

# Teacher's Guide



## **Jews around the World**

***4th/5th Grade - Fall 2022***

## Description ~ shared with parents

Our theme for the Core (K-5th) Fall trimester is “Jews Around the World: Diversity and Unity.” During this trimester, we will focus on the global diversity of Jewish identity and practice - from Brooklyn to Baghdad and everywhere in between. What makes someone a Jew? How are Jews around the world connected? Through art, food, music and stories, students will travel around the world each week, exploring the mosaic of cultures that make up Judaism. We'll also experience the High Holidays through this lens, enabling students to compare and contrast what they have in common with Jews who live across the globe.

### Essential Questions

- What makes someone Jewish?
- How am I connected to Jews around the world?
- How did Jews spread across the globe?
- How does where you live impact your Judaism?

### Enduring Understandings

- Jews are a multicultural people who live all over the world.
- Exposure to diverse Jewish practice and thought enriches our students' understanding and development of their own Jewish identity.
- There are many ways of being Jewish. Jews speak different languages, pray in different ways and express Jewish values differently.
- There are both ancient and emerging Jewish communities, and all add richness to the Jewish experience.

Week	Unit	Description	Pages
<b>1</b> (9/11-9/15)	Fall Holidays Around the World	Welcome Back + brit + icebreakers + honey ritual	2-5
<b>2</b> (9/18-9/22)		Rosh Hashanah + Postcards	6-9
<b>3</b> (9/25-9/29)		Rosh Hashanah/ YK + Teshuva Targets	10-12
<b>4</b> (10/2-10/13)		Sukkot + Finish Targets + Sukkahs Around the World	13-14
<b>5</b> (10/16-10/20)		Simchat Torah + Dancing	15-18
<b>6</b> (10/23-10/27)	Jewish Life Around the World	Intro + Unity Song	19-20
<b>7</b> (10/30-11/3)		Praying/Synagogue + Shabbat Candle Tray - <i>indoors required</i>	21-23
<b>8</b> (11/6-11/10)		Shabbat + Tray + Shabbat Project - <i>indoors required</i>	24-25
<b>9</b> (11/13-11/17)		Jewish Stories + Skit	26-30
<b>10</b> (11/20-12/1)		Food + MasterChef Jewnior	31-33

## Week 6: Jews Around the World Intro

**Lesson Overview:** This week, students will focus on what unites Jews around the world through a game, songs and discussion. We'll start off the class with a balloon team building activity to represent how Jews around the world are connected through observing various Jewish customs. Students will explore the values of unity and diversity within the Jewish people through learning a Jewish text and watching a hip hop music video called "This is Unity."

**Essential Questions:** How are Jews around the world diverse? What unites Jews around the world?

### Schedule

1. Introduction (5 min)
2. New Song (5 min)
3. Balloon Activity (5-10 min)
4. This is Unity (10-15 min)
5. Hebrew (20-25 min)
6. Wrap Up (5 min)

### Goals for this Lesson:

- Identify ways in which they are different from their classmates.
- Discuss how the Jewish people's diversity makes us stronger.
- Explore ways of building Jewish unity.

### Materials:

- Little drums and Shakers
- Balloons
- 5-6 balloons (double for larger classes)
- Sharpies (to write on balloons)

### Notes:

- Prep [Unity video](#)
- Prep [You Are Part of the Story](#)
- Prep week 6 playlist

### 1. Introduction (5 minutes)

- Check in. Sing Shema. Review last week and the holidays that have passed.
- Go over schedule (*Seder HaYom*, "Am Yisrael", *Ivrit*, *Sof HaYom*).
- Show where we are in Jewish calendar.
- Sing Am Yisrael Chai.

### 2. New Song(s) (5-10 min)


- Show where Uganda is on the globe. Teach Ugandan version of "Am Yisrael Chai." Explain that In Luganda, a native dialect of Uganda, a vowel sound is often added to the end of words that normally end in a consonant (instead of Am we've been singing - it is am-e" (on p. 16 in packet but don't need to use.)
- Students can use shakers and little drums.

### 3. Balloon Activity (5-10 minutes)

- On the board write "What unites Jews around the world?" As a group or in smaller groups brainstorm ways Jews are connected - (Torah, Hebrew, Shabbat,


**Week 6: Jews Around the World**

**This is Unity Song**

Y-Love is an LA-based American hip-hop artist. He converted to Judaism and identifies as an Orthodox Jew. His music mixes rap, hip hop and freestyle. He mixes English, Hebrew, Yiddish, Arabic, Latin and Aramaic (ancient Jewish language). In "This is Unity," he hopes to highlight Jewish diversity as a way of strengthening Jewish unity and peoplehood. 

**Fill in the Blanks:** a. Antarctica, b. 0.2, c. Australia, d. 20, e. Olam

1. "\_\_\_\_\_ Echad, Hashem Echad, Ha'am echad. This is Unity."
2. The Only Continent without a Jewish community is? \_\_\_\_\_
3. Jews live in... \_\_\_\_\_, Africa, North America, South America, Europe, Australia
4. \_\_\_\_\_% of the World's population is Jewish
5. \_\_\_\_\_% of the Jewish population is ethnically and racially diverse.

 **Discussion in Chevruta (partners):**

1. In the song Y-love sings: "[Judaism] is not just religion!" Do you agree? Disagree? What else is Judaism?
2. In the chorus, Y-Love sings, "Olam Echad, Hashem Ehad, Ha'am Ehad." [One world, one God, one nation.] What message is Y-Love trying to communicate?
3. Do you know other Jews who have different racial or ethnic backgrounds from you? What do you know about them? What are you curious to learn about them?

**Challenge: Add your own lyric to the song**

\_\_\_\_\_

\_\_\_\_\_

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prayer, Holidays, History etc.) Write each individual idea on a separate balloon.

- Play “Balloon Keep Up.” Students must try to keep up the balloons (can divide into two groups). Add more balloons or limitations as the students work together (can’t touch the same balloon more than once, no passbacks, can’t use hands.)
- Debrief:
  - How did the activity feel? What helped you achieve the goal? (working together)
  - How does this activity connect to what we are learning about?

### 3. This is Unity Music Video (10 min)

- As a class, watch the Y-Love [Unity](#) video together. Ask participants to reflect on their reactions to the video? Did anything surprise or challenge them?
- Have students turn to page 15 in their packet. Read about Y-love. Students should fill in the blanks and discuss the questions.
- Debrief. How does the fact that Jewish people are different from one another – ethnically, racially, and otherwise – make our people stronger? How would things be different if we were all the same? (Think about how the differences among students in our class make our class better).
- Brainstorm ways to help build Jewish unity. Examples might include:
  - Each student shares with the class something about their family’s unique history.
  - Find a class around the same age in a Jewish community in another part of the world that our class can get to know.
  - Do a social action project to benefit a Jewish community somewhere else
  - When traveling to another state or country, visit a Jewish community.
- Option show [Jewish Stories](#) video. What is the message of the video? How does it compare to the song? In what ways are Jewish stories diverse/united?
- Stretch: Discuss the “Ask Some Rabbis” box on p. 16 in packet.

### 4. Hebrew (20-25 minutes)

- Play review games and sing Hebrew songs.
- Review Hebrew vocabulary


### 5. Wrap Up (5 minutes)

- Have students share one thing you learned today or review the ONE or TWO Hebrew words or phrases you learned (*Olam, Echad, Am Yisrael Chai*).
- Option: Have students stand quietly/ behind tucked in chairs or in a circle to show they are ready to be dismissed and then ask easy trivia questions one at a time to dismiss class.

**Week 6: Jews Around the World Intro**

**Am-eh Yisrael Chai**  
(inspired by the Abayudaya Jews of Uganda)  
**Am-eh\* am-eh am-eh Yis-ra-el-eh chai**  
**Am-eh em-eh am-eh Yis-ra-el-eh chai**  
**O--oh--od-eh A-vi-nu chai**  
**O--oh--od-eh A-vi-nu chai**

Hebrew meaning: The Jewish people live! Our God yet lives!  
\*In Luganda, a dialect of Uganda, a vowel sound is often added to the end of words that normally end in a consonant. The Abayudaya have adopted this to Hebrew. This song shows the mixing of two cultures.



**Ask Some Rabbis**

**How should we react to Jewish diversity?**  
 One who sees large numbers of Jews should say, “Praise God. Each person’s mind is not like anyone else’s and each person’s face is not like any others” (Berakhot 58a)

- How does “This is Unity” connect to this quote?
- Why do we praise God for making us different from one another?

Hebrew Vocabulary		
עַם	Am	People/Nation
יִשְׂרָאֵל	Yisrael	Israel/Jewish People
חַי	Chai	Lives
שְׁמַע	Shema	Listen
יְיָ	Adonai	God
אֶחָד	Echad	One

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