Penina Weber Kislev 5772

CHANUKAH

10 30-minute classes; 25 students

Pre-Assessment

1. Human time-line- see if they can order it on their own
2. “Who Am I?” skits of characters

Big Ideas

-The story of the Chanukah miracles is an important historical period

-Chanukah is not just a historical event, but contains eternal messages for Am Yisrael

-Centrality of Torah She’B’Al Peh

-Kedushat HaChol

-Light of Torah = light for the world; our job to be ohr lagoyim

Unit Goals

 Knowledge Goals: TLW…

 Understand the Chanukah story in historical context of Bayit Sheni; Yivani Hellenism and Mityavnim

 Know the Hebrew dates of Chanukah

 Know the major characters, story, and 2 miracles – war victory and oil lasting 7 days

 Know the major halachot of hadlakat neirot and tefillot of Chanukah

Know the major minhagim and reasons for them

 Deep Understanding Goals: TLW…

 Difference between Menorah in Mishkan and BHM”K and our chanukiyah

Spiritual threat to Torah u’Mitzvot => existential threat to Am Yisrael 🡪 strengthen Torah u’Mitzvot

 Skills Goals: TLW…

 Know the proper way to light chanukiyah

 Be able to articulate the brachot for chanukiyah, and al hanissim

Affective Goals: TLW…

 Feel a connection with the chanukiyah as a symbol of Torah and Jewish survival

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| Class #**1** | GoalsUnderstand the Chanukah story in historical context of Bayit Sheni | AssessmentsPRE | ActivitiesHuman time-line- 25 events; they put in-order- in groups of 5 |
| **2** | Know the major characters and events in the story  | PRE |  SmartBoard game  |
|  | Know the Hebrew dates of Chanukah | PRE/Formative | Ask them to find a clue in the name ((חנו ב-כ"ה |
| **3** | Know the major characters, story, and 2 miracles – war victory and oil lasting 7 days | FormativeQuestions in choveret | Take turns reading, highlight/translate key words |
| **4** | Difference btwn Menorah and our chanukiyah; halachot of kosher  | Identify diff pics as Mishkan/BHMK or Chanukah; kosher or not | Chart on last page of choveret, in pairs |
| **5** | Be able to articulate and understand the brachot for chanukiyah Ask THEM: how would YOU describe the mitzvah? Rmbm: “Mitzvah Chaviva”  | FormativeSay all together and to partnersAffective:What does the Chanukiyah mean to you?-In pages for take-home booklets | Hook: Which mitzvot do we do that we say a bracha beforehand?-“Asher kidishanu b’mitzvotav…””Listen to recording of reciting brachot; <http://www.aish1.com/mp3/chanukahsongs/brochos.mp3>Explain ברכת המצוות and לעשייתן עברStory of Bluzhever Rebbe in camp with potato/ shoelace  |
| **6** | Know the major halachot of hadlakat neirot-pics of examples of the conditions-Explain D’Rabbanan; NEED b’al peh | Performance | Mishna Shabbos: Hillel and Shammai- learn Mishna; Each designs paper describing: day of Chanukah, and either of the Tannaim, and depicting the correct # of candles, accordingly, with words of the Mishna as caption.  |
| **7** | Be able to articulate and understand Al HaNissim and BiYemei Matisyahu | FormativeRecite to partners | Fill in Blanks and answer Q’s about content for bookmarks for siddurim and for take-home booklet |
| **8** | HaNeiros Hallalu and Maoz Tzur | Formative-Write main ideas of the songs | Listen to recording while following reading<http://www.aish.com/h/c/mm/48971861.html#song2> |
| **9** | Know the major minhagim and reasons for them- dreidel, latkes/sufganiyot; gelt | Summative | How-to Guide in take-home booklet |
| **10** | Threat to Torah u’Mitzvot = threat to Am Yisrael 🡪 strengthen Torah; learn during neirot | Performance-Everyone writes 1Big Idea/Deep Understanding that they liked | Compile class booklet of Divrei Torah to read while candles burning* “Orot Chanukah”

sign-off-list if read🡪 get present |