

# Grades 6-8 Additional Content for All Settings

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**SHINE  
ALIGHT**  
on Antisemitism

## Educator Background Information/ Knowledge

### The #ShineALight Campaign

The #ShineALight Campaign is a national initiative to create a collective light of celebration spreading the Jewish joy of Chanukah. Sponsored by two New York-based funders and the UJA-Federation of New York, the campaign is designed as a counter-expression to antisemitism and other messages of hate acts towards Jews and Israel. The Jewish Education Project is a proud content partner of the #ShineALight Campaign and is delighted to provide these materials to Jewish educators. We encourage you to utilize this education content in the weeks leading up to and through Chanukah (this year and in the future), and if applicable, at other times of the year.

### Educator Lesson Notes:

This lesson is written as one complete lesson, but it can also be done over several sessions. If you would like additional content to choose from, we recommend utilizing the Shine A Light Grades 6-8 Congregational Program, which includes a full debate between Hillel and Shammai on how to light the Chanukah, science experiments on bending and converging light, a craft project to be shared with those living in Jewish group home settings or participating in adult day care programs, and a fun glow-in-the-dark dance party.

If you are choosing to have students demonstrate the results of their Design Challenge to a panel of judges, you will need to secure those people ahead of time. If there is a prize for the winning team, plan ahead for that.

### Educators should know:

If you don't know who Amanda Gorman is, please make sure to read her [bio](#) ahead of time. You may wish to familiarize yourself with the idea of publicizing the miracle of Chanukah. You can find some general background information in this [article](#).



### Social Media

If your social media and safety policy allow, please join the national #ShineALight Campaign by sharing photos and videos on a variety of social media platforms (Facebook, Twitter, Instagram, YouTube, TikTok), and let the world know what you and your learners did today to inspire and celebrate the light of Jewish joy. Encourage teens with social media accounts to share images from today and their Chanukah celebrations using this hashtag.



### Prep & Activity Time

Approximate Prep Time: 10-30 minutes

Approximate Total Activity Time: This could take as little as 60 minutes or could be done over several days

### Lesson Flow

Warm-Up/Set-Induction/Arrival Activity (10-15 minutes)

Learning Activity - Design Challenge (45 minutes or up to several sessions)  
+ (5-7 minutes times the number of groups you divide into)

Conclusion/Wrap-Up (5 minutes)

## Educator Activity Guide



### Warm-Up/Set-Induction/Arrival Activity

(10-15 minutes)

Computer, projector, screen

Paper, pens, pencils

*Notes to Educators: You may want to create a slide ahead of time with this image of Amanda Gorman and this quote from her poem.*



1. Project this image (full size from this [webpage](#)) or via a slide you create ahead of time.
2. Do a Think, Pair, Share activity.
  - a. Have the students think quietly for 2 minutes about this quote, what it means and how it can relate to Chanukah. If it helps, they can jot down some thoughts on a piece of paper (stream of consciousness, mind-mapping, or bullet points are fine).
  - b. Then have them partner with someone near them and discuss their thoughts for 4 minutes.
  - c. Finally, as a whole group have some students share their ideas on what this quote means and how it can relate to Chanukah.
3. Discuss:
  - Chanukah is known as the Festival of Lights. Why?
  - What does that mean to you? How does that get enacted in your Chanukah celebration?
  - Do you think that the lights from our Chanukiyot are supposed to motivate us in some way? If so, how? To do what?
  - What might that motivation have to do with Amanda Gorman's quote from the poem "The Hill We Climb?"
  - What hill did Jews climb in the Maccabean era? What hills do Jews climb today? (they may mention antisemitism here, or oppression in other countries)
  - In Amanda quote, she mentions we must be "brave enough to BE IT." What does it mean to "be light" when we are experiencing antisemitism?



### Learning Activity: Design Challenge

(45 minutes)

*Create a double-sided handout using this infographic on one side, and the We are all Designers handout - REFERENCE A - on the other side, one copy per group. Make additional copies, 1-2 per group*

Computer, projector, screen

*Create a slide with the first part of Talmud Shabbat 21a-23b - REFERENCE B, first part*

*Text or print, one copy for each student or pair of students*

*Create a second slide with the second part Talmud Shabbat 21a-23b - REFERENCE B, complete page*  
*Optional: Materials, such as Legos, Magnatiles, recycled/upcycled materials, poster board, markers, etc.*

*Optional: Prizes for the winning team members*

*Notes to Educators: This activity can be done in as little as 20 minutes or revisited in multiple sessions over several days. It's up to you how much time you wish to allocate to this Design Challenge.*



1. Explain: Today we are going to engage in a Design Challenge. Here is the challenge we have been presented with:
  - a. Display the slide or hand out of the first part of Talmud Shabbat 21a-23b text - REFERENCE B. first part.

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### Learning Activity, Continued

- b. Read the text with the students and discuss what it may mean for us today. What does it mean “for all to see it”?
- c. Share and discuss: This is the reason many people place their Chanukiyot in a doorway or window. As you are probably aware, there has been an increase in antisemitism in the United States over the past several years (and around the world too.)
- d. Share the second part of the Talmud Shabbat text - REFERENCE B, complete page.
  - i. Do you agree that we should hide our Judaism in times of trouble? Why or why not?
  - ii. Have you ever hid an outward display of Judaism out of fear of antisemitism? (i.e. taking off kippah, not wearing Jewish jewelry, not having a mezuzah on the door to your house?) Do you know anyone that has?
  - iii. How do you feel in those moments? Or when you hear others taking off Jewish items to hide it?
  - iv. What does Amanda’s poem have to do with this conversation?
  - v. As it relates to this full text about our Chanukiyot, how does BEING LIGHT help dispel the darkness of antisemitism?
  - vi. What message of Judaism (the light) do you feel needs to be shared with the non-Jewish world?
  - vii. What about the Jewish people, besides our eight days of Chanukah, should we be publicizing outwardly in our community? Globally?
2. Share: Your challenge today is to create something that shares a message of Judaism you think people need to know - either to help squash Jewish stereotypes, or to help engage allies, or to help combat antisemitism, or to help spread the light and joy of Judaism. Working in groups, you will develop a plan to create an output that conveys one or more of these messages. Consider a short movie, an ad campaign (print, digital or media), a video game, a museum exhibit, a statue, etc.
3. Follow the [We are all Designers](#) infographic to brainstorm and create your product.
4. Note: If you are providing access to materials, such as Legos, recycled material, poster board, markers, etc, let the teams know it might be really helpful for them to create a model.
5. If time, (5-7 minutes times the number of groups you divide into), have each group share a short presentation on what their idea is and how it would work. You can choose to invite in people from the community to act as a review board and ask the board to provide feedback for each project and award prizes to the winning team.



### Conclusion/Wrap-Up (5 minutes)

Discuss:

- What can they each do with these ideas to Shine A Light on the joy of Judaism?
- What adaptations could they make to implement at least a part of their ideas?
- What concepts from their learning and their design challenge could they easily enact in the world?

### Comprehensive Supply List

#### Warm-Up/Set-Induction/Arrival Activity

- Computer, projector, screen
- Paper, pens, pencils

#### Learning Activity: Design Challenge

- Create a double-sided handout using the *We are all Designers infographic* one side, and the *We are all Designers handout - REFERENCE A*, on the other side, one copy per group
- Make additional copies, 1-2 per group, of the *We are all Designers infographic*
- Computer, projector, screen
- Create a slide with the first part *Talmud Shabbat 21a-23b text - REFERENCE B*, first part, print and make copies for each student or pair of students to share
- Create a second slide with the second part of this text - *REFERENCE B*, complete page
- Optional: Materials such as Legos, Magnatiles, recycled/upcycled materials, poster board, markers, etc.
- Optional: prizes for the winning team members

#### Resources

- *We are All Designers handout - REFERENCE A*, found on page 5 of this lesson plan
- *Talmud Shabbat 21a-23b text, first part - REFERENCE B*, first part, found on page 6 of this lesson plan
- *Talmud Shabbat 21a-23b text, complete - REFERENCE B*, complete page, found on page 7 of this lesson plan

# We are all Designers!

Using the graphic on the reverse side, go through each step of the design process to create a product in response to the challenge of how to Shine A Light on the joys of Judaism.

Use this guide in your group to help you in your design process. Remember, you might not be able to actually create what you are envisioning but you can create a design or model of your idea.

## **Empathize:**

*Who are you designing for?*

## **Define:**

*What do the people you are designing for need to know?*

## **Ideate:**

*Brainstorm, come up with as many creative solutions as possible*

## **Prototype:**

*Build, draw or otherwise create a representation of one or more of your ideas*

## **Test:**

*Share your prototyped idea with others and get feedback*

## **Improve:**

*Improve upon your design based on the feedback you receive*

## Advertising the miracle ... Pirsumei Neisah

Talmud Shabbat 21b:8

The Sages taught in a *baraita*: It is a mitzva to place the Hanukkah lamp at the entrance to one's house on the outside, so that all can see it. If he lived upstairs, he places it at the window adjacent to the public domain...

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פֶּתַח בֵּיתוֹ מִבַּחוּץ. אִם הָיָה דָר  
בְּעֵלְיָהּ — מְנִיחָהּ בַּחֲלוֹן הַסְּמוּכָה  
לְרֵשׁוֹת הָרַבִּים. וּבְשַׁעַת הַסְּפָנָה —  
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**Part two of this text:**

**And in a time of danger**, when the gentiles issued decrees to prohibit kindling lights, **he places it on the table** and that is **sufficient** to fulfill his obligation.

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