
2. Staple them inside your hamantashen so that they can be seen (like a fortune cookie)

COURAGE	INTEGRITY
INTELLIGENCE	LEADERSHIP
HONESTY	STRENGTH
LOYALTY	JEWISH IDENTITY
RIGHTEOUSNESS	LOVE

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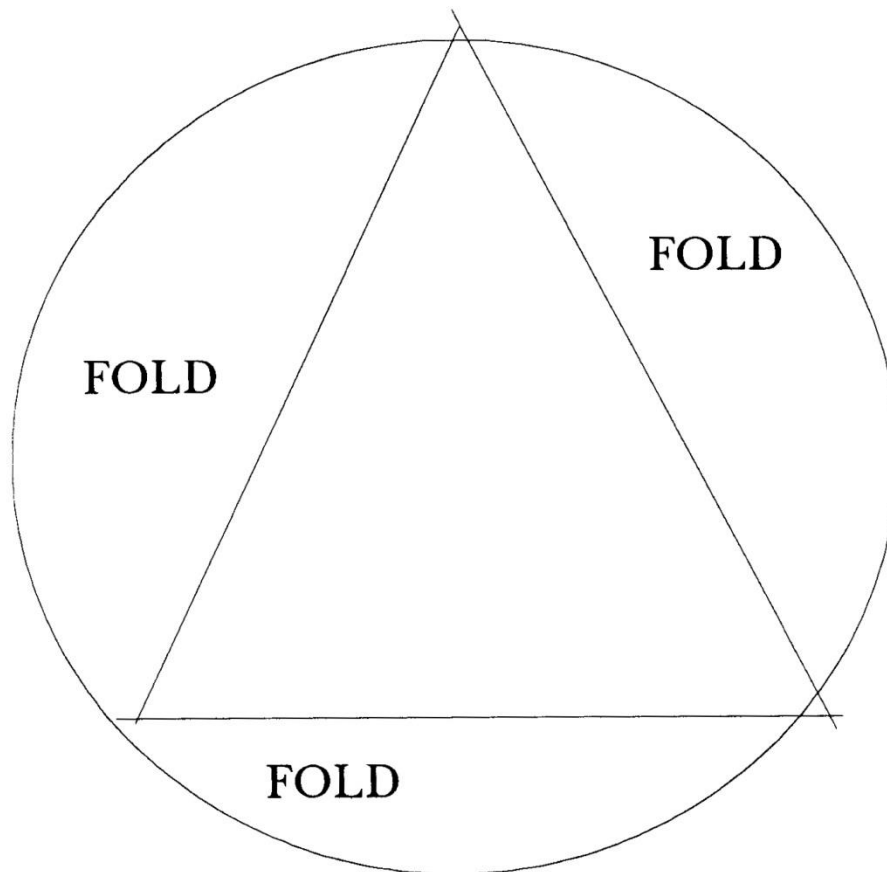
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# HAMANTASHEN CUT OUT



1. Cut out your hamantashen circle
2. Fold on the lines to form a triangle
3. Staple each corner to form your hamantashen
4. Choose the values that you think are important in the story of Purim. You may add your own ideas.
5. Cut them out and staple the value strips inside your hamantashen so that they can be seen.(Like a fortune cookie)

## Passover Pictionary

### 1. POINT of the lesson!

To review the Passover symbols and events.

### 2. PREPARATION!

Teacher will:

- Provide 10 squares of paper (8 1/2 x 11 cut into fourths) and pencils for each team
- Use a board or large poster pad and marker
- Provide a watch for timing

### 3. PULL-IN!

- Has anyone ever played the Pictionary game?
- Discuss how it is played.

### 4. PRESENT MATERIAL!

The Passover Seder is filled with many symbols to help us learn about this important holiday.

Let's see how many we can name!

- Wine                    4 questions      Washing hands
- Matzah                4 sons             Hillel sandwich
- Charoset            10 plagues      Maror
- Shankbone        Elijah's cup      Candles
- Parsley              Salt water        etc.

### 5. PARTICIPATE!

Play the Passover Pictionary game (see game instructions).

### 6. PERSONAL CONNECTION!

What is your favorite Passover symbol? Why?

## **How to Play Passover Pictionary**

Choose one person to be the “timer.”

Choose one person to keep score of the times

Divide the students into 2 teams.

Have each team quietly think of 10 Passover symbols

Write each one on a square of paper and fold it in half

Place the 20 pieces of folded paper in a bowl

One person from the first team picks a paper

The timer says “Begin!”

The person draws the symbol on the board while his/her team members try to guess what it is

The team has one minute to guess.

After the minute is up...the other team sends someone to pick a paper and the game continues.

The object of the game is to have as few seconds as possible on your score.

Have the teams take turns drawing the symbols on the board.



## Color by Number!

### 1. POINT of the lesson!

To become familiar with the significance of the number seven in Judaism.

### 2. PREPARATION!

Included in this lesson:

- Fact sheet
- Color by number page
- Teacher guide

Teacher will:

- Make copies of the color by number page and the fact sheet for each student.
- Provide the following colors in crayons or markers for each student: red, blue, yellow, green, purple, orange, and brown.

### 3. PULL-IN!

What is your favorite lucky number? Why?

### 4. PRESENT MATERIAL!

- The number seven is a very important number in Judaism.
- Let's find out why!
- Hand out fact sheet and read together.

### 5. PARTICIPATE!

- Hand out the color by number page and the crayons or markers.
- Explain that the students have a few minutes to review the fact sheet.
- Have the students turn the fact sheet face down.
- The teacher then asks the first question from the teacher's guide.
- When someone answers question #1 correctly, everyone may fill in the number 1 areas on the color by number page with red.
- Continue in this manner until the color by number page is complete.
- After each question is answered, the teacher may ask "How many of you knew the answer? Good for you!"

### 6. PERSONAL CONNECTION!

Teach your family a number seven fact!

# **The Significance of the Number Seven in Judaism**

## **Fact Sheet**

The number seven is very important in our religion. In fact the number seven is mentioned in our bible over 500 times! The following are some facts about this number.

The 7<sup>TH</sup> day of the week is SHABBAT

7 in Hebrew is SHEVA

The Hebrew word for week is SHAVUAH

The name of the FESTIVAL OF SHAVUOT (one of the three pilgrimage festivals) is the plural of the Hebrew word for week "shavuah" which comes from the word for the number 7 "sheva."

The oldest symbol in Judaism is the 7 branch MENORAH mentioned in the Torah.

In Israel the biblical holidays of SUKKOT AND PESACH are celebrated for 7 days. Outside of Israel they are celebrated for 8 days.

There are 7 weeks between Pesach and Shavuot

The Torah tells us in Leviticus 25:1-55 tells us that every 7<sup>th</sup> year is a sabbatical for the land.

On the 7<sup>th</sup> year the lands should not be cultivated.

The Jubilee Year is the 50th year after counting 7 weeks of years or 49 years.

## Teacher Guide to Color By Number

1. What do we call the 7<sup>th</sup> day of the week?

Answer: **Shabbat**

If you knew the answer, color in the spaces marked "1" with RED

2. Which holiday's name is based on the number 7?

Answer: **Shavuot**

If you knew that, color in the spaces marked "2" with YELLOW

3. How do you say 7 in Hebrew?

Answer: **Sheva**

If you knew the answer, color in the spaces marked "3" with PURPLE

4. What is the Hebrew word for week?

Answer: **Shavuah**

If you knew the answer, color in the spaces marked "4" with GREEN

5. Fill in the blank: The Torah tells us to let our fields rest every \_\_\_\_\_ years.

Answer: **7**

If you knew the answer, color in the spaces marked "5" with BLUE

6. How many weeks are between Pesach and Shavuot?

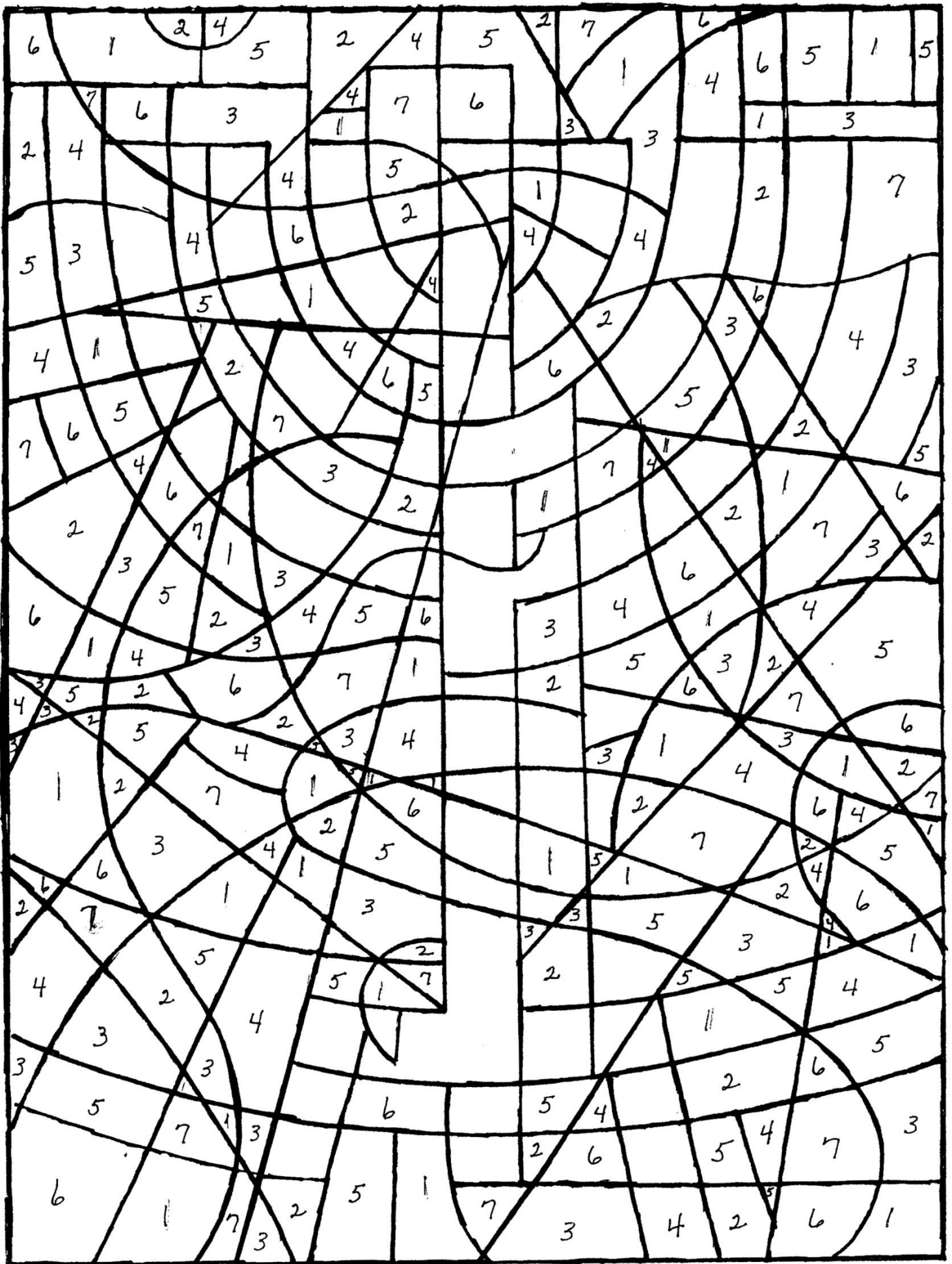
Answer: **7**

If you knew the answer, color in the spaces marked "6" with ORANGE

7. What is the oldest symbol in Judaism?

Answer: **The 7 branch Menorah**

If you knew the answer, color in the spaces marked "7" with BROWN



## Shabbat Shalom in 3-D

### 1. POINT of the lesson!

Students will review the Shabbat Blessings.

### 2. PREPARATION!

Included in this lesson:

- Shabbat Blessing page
- 3-D Shabbat Scene pages

Teacher will:

- Copy Shabbat Blessing page for each student
- Copy the 3-D Shabbat scene pages on cardstock for each student
- Provide scissors, crayons and markers
- Provide a set of candlesticks and candles, a wine cup, challah and challah cover (You can use pictures instead)

### 3. PULL-IN!

- How do we celebrate Shabbat at home?
- What items do we need?

### 4. PRESENT MATERIAL!

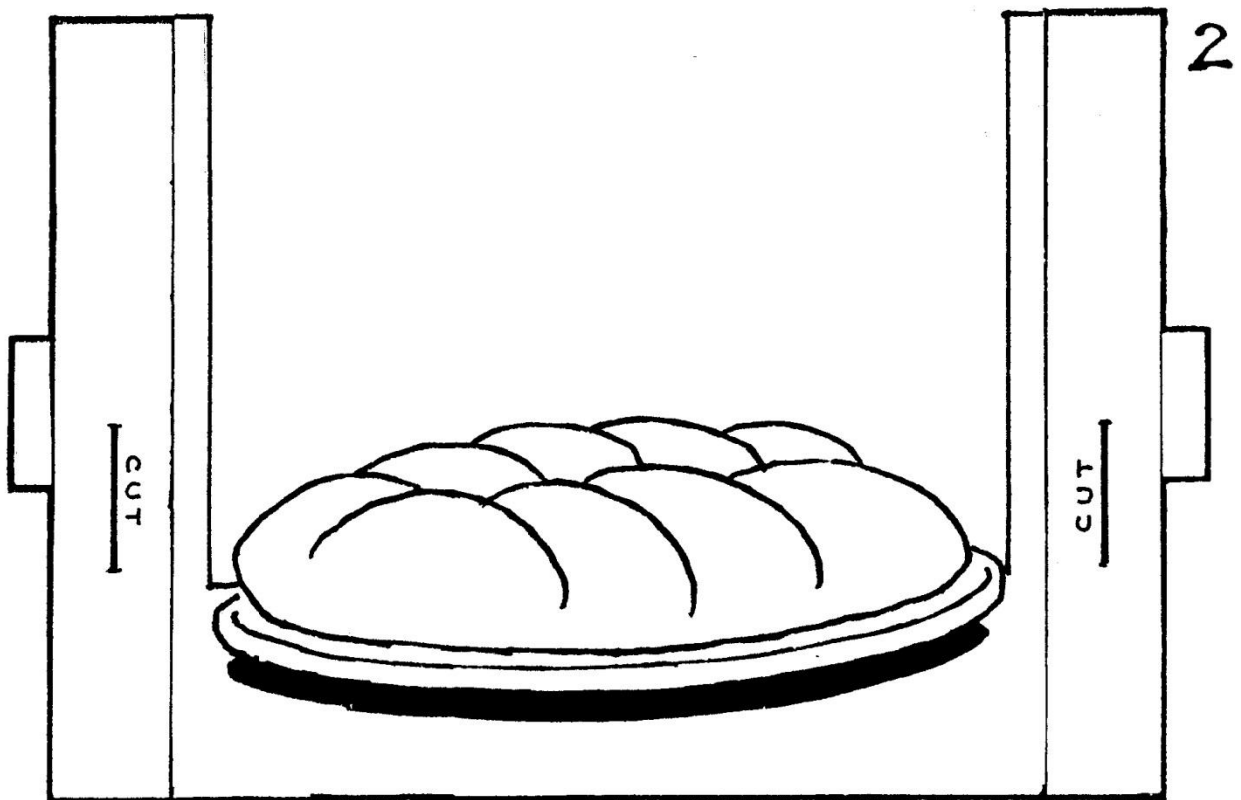
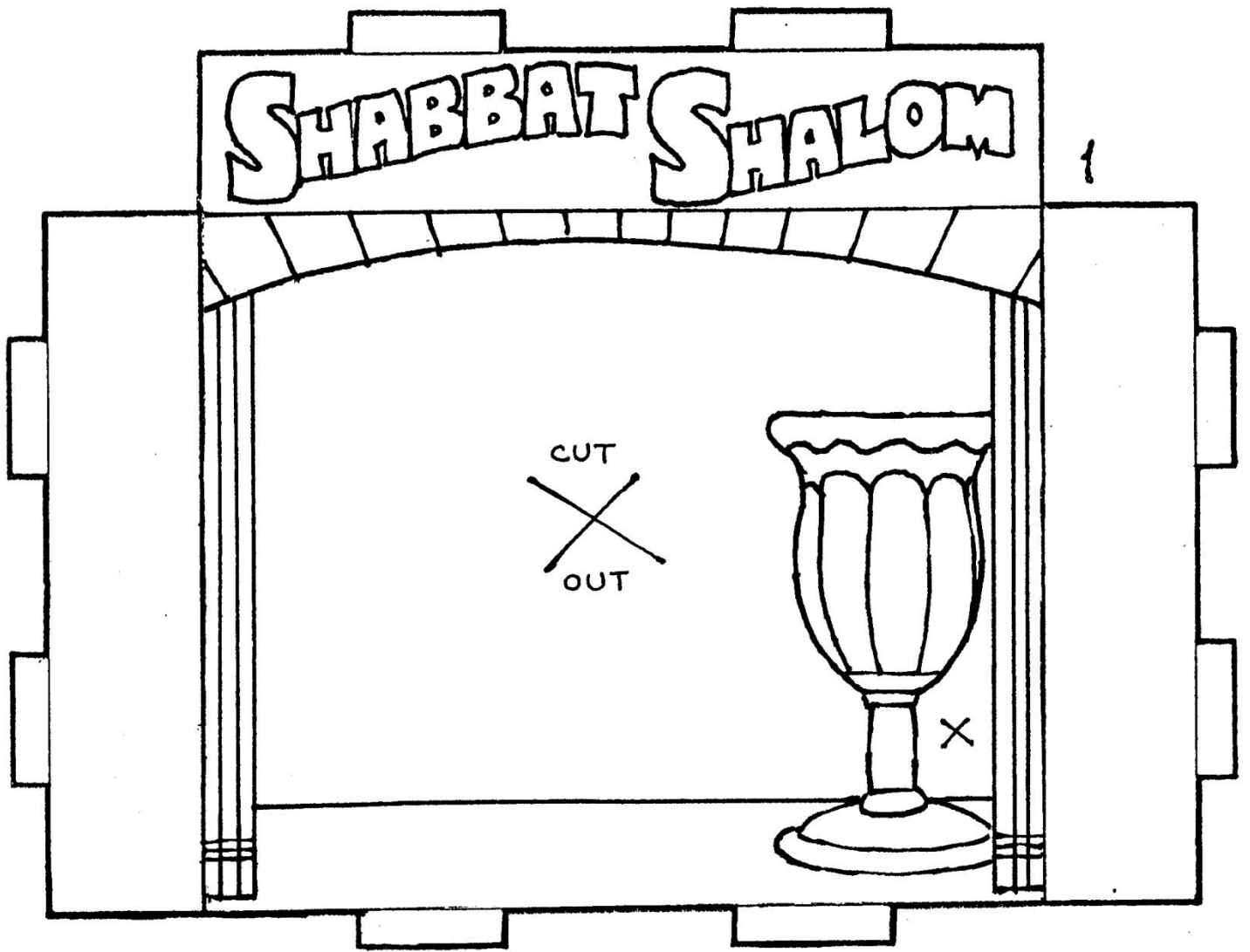
Review the blessings with the students.

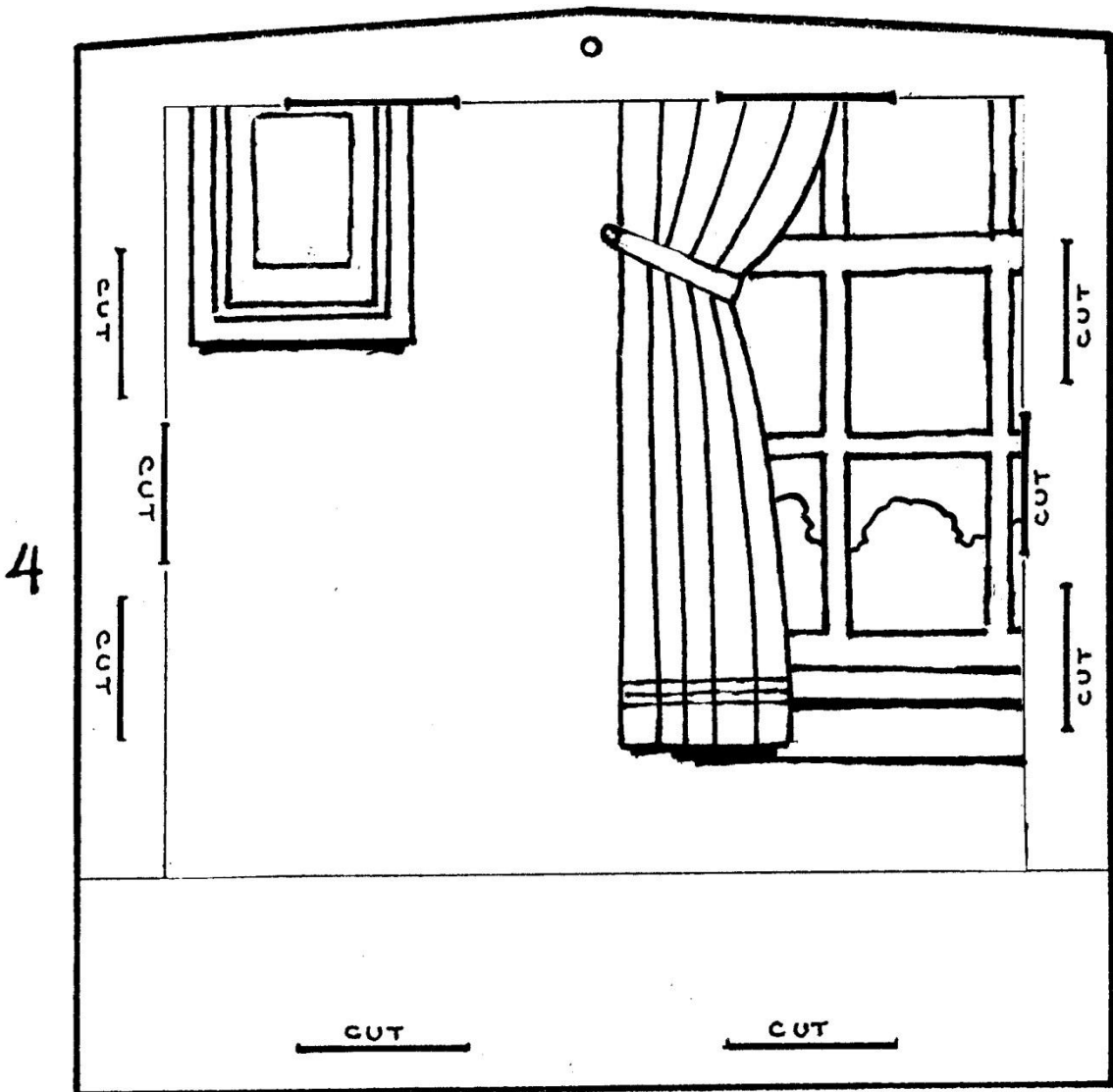
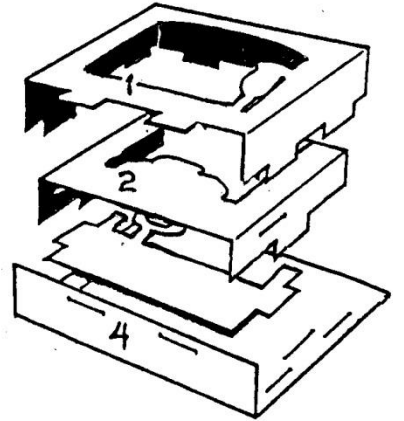
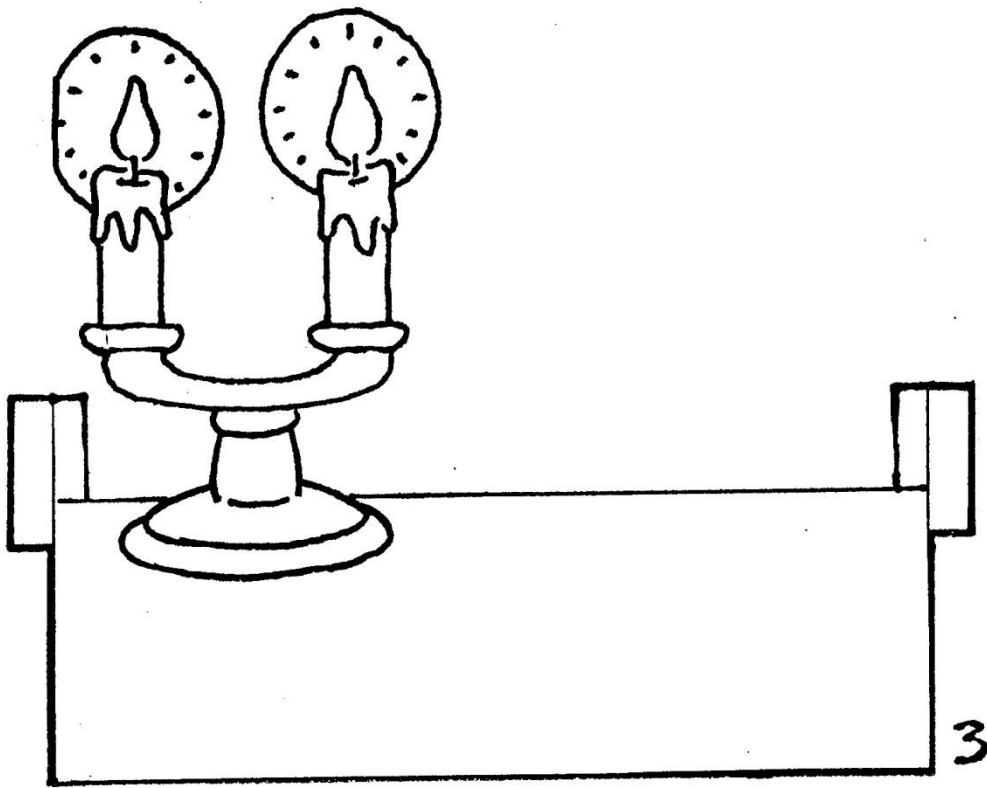
### 5. PARTICIPATE!

- Set up 3 stations around the room. 1. Candles, 2. Wine, 3. Challah.
- Divide the students into three teams. Place a team at each station.
- Each team has 5 minutes to review the blessing at that station. Then each team will recite the blessing together and then you will have them rotate to the next station.
- When every team has completed the rotation, pass out the templates for the 3-D Shabbat Box, scissors, crayons and markers. The students then cut out and decorate his/her Shabbat Box.

### 6. PERSONAL CONNECTION!

Take your Shabbat Box home to decorate your Shabbat Table.







# SHABBAT BLESSINGS

## CANDLES

BARUCH ATA ADONAI ELOHEINU MELECH HAOLAM  
ASHER KIDSHANU B'MITZVOTAV V'TZIVANU  
L'HADLIK NER SHEL SHABBAT

## WINE

BARUCH ATA ADONAI ELOHEINU MELECH HAOLAM  
BOREI PRE HAGAFEN

## CHALLAH

BARUCH ATA ADONAI ELOHEINU MELECH HAOLAM  
HAMOTZI LECHEM MIN HAHARETZ



SHABBAT SHALOM





## “Holiday ID”

### 1. POINT of the lesson!

Students will review holidays.

### 2. PREPARATION!

Included in this lesson:

- Holidays scatter page
- Teacher key
- Holiday Headlines page

Teacher will:

- Make a copy of the Holidays scatter page for each student
- Make a copy of the Holidays Headlines page for each student
- Provide scissors and glue sticks

### 3. PULL-IN!

- Word association is a fun way to remember things that you have learned. For example: If I say “Thanksgiving” you might say “turkey.”
- Have the students give other examples of word association.
- Today we are going to review our Jewish Holidays in a similar way.

### 4. PRESENT MATERIAL!

- Read over the holiday scatter page together to review the vocabulary.
- Help the students identify symbols and rituals.

### 5. PARTICIPATE!

- Hand out the Holiday Headlines page, scissors and glue sticks. Students will cut out the strips and glue them under the corresponding holiday headline. There are 5 terms per holiday.
- Review the answers together.

### 6. PERSONAL CONNECTION!

Review the Holiday Headlines with your family. Plan to celebrate the holidays.

## Teacher Key

<p><b>ROSH HASHANAH</b> Head of the year Creation of the world First day of Tishrei Apples and honey Shofar</p>	<p><b>YOM KIPPUR</b> Day of Atonement Al Chet 10<sup>th</sup> day of Tishrei Fasting The Book of Life is Sealed</p>	<p><b>Sukkot</b> Festival of Booths Fall harvest Lulav and Etrog Four species Sleep under the stars</p>
<p><b>SIMCHAT TORAH</b> Beresheet Hakafot Celebration of Torah Chatan Beresheet 5 Books of Moses</p>	<p><b>CHANUKAH</b> Festival of Lights Rededication Maccabees 25<sup>th</sup> of Kislev Dreidle</p>	<p><b>TU B'SHVAT</b> Jewish National Fund Plant Trees in Israel Jewish Arbor Day 15<sup>th</sup> of Shvat Holiday of the Trees</p>
<p><b>PURIM</b> Lots Be happy! It's Adar! Megillah Gragers Shalach Manot</p>	<p><b>PESACH</b> 10 plagues Exodus Matzah Freedom from slavery Seder</p>	<p><b>SHAVUOT</b> 10 Commandments Story of Ruth First Fruits Confirmation Sinai</p>

## Holidays Scatter Page

FREEDOM FROM SLAVERY	SHALACH MANOT	FESTIVAL OF LIGHTS
FESTIVAL OF BOOTHS	FIRST DAY OF TISHREI	DAY OF ATONEMENT
FIVE BOOKS OF MOSES	HOLIDAY OF THE TREES	10 PLAGUES
STORY OF RUTH	CREATION FO THE WORLD	FALL HARVEST
MACCABEES	LOTS	FASTING
JEWISH NATIONAL FUND	SEDER	SINAI
EXODUS	FOUR SPECIES	HEAD OF THE YEAR
CONFIRMATION	BERESHEET	15 <sup>TH</sup> DAY OF SHEVAT
FIRST FRUITS	SHOFAR	GRAGGERS
25 <sup>TH</sup> OF KISLEV	CELEBRATION OF TORAH	LULAV AND ETROG
MEGILLAH	PLANT TREES IN ISRAEL	APPLES AND HONEY
REDEDICATION	10 <sup>TH</sup> DAY OF TISHREI	THE BOOK OF LIFE IS SEALED
HAKAFOT	AL CHET	SLEEP UNDER THE STARS
DREIDLE	BE HAPPY IT'S ADAR!	MATZAH
JEWISH ARBOR DAY	CHATAN BERESHEET	10 COMMANDMENTS

## Holiday Headlines

<b>ROSH HASHANAH</b>	<b>YOM KIPPUR</b>	<b>SUKKOT</b>
<b>SIMCHAT TORAH</b>	<b>CHANUKAH</b>	<b>TU B'SHVAT</b>
<b>PURIM</b>	<b>PESACH</b>	<b>SHAVUOT</b>