

Grades K-2 Chanukah Through the Arts

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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:

Educators should thoroughly review the lesson, articles, videos, links, and accompanying reference materials to familiarize themselves with the entire lesson.

This lesson is designed as a five-station rotation, or can be used in any combination for shorter programs, or spread out over multiple days leading up to and throughout Chanukah. We recommend adult or older teen leaders help facilitate every station. They should be provided in advance with the lesson and familiarize themselves with the activities and materials.

Supplies can be found under each activity, and a comprehensive supply list is at the end of the document.



Background Information on Judaism and the Arts

The arts are an expression of culture and identities, and as Jewish communities were permitted outside the ghetto walls, Jewish artists became more prominent. Some, like Marc Chagall, incorporated their Jewishness into their art. Some artists, like Camille Pissaro, did not incorporate their Judaism at all. In all Jewish art forms, Judaism and Jewish history and culture play significant roles in their creation and expression. Throughout history, different Jewish communities have produced their own distinct styles, and have also been influenced by the communities that surround them. With globalization, there has been increased cross-fertilization among countries and denominations.

Art in Judaism

Jewish art is sometimes rooted in the concept of *hiddur mitzvah* (beautification of the commandments) which encourages the creation of beautiful ritual objects and sacred spaces.

Art Station Artists

Karla Gudeon: A contemporary artist living in New York, Gudeon's work is influenced by illuminated manuscripts, folk art and meaningful elements in her life (family, culture, strong women, open-minded world view and the natural world).

Yoram Raanan: (American Israeli 1953-present) His paintings are inspired by the land of Israel, the Bible, and his love of the Jewish people.

Sasha Ginsberg: (Latvian-German 1958-present) He lives an Orthodox Jewish life, which is the influence of his paintings.

Music in Judaism

Music has been a part of Jewish life since Biblical times, and remains integral to both religious, ritual, and cultural experiences. Moses led the Israelites in song after the Exodus from Egypt. Music was a part of worship at the Temple in Jerusalem and then in synagogue prayer, including *catorial nusach* (melodies) and *cantillation* (sacred text chanting), *niggunim* (wordless melodies) and the songs we sing today. Folk, klezmer and classical and pop are all examples of the development of Jewish music.

Grades K-2 Chanukah Through the Arts

Background Information on Judaism and the Arts, continued



Music Station Music

Maoz Tzur: Composed in the 13th century, and summarizes the challenges faced by the Jewish people that were overcome with God's help.

Al Hanisim: A liturgical passage put to melody that acknowledges the miracles that took place during Chanukah (and Purim).

Mi Yimalel: Literally, "who can retell" is a customary Chanukah song that acknowledges the role of heroes like Judah Maccabee throughout Jewish history.

Ocho Kandelikas: Eight Little Candles was written by Flory Jagoda in 1983. This is a joyful modern song about the lights of the Chanukiah. In addition to celebrating the holiday, it has helped keep popular interest in Ladino, the traditional language of the Sephardic community.

S'vivon, Dreidel and Chanukah o Chanukah are all songs used to celebrate this joyous holiday.

Dance in Judaism

Dance has been an expression of joy, awe and worship since Biblical times - just think of wedding and other celebration dances. Circle dancing, common in Chasidic communities, is part of its religious fervor. Israeli Folk dancing is a national pastime and has spread to Jewish communities throughout the world. There are also Jewish dance companies, such as Avodah Dance Ensemble, whose work are based on Jewish themes.

Theater in Judaism

Ever participated in or watched a Purim spiel (skit)? Welcome to Jewish Theater. This folk theater expanded to satirical and parody skits that poked fun at local people and events during the Purim season. Yiddish theater which began in Eastern Europe, were secular plays written and performed in the Yiddish language. At the height of immigration to the United States, Yiddish theater was a space for the transplanted community to process new situations and locale. There are a number of Jewish theater companies that focus on theatre about exploring the Jewish experience, including the Habimah Theatre in Israel.

Literature in Judaism

Jews are known as "people of the book." Text has always been important to Jewish life, both religious and cultural. We read from the Torah each week, we study rabbinic texts the Bible is full of poetry. There are Jewish folk tales, fairy tales, supernatural tales and mystical tales feature Jewish elements of time (Jewish calendar), place (Israel, synagogue, villages), characters, symbols and messages.

This lesson will highlight Chanukah as seen through various artistic media (art, music, dance, theatre, and literature) and will provide opportunities for the participants to engage in both creating and consuming.



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.



Prep & Activity Time

Approximate Prep Time: 15 minutes per station to prepare materials and 15 minutes to set up each station
Approximate Total Activity Time: 45-90 minutes

This is a round robin program. Each station can be as long or short as needed to fill the allotted time. Not every station needs to be included, so choose what is best for the setting and the students.

Lesson Flow:

Warm-up Activity - Celebration Game (7 minutes)

Round Robin Rotations (20-65 minutes total)

Conclusion/Wrap-Up (15 minutes)

Educator Activity Guide



Warm-Up/Set-Induction/Arrival Activity

(7 minutes)

Printout of Jump In/Jump Out Statements - Resource A, one copy

The purpose of this game is to get the group thinking about the different ways we celebrate Chanukah and the different art forms we use.

Jump in Jump Out

1. Form a circle with the entire group. Leader is part of the circle and participates along with the group.
2. Leader will read each statement. The participants will jump into the circle if it applies to them then jump back out. Ask 1-3 people to answer the question where appropriate (indicated by ** next to the statement).
3. Continue with each statement until all statements have been read and responded to (you can choose from among the statements).
4. Break into groups for the rotation. Groups can be single or multi-grade. Group size depends on the number of participants, and there is no minimum or maximum for any of the activities.



Learning Activities

Round Robin Rotations

(20-65 minutes total)

Art Station

*Printouts of the 11 full-sized artworks in color, multiple copies of each if large group so learners can share
Blank paper, one per student*

Colored pencils and dot paint, enough for the size of the group to share

Plastic or paper table cover

Blue tape

1. Gather the group together so everyone can see the artwork.
2. Ask the following questions (feel free to choose the questions that are best for the age-group)
 - a. What do you see in this picture?
 - b. How do the pictures make you feel? (happy, sad, silly, etc)
 - c. What colors are used in the pictures?
 - d. What shapes are used?
 - e. What do you see that tells you this is about Chanukah?
(latkes, Chanukiah, family, dreidels, candles, colors, etc.)

Music Station

*Copies of the Song sheets sheets - Resource C (can be double-sided), enough to share or one per person
Songleader or use a projector, computer, display screen, internet access, and audio speakers*

- Maoz Tzur and Mi Yimalel (Hebrew)
- Al Ha Nissim
- Sivivon
- Chanukah O Chanukah
- Dreidel Song
- Ocho Kandelikas

1. Watch the song videos.
2. Teach the songs as time allows. Each group does not need to learn the same songs or all of them. It is best to have a songleader, though use the Youtube videos as needed or desired.

Grades K-2 Chanukah Through the Arts

Learning Activities, Continued



Dance Station

Large space to dance

Computer, projector, screen/blank wall, speakers and internet access

- YouTube video of Al Ha Nissim Dance
- YouTube video of Chanukah by Six13
- YouTube video Chanukah Dance Mash-Up
- YouTube video Sufganiyot Dance Challenge

1. Watch the different dance videos.
2. Explain that dance has been used to celebrate holidays and special occasions. Today we are going to learn a dance to the Chanukah song Al Hanisim. You can learn the traditional Israeli dance OR have the group make up their own dance to the song OR teach a simpler version of the Al Hanism dance OR have an adult/teen make one up to teach to the group.

Literature Station

There are so many wonderful Chanukah stories.

Those below are suggestions, if you have a favorite, feel free to share that one with your group.

Grade K: *The Ziz and the Hanukkah Miracle* by Jacqueline Jules
Chanukah Lights Everywhere by Michael J Rosen

Grade 1: *Inside-out Grandma: A Hanukkah Story* by Joan Rothenberg
Gracie's Night: A Hanukkah Story by Lynn Taylor Gordon

Grade 2: *Herschel and the Hanukkah Goblins* by Eric Kimmel
"The Blessing" by Peninnah Schram in *A Hanukkah Treasury* edited by Eric A. Kimmel

1. Discuss what makes a good story (characters, the plot, something you are interested in or you want to learn about, illustrations, etc. Ask what the participants like about stories.
2. Read one of the stories aloud to the group. Explain that sharing stories about our traditions and holidays is part of the celebration.
3. Discuss:
 - What was your favorite part of the story?
 - What parts of the story remind you of your own family Chanukah celebrations?
 - If you were going to write a story about Chanukah, what would it be about?
4. If there is time: With the participants sitting in a circle, create a short Chanukah story together. Have someone start with "Chanukah was coming. I was so excited because..." then have each person add a phrase (such as "I was going to see my grandma AND..."), the next person continues (i.e. "She makes the best latkes AND..."), and the group keeps going until everyone has added to the story. Conclude with "AND it was the best Chanukah ever!" For the older learners, facilitators can add a problem that needs to be solved ("We didn't have any candles AND...").

Grades K-2 Chanukah Through the Arts

Learning Activities, Continued



Theatre Station

There are several different activities provided for each age group. Consider mixing and matching them depending on the make-up of your groups. Each of the groups will use one or all of the warm-up Chanukah theater games:

Latke Latke Applesauce

1. Entire group forms a circle with the leader in the middle.
2. The leader points at someone in the circle and says “Latke Latke Applesauce” as fast as they can. The person being pointed at must say “sour cream” before they get to the end of their phrase. If the teacher points to a student and only says “Latke,” then the student must stay quiet.
3. To add another dimension, the leader points to a participant and says “sufganiyot”, the student must jiggle like jelly. You can continue to add different options such as:
 - Chanukiah and flicker like a candle
 - Dreidel and spin and fall

Nun Gimel Hey Shin

1. Entire group forms a circle.
2. Discuss: nun-gmel-hey-shin
 - What do the letters stand for?
 - What does the phrase translate to?
 - Where do we find these letters during Chanukah?
3. Explain that during this game, students must keep the order of the letters nun-gimel-hey-shin
4. One player claps with the ending position pointing toward player B and says “Nun!”
5. Player B repeats the action, clapping and pointing at another player and says “Gimel!”
6. Player C repeats the action, clapping and pointing at another player and says “Hey!”
7. Player D repeats the action, clapping and pointing at another player and says “Shin!”
8. Players do not need to follow any order, and can clap and point at any other player, but they should always follow the “nun-gimel-hey-shin” pattern. If someone messes up the pattern, start over with a new starting person.

Chanukah Menorah Machine

1. Tell everyone we are going to be making a Chanukah Menorah machine.
2. One player enters the playing area and makes a simple sound and a simple movement (i.e. humming and marching) .
3. Each player adds to the machine one at a time (they can add either sound or movement if both are challenging).
4. Players need to connect to one part of the machine, but it does not need to be a straight line.

Grade K

1. Play each of the Chanukah Theater Games with the group.
2. If there is time, repeat the games or make up new variations.

Grades K-2 Chanukah Through the Arts

Learning Activities, Continued

Grade 1

*Chanukah Charades (Resource D) cut into strips, folded and placed in a box/bowl/hat
Empty space for the stage*

1. Play each of the Chanukah Theater Games with the group.
2. If there is time, repeat the games or make up new variations.

Grade 2

*Copies of Resources E, cut into strips and placed in a box/hat/bowl
Copies of Resources F, cut into strips and placed in a box/hat/bowl
Empty space for the stage*

1. Play one or two of the Chanukah Theater Games.
2. Continue with Chanukah Scenes.

Chanukah Scenes

1. Divide into small groups of 2-4 people.
2. Have each group choose a SCENE (Resource E) from the suggestion box (if there are a lot of groups, it's ok to have multiple groups do the same scene), and then have each perform it for the whole group.
3. For the next round, choose from the UH OH SCENES (Resource F). These scenes have problems such as no matches to light the menorah, no oil to fry the latkes, the sufganiyot are filled with gefilte fish. Have the groups create then perform the scene.



Conclusion/Wrap-Up

(15 minutes)

At the end of the program, celebrate the work that was done with an art walk, sing-a-long, dance party, or final freeze frame scene.

Grades K-2 Chanukah Through the Arts

Resources

Resource A

Jump In/Jump Out Statements

1. Jump in if you like to celebrate Chanukah
2. Jump in if you eat your latkes with sour cream
3. Jump in if you have a favorite Chanukah song**
4. Jump in if you have read a Jewish story (or had one read to you)**
5. Jump in if you have celebrated Chanukah with your family/friends
6. Jump in if you play dreidel with your friends
7. Jump in if you have a favorite Chanukah food**
8. Jump in if you have ever danced to a song in Hebrew
9. Jump in if you light (or have) your own Chanukah
10. Jump in if you have ever painted a picture with a dreidel in it
11. Jump in if you have been in a play/seen a play about a Jewish holiday
12. Jump in if you like to sing
13. Jump in if you play an instrument**
14. Jump in if you take dance classes**
15. Jump in if you like to draw
16. Jump in if you like to make-up stories
17. Jump in if you have ever been to a museum, concert, play, etc.**
18. Jump in if you like to play Chanukah games

Resource B

Chanukah In Art

Artist: Karla Gudeon



"Maccabees"



"Grandma and Latkes"



"Mother and Dreidel"

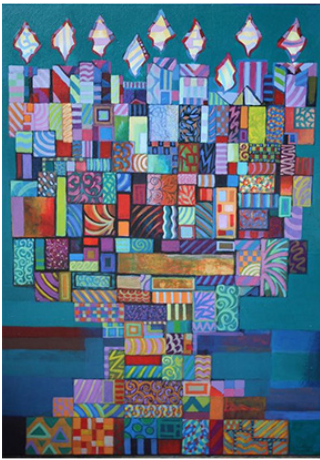


"Dad and Candles"

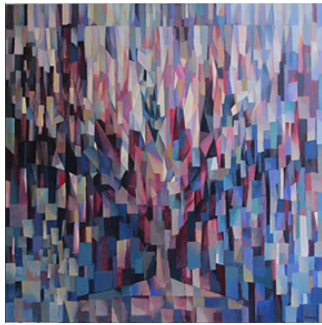
Grades K-2 Chanukah Through the Arts

Resources, Continued

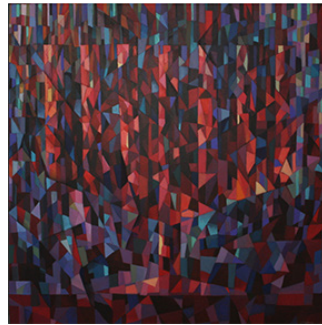
Artist: Sasha Ginsberg



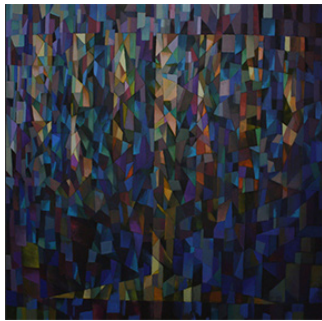
“Hanukkah”



“Summer Menorah”



“Autumn Menorah”



“Spring Menorah”



“Winter Menorah”

Artist: Yoram Raanan



“Orange Menorah”



“Spreading the Light Menorah”

Grades K-2 Chanukah Through the Arts

Resources, Continued

Resource C

Chanukah Song Sheets

MI Y'MALEIL

Secular rewording of Psalms 106:2

Mi y'maleil g'vurot Yisrael
Otan mi yimneh?
Hein b'chol dor yakum ha gibor
Go-eil haam.

Who can retell the things that befell us
Who can count them?
In every age, a hero or sage came to our aid.

Sh'ma!

Bayamim haheim baz'man hazeh
Makabi moshi-a ufodeh.
Uv'yameinu kol am Yisrael
Yitacheid yakum l'higa-eil

Hark!
In days of yore in Israel's ancient land
Great Maccabeus led his faithful band
And now in Israel all as one arise
Redeem itself in deed and sacrifice.

מי ימלל גבורות ישראל
אותן מי ימנה
הן בכל דור יקום הגיבור
גואל העם

MAOZ TZUR

13th century piyyut

Maoz tzur y'shuati, L'cha na-eh l'shabei-ah
Tikon beit teflati, v;sham todah n'zabei-ach
L'eit tachiin matbei-ach, mitzar ham'nabei-ach
As egmor b'shir mizmor
Chanukat hamizbei-ach

Rock of Ages let our song
Praise your saving power
You amidst the raging foes
Were our sheltering tower
Furious they assailed us
But Your arm availed us
And your word broke their sword
When our own strength failed us.

CHANUKAH O CHANUKAH

English version of old Yiddish song Khanike Oy Khanike

Chanukah O Chanukah come light the menorah
Let's have a party. We'll all dance the hora.
Gather round the table, we'll give you a treat
Sivivon to play with and latkes to eat.
And while we are playing,
The candles are burning low
One for each night, they spread a sweet light
To remind us of days long ago.

Grades K-2 Chanukah Through the Arts

Resources, continued

SIVIVON

S'vivon sov sov sov
Chanukat hu chug tov
Chanukat hu chug tov
S'vivon sov sov sov

Dreidel spin, Chanukah is a good holiday
A happy holiday for the people
A great miracle happened there.

Chag simcha hu laam
Neis gadol hayah sham
Neis gadol hayah sham
Chag simcha hu laam

חג שמחה הוא לעם

סביבון סב סב סב

נס גדול ה'יה שם

חנכה הוא חג טוב

נס גדול ה'יה שם

חנכה הוא חג טוב

חג שמחה הוא לעם

סביבון סב סב ס

AL HANISIM

Taken from Chanukah liturgy

The most popular tune was composed by Dov Frimer in 1975

Al hanism v'al hapurkan
V'al hag'vurot v'al hat'tshuot
V'al hamilchamot sh'asita lavoteinu
Bayamim hahem baz'man hazeh.

We thank you also for the miracles
for the redemption, for the mighty deeds
and saving acts, brought by you,
In those days at this time.

על הנסים, ועל הפרקו, ועל הגבורות, ועל
התשועות, ועל המלחמות, שעשית
לאבותינו בימים ההם בזמן הזה.

OCHO KANDELIKAS

Ladino song celebrating the holiday of Hanukkah,

written by the Jewish-American composer Flory Jagoda in 1983

Hanukah linda sta aki
Ocho kandelas para mi
Hanukah linda sta aki
Ocho kandelas para mi, oh
Una kandelika, dos kandelikas
Tres kandelikas, kuarto kandelikas
Sintyu kandelikas, sej kandelikas
Siete kandelikas, ocho kandelas para mi

Grades K-2 Chanukah Through the Arts



Resources, continued

Theater Charades

Grade 1 - Resource D

Playing dreidel

Lighting the Chanukiah

Making latkes

Hanging Chanukah decorations

Eating sufganiyot

Baking and decorating Chanukah cookies

Reading a Chanukah story

Singing Chanukah songs

Opening a Chanukah gift

Watching a Chanukah movie or tv show

Theater Scenes

Grade 2 - Resource E

Playing dreidel

Lighting the Chanukiah

Making latkes

Hanging Chanukah decorations

Eating sufganiyot

Baking and decorating Chanukah cookies

Reading a Chanukah story

Singing Chanukah songs

Opening a Chanukah gift

Watching a Chanukah movie or tv show

Theater Uh Oh Scenes

Grade 2 - Resource F

Playing dreidel but all the letters are shin

Lighting the Chanukiah but there are no matches

Making latkes but there is no oil

Hanging Chanukah decorations but there is no tape

Eating sufganiyot but they are filled with horseradish (*maror*)

Baking and decorating Chanukah cookies but they were made with salt instead of sugar

Reading a Chanukah story but it is in a different language

Singing Chanukah songs but you lost your voice

Opening a Chanukah gift but it's just an empty box

Watching a Chanukah movie or tv show but the power is out

Comprehensive Supply List

Comprehensive Supply List

For all stations: one or more (as needed) adult or older teen leader

Warm-Up/Set-Induction/Arrival Activity

Printed Jump In/Jump Out Statements - Resource A, one copy

Rotations

Art Station

Full-size color printouts of the 11 paintings - Resource B, one set one set of each or more as needed if dividing into smaller groups

Paper, one sheet per person

Colored pencils and dot paint, enough for the size of the group to share

Plastic or paper table cover

Blue tape

Music Station

*Printed song sheets - Resource C (can be double-sided), enough to share or one per person
Songleader, or use a projector, computer, display screen, internet access, and audio speakers*

- Maoz Tzur and Mi Yimalel (Hebrew)
- Al Ha Nissim
- Sivivon
- Chanukah O Chanukah
- Dreidel Song
- Ocho Kandelikas

Dance Station

*Computer, screen, blank wall, speakers and internet
Large space to dance*

- YouTube video of Al Ha Nissim Dance
- YouTube video of Chanukah by Six13
- YouTube video Chanukah Dance Mash-Up
- YouTube video Sufganiyot Dance Challenge

Grades K-2 Chanukah Through the Arts

Comprehensive Supply List, Continued

Literature Station

Feel free to share these suggestions with your group.

Grade K:

- The Ziz and the Hanukkah Miracle by Jacqueline Jules
- Chanukah Lights Everywhere by Michael J Rosen

Grade 1:

- Inside-out Grandma: A Hanukkah Story by Joan Rothenberg
- Gracie's Night: A Hanukkah Story by Lynn Taylor Gordon

Grade 2:

- Herschel and the Hanukkah Goblins by Eric Kimmel
- "The Blessing" by Peninnah Schram in A Hanukkah Treasury edited by Eric A. Kimmel

Theater Station

Grade 1:

*Chanukah Charades (Resource D) cut into strips, folded and placed in a box, bowl, hat
Empty space for the stage*

Grade 2:

*Copies of Resources E, cut into strips and placed in a box/hat/bowl.
Copies of Resources F, cut into strips and placed in a box/hat/bowl.
Empty space for stage*