



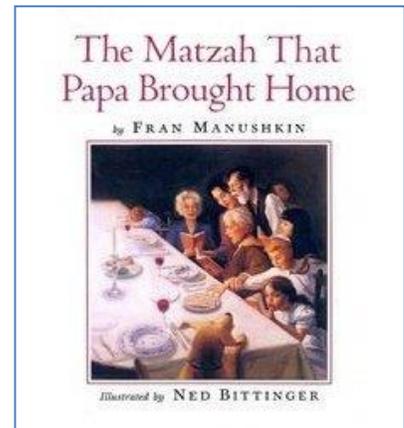
## Read the PJ Library Book

### The Matzah That Papa Brought Home (3's)

Written by Fran Manushkin  
Illustrated by Ned Bittinger  
Published by Scholastic Inc.

#### Synopsis

“This is the matzah that Papa brought home. This is the feast that Mama made with the matzah that Papa brought home...” A little girl recounts, with delightful commentary, the important parts of her Pesach Seder. In this lively cumulative verse, a style found in several Seder songs, we become part of a fun-filled family Seder.



## Discuss the Jewish values and vocabulary with one another

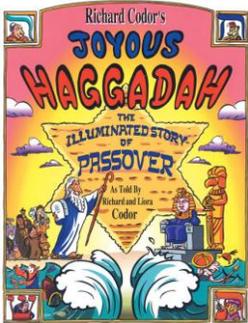
Tradition (Symbolic Foods of Passover) - *Me-so-rah* - מסורה

From Generation to Generation - *Le-dor va-dor* - לדור ודור

The Story of Passover - *Ha-ga-dah shel Pe-sach* - הגדה של פסח

**Tradition / Symbolic foods of Pesach** - Many Jews remember holidays by the foods associated with that celebration. Passover celebrates the exodus of the Israelite slaves from Egypt and the birth of the Jewish people as a nation. This spring holiday begins with a Seder, which is literally, the order of the Passover rituals, story and festive meal. Families and friends gather at the Seder and read the Passover *Haggadah*, the book which tells of the Jewish people's historic journey from slavery to freedom. Symbolic foods help to recall parts of the story. Bitter herbs, *maror*, recall the bitterness of slavery. *Charoset*, chopped fruit and nuts, reminds us of the bricks built by the slaves and *matzah*, unleavened bread, reminds us of the haste in which the Jews left Egypt.

**From generation to generation – L'dor vador.** Storytelling has long been a part of Jewish culture. Shared stories, filled with important history, ethics and lessons, give children a foundation that will enable them to make good choices in their lives. A key concept emphasized during the Seder, is to recall that “we were slaves and now we are free.” Even very young children can begin to develop empathy, which will hopefully lead them to seek justice in our world.



**The Story of Pesach – Haggadah shel Pesach.** Each spring, Jews around the world gather to read the Passover Haggadah to remember the time when the Hebrews were slaves in Egypt. There are thousands of versions of the Passover Haggadah, with art, poetry, and commentary to meet every family’s tastes. Haggadah literally means “the telling,” and it recounts the following tale. A mean Pharaoh made the Children of Israel slaves in order to build great cities. The great leader Moses, pleaded with Pharaoh to “Let my people go!” The Israelites left Egypt in a great hurry and didn’t have time to let their freshly made bread rise. One way to remember these momentous events is to eat matzah during Passover.

## Imagine your community living these Jewish values.

**How would your classroom change?  
How will families be involved?**

### In the Classroom / Centers

- ✧ **Traditions / Symbolic Foods of Passover:** Conduct a **sensory experience** for children. Let them grate maror (bitter herb such as horseradish), chop charoset (fruits and nuts), dip parsley in salt water, and try breaking matzah along the perforated lines! Discuss the senses they used, and how the students reacted to the tastes, smells and textures.
- ✧ **Traditions / Symbolic Foods of Passover:** During the Seder, we “dip” specific foods two times. What are other foods we like to dip? In the days leading to Passover, enlist your students’ help to generate a list and prepare “dipping” foods the class could eat during **snack time**. You might include veggies dipped in hummus or chips dipped in salsa.
- ✧ **From generation to generation:** The song “*Avadim Hayinu*” (We were slaves) is a focal point of the Seder. With input from the children create a **movement activity** that reflects “Once we were slaves” (*avadim hayinu*) “and now we are free” (*atah b’nei chorin*). Here is a YouTube recording of Debbie Friedman singing a traditional melody. There are great photos, too. <http://www.youtube.com/watch?v=09jmwmHjZgI>
- ✧ **From generation to generation:** Talk to the children at **morning meeting** about the relatives and friends who are coming to the Seder. “What can we learn from our guests?” “What are some of the things you like to do when you see your special guest?”
- ✧ **The Story of Pesach:** Change your **imaginative play center** into *Mitzrayim* (Egypt.) Include biblical style costumes and props. Ask the children questions such as, “How did you feel as a slave or as a leader?” “What was the journey like?” “What did you take when you left in a hurry?” Put any size blocks in the center for the children to use for building cities. Let the engineering begin!
- ✧ **The Story of Pesach –** Create a Passover **holiday center**. Place clear shoeboxes labeled with pictures of the “plagues” on a table. Children may **sort** the various objects or use them to retell the story of Pesach. Purchase items at a dollar store such as plastic frogs, flies (lice), fierce looking animals (wild beasts), large bugs (locusts), and cows (cattle disease). Plastic bubble wrap works well for boils; ping pong balls make very good hail, and sunglasses simulate darkness. Add red paint or food coloring to a clear water bottle for fake blood, making sure to seal the cap.



## Bridging Home and School

### A Recipe for Science

Invite families into the class to compare the scientific processes of making challah and matzah. Bake challah and explore the action and changes of the yeast as it begins to “work.” Observe how the challah dough starts flat and watch as the yeast makes the dough rise. Now, make matzah. What happens in the absence of yeast? Use your favorite (or an experienced challah baker’s) recipe for challah. Check out this website for matzah. For school use, you may omit the intricate preparations. <http://tinyurl.com/matzah-making>

### Passing Down Secrets of the Matzah Ball

Many families have VERY strong feelings about the taste and texture of certain foods. One food in particular is MATZAH BALLS! Some like them hard; some like them soft. Some people like it with nutmeg and others like it with onion. Encourage families to have a discussion and send in the results. They could draw pictures. During your math lesson, create a bar graph with the results.



### Family Engagement at Home

#### Props to the Rescue

The “cumulative verse” in this story is a valuable and fun educational tool. Suggest to parents that they distribute pictures or props among the guests for traditional Seder songs such as “Chad Gadya” and “Who Knows One.” Arrange the participants in a circle fashion so everyone can see the pictures/props. Encourage families to create an original cumulative song or story with family and friends. Hopefully they will share their results.

# Share your stories and experiences with everyone

## What happened?

## How can the learning go deeper?

### Compose an original “Dayeinu” story...about the Seder.

When children return to school after Passover, reflect with them on their preparations for their school or family Seder. Focus on the collaboration of all participants - cleaning and shopping, cooking favorite recipes, and setting the holiday table with ritual objects, artwork and props. Create your own version of the Seder song “Dayeinu, It would have been enough.” (Click here for karaoke Dayeinu: <http://www.youtube.com/watch?v=9Ce0HIP7A0M>) For example: *Kayla said, “If we had only eaten Grandma’s (yummy matzah ball soup) Dayeinu!”* Ask parents to send in pictures. Write a “sing-a-long” book with the children using their suggestions and pictures, arranging the words to fit the Dayeinu melody. Circulate the book among the families.

# More resources and websites for inspiration

Make no-sew costumes to tell the Passover story: <http://www.youtube.com/watch?v=aeRCj9MqTdu>

Lots of haggadot (plural of haggadah): <http://haggadahsrus.com/>

PJGtS Passover Pinterest Page: <http://www.pinterest.com/pjgts/passover-books-and-activities/>

