**Lighting Hanukkah Candles (4s-5s)**

***T. Bavli, Masechet Shabbat 21b, lines 18 - 39***

**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 practices.

JIP 25a Demonstrates an awareness of the variety of practices that are present in the Jewish tradition.

**TEXT: Shabbat 21b, lines 18-39**

**UNWRAPPING**

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| **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.  **BENCHMARK:** **JIP 11a** Connects ritual objects and actions to a particular ritual practices. | | |
| **Students will know** | **Students will be able to do** | **Content Material** |
| Names of Jewish rituals and practices | Recognize the correct name of a Jewish ritual and practice  Use the correct name of ritual objects in play | **Content:**  *“Mitzvat Hanukkah”* |
| There are appropriate ways to refer to rituals. | Connect the appropriate terminology to a specific ritual or practice | **Content:**  *“Ner Hanukkah”*  *“Hadlakat ner Hanukkah”* |
| There are specific ways to perform a ritual or practice. | Demonstrates how to perform a ritual or practice | **Content:**  One candle per household each night (options for *hiddur mitzvah* include, one candle per person and adding candles each night [Bet Hillel] or starting with eight candles the first night and decreasing each night [Bet Shammai].  Candles are displayed outside, by one’s doorway. If one lives on an upper floor, one can display the candles by a window that faced the public thoroughfare. This rule is suspended in times of danger.  One is required to have another source of light in the household, either an additional candle or a hearth-fire. An “important” person (who is used to using a lamp and not a hearth-fire), must have an additional candle. |

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| **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.  **BENCHMARK:** JIP 25a Demonstrates an awareness of the variety of practices that are present in the Jewish tradition. | | |
| **Students will know** | **Students will be able to do** | **Content Material** |
| Jewish Practice | Participate in ritual practice  Share personal connection/s to Jewish practice  Uses ritual objects authentically when engaging in Jewish practice | **Content:**  *Mitzvat Hanukkah v. Mehadrin v. Mehadrin min haMehadrin*  Bet Hillel v. Bet Shammai  Normal times v. *sha’at sacanah*  Ground floor v. upper floor  “Regular” person v. “Important person” |
| Awareness of variety of practices | Participate in a legitimate ritual or practice that is performed differently from one’s personal practice  Demonstrate multiple legitimate ways to perform a specific ritual or practice  Compare personal practice to the practice/s of others  Incorporate different forms of a ritual or practice in play  Demonstrate respect for people who perform a ritual or practice in a different way than they do | **Content:**  The text presents multiple practices, recognizes both, and provides evidence that both were utilized [e.g. Bet Hillel and Bet Shammai].  **Question:**  How does one manage the tension between the notion that there is a proper way to perform a ritual or practice and the notion that there can be multiple legitimate ways to do so? |

**BIG IDEAS AND ESSENTIAL QUESTIONS**

**BIG IDEAS:**

* **Ritual and practice serve as entry points into Judaism/the Jewish Community.**
* **Using the right language can help make me an insider.**
* **The Rabbis helped shape our practice.**
* **There is a right way to do things.**
* **People do things differently.**

**ESSENTIAL QUESTIONS:**

* **How can we be doing things right if we do things differently?**
* **Where does my practice come from?**
* **Does it matter how I choose to practice?**
* **How does language help me to be a part of the community?**

**LEARNING ACTIVITIES:**

**Provocations:**

- Authentic ritual objects such as Hanukkah candles, *hannukiyot* (provide minimum of 10-15)

- Images of beautiful *hanukkiyot*

- *Hanukkiyot* that represent Hillel’s mehadrin and Shammai’s mehadrin

- Candles lit in a *hanukkiyah*

- Display a variety of Hanukkah candles (provide 4-6 different candles)

- Add Hanukkah ritual objects in the Home Living Area for the children to explore in their play.

- Oil in a jar, oil in bowls to touch, smell, taste

**Explorations:**

- Each child will sit around lit *hanukkiyah* and share memories/stories of Hanukkah celebrations/observances

- Children will contribute/share *hanukkiyot* from home and describe how their family lights the *hanukkiyah*

- Children will decide where to display the *hanukkiyah* in the school

- Children will see a variety of materials to create renderings of candles and *hanukkiyot* to express what they know about these objects and Hanukkah

- Children will bring in pictures of lighting *hanukkiyah* at home and look for similarities and differences (where light, how many hanukkiyot are light, who is lighting, etc.)

- Children will use a variety of materials to express their feelings about Hanukkah and observances of the holiday.

- While *hanukkiyah* is lit, children will use flashlights (classroom lights turned off) to do morning activities like reading, art, etc. to emphasize that light of Hanukkah candles are special and only for viewing and not for our use.

**Assessment**

Developing Schema:  What schema are we working to establish?

*Record an initial plan for developing schema for children.*

* Children will identify the necessary objects needed for the observance of Hanukkah
* Children will explain the rules established for candle lighting
* Children will articulate their family practice
* Children will notice what is similar about the practices of different families
* Children will feel a sense of pride in their family practice and respect the traditions of others.
* Children will describe the light of Hanukkah as special
* Children will know where a *hanukkiyah* can be placed in a home and at school
* Children will engage in materials that reflect their knowledge of the content material