**Learning Plan Title:** (Ginsburg ECC) Hiddur Mitzvah of Challah Cover **Age/Grade:** 2s

**STANDARD: *Jewish Identity and Practice***

Students will develop a rich and nuanced understanding of themselves as Jews and shape their commitments to Jewish practice through a deep engagement with rabbinic teachings and texts.

**BENCHMARKS:**

* **JIP.11a** Connects ritual objects and actions to a particular ritual practice.
* **JIP.14a** Participates in component parts of daily, weekly and yearly ritual practices.
* **JIP.21a** Makes a personal connection to particular communal ritual or interpersonal practice.
* **JIP.25a** Demonstrates an awareness of the variety of practices that are present in Jewish tradition.

**TEXTS: *Hiddur Mitzvah***

* Shabbat 133b
* Shabbat 21b
* Bava Kama 9a-b
* Bemidbar Rabbah 15:17

**TEXTS: Covering the *Challah***

* Berakhot 41a + Abudraham
* Yoma 75b + Tosafot, Pesachim 100b
* Pesachim 100b + Tosafot, ibid. + Tur, Orach Chaim 271:1

**BIG IDEAS:**

* Jewish practice can look different for different people.
* A person has to act to make something beautiful.
* Meaning comes from doing.

**ESSENTIAL QUESTIONS:**

* What makes something beautiful?
* How do beautiful objects enhance our practice?
* How do we beautify a mitzvah?
* What makes a ritual action beautiful?

**UNWRAPPING**

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| **STANDARD: JIP -** Students will develop a rich and nuanced understanding of themselves as Jews and shape their commitments to Jewish practice through a deep engagement with rabbinic teachings and texts.  **BENCHMARK: JIP.11a -** Connects ritual objects and actions to a particular ritual practice. | | | |
| **Students will know:** | **Students will be able to do:** | **Content: *Hiddur Mitzvah*** | **Content: Covering the *Challah*** |
| Ritual objects are connected to ritual practice | Names different ritual objects  Names ritual practice. | **Shabbat 133b**: “This is **my** God, and **I** will glorify God.” Hiddur mitzvah is the act of beautifying objects & actions. | **Pesahim 100b** - One spreads a cloth over the food |
| Specific ritual objects are connected to specific ritual practices | Selects the appropriate ritual object when practicing a particular ritual  Uses ritual object authentically  Demonstrates confidence in ability to perform a ritual practice  Takes pride in performing a ritual practice | **Shabbat 133b**: “This is **my** God, and **I** will glorify God.” | We use challah covers on Shabbat and holidays. |
| **Questions:** | | **Potential Learning Activities:**   * Children will set up/participate in ritual practice during explorations and play * We select challah covers that are beautiful for practice | |

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| **STANDARD:** **JIP -** Students will develop a rich and nuanced understanding of themselves as Jews and shape their commitments to Jewish practice through a deep engagement with rabbinic teachings and texts.  **BENCHMARK: JIP.14a** Participates in component parts of daily, weekly and yearly ritual practices. | | | | | | | | | | | |
| **Students will know:** | **Students will be able to do:** | | | | | **Content: *Hiddur Mitzvah*** | | | **Content: Covering the *Challah*** | | |
| Ritual practices | Participates in ritual practices:   * Sing * Lead * Hold/use a ritual object   Exhibits a positive, personal connection to ritual practices  Demonstrates confidence in their ability to participate in ritual practices  Shows a sense of excitement, purpose, pride and accomplishment | | | | | **Shabbat 133b**: “This is **my** God, and **I** will glorify God.”  **Bava Kamma 9a-b**: “for the embellishment of a mitzvah, one should spend up to one third more.”  **Bemidbar Rabbah 15:17** “*Ve’hadartah*.” | | | Ownership excitement and pride of challah covers they select and create.  **Tosafot 100b:** It is our custom to cover the challah | | |
| Component parts (of ritual practices:   1. ritual objects | Names/identifies ritual objects  Utilizes ritual objects authentically (during practice and play)  Creates ritual objects | | | | | **Shabbat 133b** - Making your own beautiful objects is part of *hiddur mitzvah*. | | | **Yoma 75b & Tosafot 100b**: Cover the Challah to remember the dew that was above and below the mannah in the desert.  **Brakhot 41a & Abudraham, Shabbat Prayers:**  We cover the challah because really the motzi blessing should be recited before kiddush | | |
| 1. ritual practices    1. steps of ritual practices | Demonstrates actions in sequence  Articulates the steps of a ritual practice during play | | | | | **Shabbat 133b**: “This is **my** God, and **I** will glorify God.” | | | **Tur - Orach Chaim 271:1** The order and sequencing of Shabbat meal (Kiddush before motzi) | | |
| **Questions:** | | | | | | **Potential Learning Activities:**   * Authentic displays of ritual objects | | | | | |
| **STANDARD:** **JIP -** Students will develop a rich and nuanced understanding of themselves as Jews and shape their commitments to Jewish practice through a deep engagement with rabbinic teachings and texts.  **BENCHMARK: JIP.21a** Makes a personal connection to a particular communal ritual or interpersonal practice. | | | | | | | | | |
| **Students will know:** | | | **Students will be able to do:** | | **Content: *Hiddur Mitzvah*** | | | **Content: Covering the *Challah*** | |
| Personal Connection | | | Shares personal connections to communal practices  Feels a personal connection to a communal practice  Demonstrates pride when engaging in ritual | | **Shabbat 133b**: “Beautify **yourself**.”  **Bemidbar Rabbah 15:17:** Personal actions embellish practice | | |  | |
| Communal Practices | | | Participates in Jewish communal practices  Incorporates communal practices during play  Participates in classroom Jewish practices  Feels the importance of participating in Jewish practice | | **Shabbat 133b:** Everyone should make before God a beautiful...  **Shabbat 133b**: “Moses and the Israelites” - the song emerges from shared experience and creates a communal ritual.  **Shabbat 21b:** Individual participation in/connection to a ritual is a characteristic of embellishing (e.g. one candle per person is more *hiddur* than one candle per household). | | | **Tosafot Pesachim 100b:** Covering the Challah is part of communal honoring of Shabbat. | |
| **Questions:** | | | | | **Potential Learning Activities:**   * The children will participate in all aspects of Kabbalat Shabbat that includes beautiful authentic ritual objects and especially the challah cover. * Children can use challah covers in play and for ritual observance. | | | | |
| **STANDARD:** **JIP -** Students will develop a rich and nuanced understanding of themselves as Jews and shape their commitments to Jewish practice through a deep engagement with rabbinic teachings and texts.  **BENCHMARKS: JIP.25a** Demonstrates an awareness of the variety of practices that are present in Jewish tradition. | | | | | | | | | | |
| **Students will know:** | | **Students will be able to do:** | | **Content: *Hiddur Mitzvah*** | | | **Content: Covering the *Challah*** | | | |
| Each holiday, event or *mitzvah* has its own practices | | Matches particular objects to the correct holiday or practice.  Names the practices connected to particular mitzvot and holidays | | **Shabbat 133b:** list of ritual objects; each for a different holiday. | | |  | | | |
| Variety of practices | | Notices difference in practice  Compares personal practices to the practices of others  Respects different traditions connected to Jewish practice | | **Shabbat 21b:** Hillel and Shammai have different legitimate practices.  **Bava Kamma 9a-b**: Some spend 100%, some 133%, some 150%  **Bava Kamma 91a-b**: “the dilemma is unresolved,” leaving multiple valid options. | | | Challah Cover Explanations:  **Abudraham:**  Because of unusual order of kiddush before motzi  **Tosafot & Pesachim 100b:** Remembrance of manna  **Tur Orach Chaim 271:1:** To honor Shabbat | | | |
| **Questions:** | | | | **Potential Learning Activities:** | | | | | | |

**LEARNING ACTIVITIES:**

**Provocations:**

* Authentic ritual objects such as kiddush cups, candlesticks, hannukiyot.
* Images of beautiful ritual objects.
* Display a variety of challah plates and covers.
* Add additional ritual objects in the Home Living Area for the children to explore in their play.
* Provide ritual objects that are made up of a variety of materials such as wood, metal, and fabric.

**Explorations:**

* Each child will answer the question, “What is something that you think is beautiful?”
* Each child will define what makes something beautiful.
* Children will bring in challah covers from home for show and tell and identify the details/embellishments on their challah covers they believe are beautiful.
* Children will have multiple opportunities to work with watercolor paint and pipettes in preparation to create their own challah covers.
* Children will use their decorated challah covers during weekly Shabbat celebrations at school, practicing to cover and uncover their challah.

**Assessment:**

*Developing Schema: What schema are we working to establish in children?*

* Children will identify beauty in the world around them.
* Children will be able to articulate what makes an object or behavior beautiful.
* Children will incorporate elements of beauty into their artistic expressions.
* Children will apply new vocabulary when describing their artwork.
* Children will know the elements of the challah ritual - the plate, cover, and blessing
* Children will use challah covers appropriately.
* Children will participate in communal ritual of reciting hamotzi over challah - noticing if everyone is present and has what they need. (We will know this is happening by hearing questions like: “Is everyone at the table?” “Does everyone have what they need?” observing eye contact, facial expressions and pointing.)
* Explains that we cover the challah because it is special.
* Select challah covers that they describe as beautiful.
* Children will create their own beautiful challah covers from selected beautiful materials.
* Children will use their challah covers during communal Shabbat celebrations.
* Children will feel pride when using their challah covers on Shabbat.

**INSTRUCTIONAL PLAN**

**BIG IDEAS:** Jewish practice can look different for different people.

A person has to act to make something beautiful.

Meaning comes from doing.

**ESSENTIAL QUESTIONS:** What makes something beautiful?

How do beautiful objects enhance our practice?

How do we beautify a mitzvah?

What makes a ritual action beautiful?

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| **TOPIC: What topic/idea do I want children to learn?** | **TEXT: What is the source of the topic/idea?** | **Assessment: How will I know they learned it?**  **What will I observe them doing?**  **(“to do” unwrapping)** | **Instructional Activity: How will I help students learn it?**  **(Provocations & Explorations)** |
| Beauty | **Shabbat 133b:** This is my God, and I will glorify God. | Identify beauty in the world around them  Articulate what makes an object or behavior beautiful | Develop web – what is beautiful and explain suggestion  Work with multiple art materials (i.e. watercolor paint and pipettes) |
| Beautiful ritual objects or behavior | **Bava Kamma 9a-b:** “the dilemma is unresolved” leaving multiple valid options of how to embellish/beautify | Incorporate elements of beauty into artistic expressions  Apply new vocabulary when describing artwork  Select ritual objects that they identify as beautiful | Images and authentic ritual objects (kiddush cups, candlesticks, hannukiyot) made of a variety of materials (wood, metal, fabrics) |
| Shabbat challah ritual | **Tur Orach Chaim 271:1:** The order and sequencing of Shabbat meal (kiddush before motzi)  **Pesahim 100b:**  One spreads a cloth over the food  **Brakhot 41a & Abudraham, Shabbat Prayers:** We use challah covers on Shabbat and holidays because the motzi blessing should be recited before kiddush | Know the elements of challah ritual  Select challah cover and plate to arrange challah  Use challah covers appropriately  Participate in communal ritual of reciting hamotzi over challah (is everyone present? have what they need?)  Feels the importance of participating in Jewish practice  Demonstrates confidence in ability to participate in ritual practice | Arrange the Shabbat table in dramatic play area  Direct the steps of reciting hamotzi during ritual performance  Gather for communal practice of hamotzi |
| Challah cover | **Yoma 75b & Tosafot 100b:** covering challah is reminder of dew above and below the mannah in the desert like a specially gift wrapped package from God | Explain that we cover challah because it is special (like a present)  Notices not all challah covers are the same | Display multiple beautiful challah plates and covers (provocation and dramatic play area) |
| Beautiful challah cover | **Shabbat 133b**: This is my God and I will glorify God; making your own beautiful objects is part of hiddur mitzvah | Select challah covers they describe as beautiful  Select beautiful materials to create challah cover  Create beautiful challah covers | Bring in challah covers and describe what makes it beautiful  Opportunities to create personal cover |
| Pride in ritual practice | **Shabbat 133b**: Beautify yourself  **Bemidbar Rabbah 5:17:** Hiddur actions | Use their challah covers in school on Shabbat  Feel pride when using their challah covers | Opportunities to use challah cover at school/home |