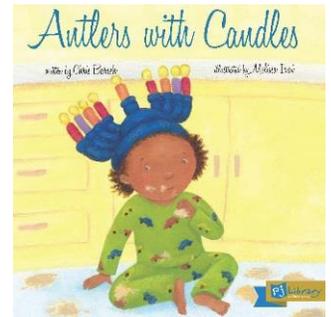


Read the PJ Library Book

Antlers with Candles (3s)

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 Published by PJ Library



Synopsis

One cold winter morning a young boy wakes up to discover and wreak havoc with the exciting ritual objects associated with Hanukkah. The boy's father lovingly explains the meaning of the Hanukkah menorah, the spinning dreidel, latkes, and all of the fun that comes from celebrating this festive winter holiday.

For more on Hanukkah, see our resource page at <http://www.pjfor.me/hanukkah2015>.

Discuss the Jewish values and vocabulary with one another

Ritual objects - *Tash-mi-shei ki-du-sha* - תַּשְׁמִישֵׁי קְדוּשָׁה

Tradition - *Me-so-rah* - מְסוּרָה

Introducing the value of ritual objects

Tashmishei kedusha

From Jewish teachings

Jewish celebration often involves ritual objects such as Shabbat candles, a *hanukkiyah* (Hanukkah menorah), or a kiddush cup. We find ritual objects in many homes and synagogues, with a wide variety of artistic design and use. A wedding kiddush cup can later be used at a Shabbat meal; a tallit can become a *chuppah* (wedding canopy) or wrap an infant at a baby naming or bris. Artistic creativity is mentioned in the Torah. God fills the artist Bezalel with wisdom “to devise skillful works in gold, silver, and bronze...cutting of stones and carving...” (Exodus 31:1-5) in order to create beautiful ritual objects for the *mishkan* (traveling tabernacle) in the wilderness.

For the teacher

- How are ritual items displayed in your classroom?
- What do you think about the importance of using authentic Jewish ritual items in the classroom as opposed to those made specifically for children and classroom use?
- How do you make sure that ritual items are accessible to children in your classroom to explore?

Questions for children

- What are the things we use to help us celebrate Shabbat?
- What are some items that help us celebrate other holidays?
- Tell us about an object that you love and that is important to you, and why.



Introducing the value of tradition *Mesorah*

<p>From Jewish teachings The first teaching of <i>Pirkei Avot</i>, <i>Ethics of Our Ancestors</i>, points to Judaism’s love and need of tradition: “Moshe received the Torah from Sinai, passed it to Joshua, Joshua to the Elders...” (PA 1:1). The shared heritage of tradition has been handed down parent to child, teacher to student, through study and personal example. This teaching from <i>Pirkei Avot</i> suggests that everyone is part of the chain of tradition, learning values from the past and contributing to the future. Though we celebrate the same holidays and seasons every year, our perspectives change as we gain skills and understanding. How do these changes affect the ways in which we keep tradition?</p>	<p>For the teacher</p> <ul style="list-style-type: none"> • What are some of the traditions in your classroom that you repeat from year to year? How do they change based on the students? • How do you see yourself as part of the chain of Jewish tradition, whether or not you are Jewish or observant? • What does the repetition of certain rituals, such as Shabbat or Havdallah, offer to your classroom? How can these rituals be limiting? 	<p>Questions for children</p> <ul style="list-style-type: none"> • Do you start and end your day the same way? What makes mornings and evenings special and unique? • What are you able to do when getting ready for school this year that you weren’t able to do last year? • How do you celebrate birthdays in your family? • Are there special ways that your family celebrates holidays?
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Imagine your community living these Jewish values.

How would your classroom change?

How will families be involved?

In the Classroom / Centers



☆ **Tashmishei kedusha/ritual objects:** Offer an array of *mezuzot* for children to explore, and a variety of materials with which to replicate them in your **art area**. Use the *mezuzot* later in a *chanukat habayit* (dedication of the home) ceremony in your classroom to commemorate your classroom’s unique spaces.

☆ **Tashmishei kedusha/ritual objects:** Go on a ritual object scavenger hunt in your school. Take pictures as you go, to study and display back in your classroom. How many menorahs can you find? How many sets of Shabbat candles? As a **math** activity, create a tally sheet after your tour of the building.

☆ **Mesorah/tradition:** Work to investigate the **daily rituals** of your classroom, and create something that can be passed on to next year’s class. The children can work together to create a challah cover with all their names, which can be added onto for years to come.

☆ **Mesorah/tradition:** Children are part of the chain of transmission of Jewish values. What important lessons would they like to teach younger siblings or a younger classroom? Talk to each child and write their suggestions on slips of paper. Help the class create a delicate papier-mâché holder for these precious teachings and play a **game** of tenderly passing along tradition. You might alter the game of “hot potato.” When the holder lands in your lap, think of something positive you want to teach others.



Bridging Home and School

Tradition, tradition!

Invite parents to visit with your class and share a special family tradition, such as how they greet one another in the morning, or special reading or meal time traditions. If there is an activity that especially resonates with your students, figure out how to integrate that action into your day-to-day.



Magical mystery tour

If your students have toured the building to see various ritual objects, have your class create a map of these objects for you to share with families. Perhaps your clergy or school leadership will provide information about these items in your building – or lead a family tour. The families can use this sheet on their way into and out of class to get better acquainted with the building.

Family Engagement at Home

The more things change, the more they stay the same

Are there certain rituals that the families in your class engage in every year? Do they go on vacation to the same place? Celebrate a family member's birthday at the same restaurant every year? Ask families to share pictures of these events with their children to see how things have changed from year to year. They will see that they and their families may have grown, but maybe they're always eating the same dish or sitting together in the same room.



Share your stories and experiences with everyone.

What happened?

How can the learning go deeper?

Tell us a story... about growth and change through tradition.

As we move through the year, the children are gaining competency in so many areas, which can be reflected through how they approach the same activity now differently from how they approached it in the start of the year. For example:

This week we proudly note that Emma and Danny mastered the art of serving Shabbat snack to themselves and their friends. They properly recited the blessing for challah and passed it around the circle. At the start of the year that was more difficult.

More resources and websites for inspiration

Images of Jewish ritual objects: <http://www.pjfor.me/stuffed-animals-as-ritual-objects>

Creating new family traditions: <http://www.kveller.com/creating-new-traditions/>

The importance of teddy bears in home ritual: <http://www.pjfor.me/Jewish-ritual-objects>

