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A Note from the Editor

This issue is dedicated to teaching about Moses. A central character in the Passover story, he has been considered a real hero throughout Jewish history.

We admire Moses because he tried to gain justice for all people. We respect him because he accepted hard tasks instead of following an easy life. We sympathize with Moses because he made human mistakes, some small, and others serious. We identify with him because he, too, lived in two cultures.

We can also be like Moses. We can live in two cultures, Jewish and secular, and still maintain strong Jewish ideals and practices. What makes Moses such a popular hero is that he didn't choose the easy way out. He was given a challenge to be a Jew and a leader of Jews. Moses accepted the challenge of leadership, succeeded in it and remained humble.

For more ideas on teaching about Moses, please give us a call or visit the CJL Creativity Center.

Alice Jacobson

Moses

No man ever left as deep and as lasting an impression on Jewish history. He freed our people from slavery, taught the Torah to our ancestors at Mount Sinai, took a weary nation to the very threshold of the Promised Land.

In the desert, before the Burning Bush, Moses was chosen to strike a blow against slavery. The time was ripe for a liberator. For a Pharaoh sat on the throne who enslaved the Hebrews, set taskmasters over them, and made them build splendid tombs and cities. Moses, messenger of God, freed our people, changed them from a nation of slaves to a nation of free men, from twelve separate tribes to one united people.

Moses, the greatest of all our Prophets, set an example for all the Prophets to come. He fought idolatry, denounced injustice, helped the oppressed, pleaded for the poor. His stirring prophecies and his noble character shaped the history not only of our nation, but of the world, for his words and his personality influenced all of civilization.

Moses understood that a nation needed laws to live by. Most nations in those days were cruel and barbarous. Justice and mercy were almost unknown. Moses brought our people a set of

laws given to him by God on Sinai—the Ten Commandments. These laws are among the great contributions made by Israel to mankind. They declare a day of rest, uphold honesty, call for obedience to parents. The laws which Moses declared form the cornerstone of Judaism and of western civilization. To this day, when a nation writes its laws, it includes echoes of the Torah we received at Sinai.



Moses understood that laws must be administered. So he created a system of government, dividing the people into groups of a thousand, a hundred, fifty, and ten. Each group had a leader to judge small disputes, while Moses pondered major cases himself.

All these qualities of leadership and wisdom and vision Moses had in fullest measure. Moreover, he was a humble man and he was a teacher, which is why we call him *Moshe Rabbenu*—Moses our Teacher. To this day, after three thousand years and more, Moses represents the highest dreams of mankind—a pioneer in morality, law, and justice and, above all, the man who brought the Torah to our people.

Source: *World Over*. April 10, 1970.

The Story of Moses

A long time ago there was a cruel Pharaoh. He turned the Hebrews into his slaves. Then he became afraid that the Hebrews would rise up against him. So he ordered that all newborn Hebrew boys were to be thrown into the Nile River.

One day a Hebrew woman called Yocheved had a child, a strong and beautiful boy. She was able to keep him hidden for three months. But Yocheved feared that Pharaoh's soldiers would discover the child. She made a wicker basket and filled the cracks with pitch (a

kind of tar). She wrapped her little boy in a blanket and put him into the basket. She took the basket with the baby to the bank of the river and placed it among the reeds.

Yocheved told her daughter, Miriam, to hide behind a tree and watch to see what happens.

Pharaoh's daughter saw the basket when she came to the river with her maidens to bathe. She ordered one of her maidens to bring the basket to her. When she looked inside she saw a baby. She decided to keep the baby and raise him as her own. The princess named him Moses.

When she heard a maiden say that the baby would need a nurse, Miriam ran from her hiding place and rushed to the side of the princess telling her that she knew of someone. Miriam was told to bring that woman to the princess.

Miriam brought her mother, Yocheved, who said, "I will care for him as if he were my own son." Yocheved took her son home with her and nursed him and cared for him until he was old enough to go back to live with Pharaoh's daughter.

Yocheved told Moses about his people, and of the land of Canaan where they had once lived. She told him that he must never forget that he was a Hebrew.

When Moses went to live in the palace, he did not forget what his mother had taught him.

Moses grew to be a young man in the palace. One day he went out to the fields where the Hebrews were making bricks because he wanted to see his

people. He saw Hebrew slaves working in the hot sun with Egyptian taskmasters standing over them with whips in their hands. Moses saw an old man lift a pile of bricks to his back. The man took a few steps, stumbled and fell to the ground. A whip came down on his back, again and again. With a cry of anger, Moses sprang forward and took the whip from the hand of the taskmaster. Then Moses struck the taskmaster with all his might, and he fell to the ground, dead.

Moses quickly hid the body in the sand hoping that no one would find out what happened.

The next day, when Moses returned to the fields, he heard people talking about him and the taskmaster he had killed. He decided to flee from Egypt because he was afraid that Pharaoh would have him thrown into prison or killed if he found out what Moses had done.

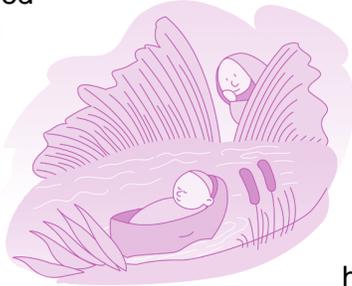
Moses wandered for many days until he came to Midian. He sat down near the well to rest. The daughters of Jethro, a kind priest of Midian, came to the well with their sheep. Moses was very kind to the shepherdesses and lifted the heavy rock from the well and helped them draw water for the flock. When Jethro heard of the kind stranger at the well, he sent for him. Moses went to live in Jethro's home.

Moses remained in Jethro's home for many years. He married Zipporah, one of the daughters of Jethro. They had two sons, Gershon and Eliezer.

Moses became a shepherd. Every day he took Jethro's sheep to the grassy places at the edge of the desert. He was very happy, but he would often think of his people in Egypt, and he wondered whether he would ever be able to help them.

One day, when Moses was near Mount Horeb with his sheep, he saw a bush in flames. The bush burned and burned, and still it did not burn up. Moses came closer to the bush to see why the flames did not burn it. And suddenly he heard a Voice come from the burning bush.

The Voice said, "Take your shoes off, Moses, because the ground on which you are standing is holy."



Moses took off his shoes and bowed his head, for he knew that the Voice was the Voice of God.

The Lord told Moses that he wanted him to return to Egypt to free His people from slavery and lead them to the promised land of Canaan.

But Moses was afraid to go because he was afraid of Pharaoh.

The Voice told Moses not to be afraid because He would be with him. He told Moses to take his brother, Aaron, with him and go to speak to Pharaoh in the name of the God of Israel.

The next day Moses set out for Egypt. When he came to Egypt, he and his brother Aaron went to the palace of Pharaoh.

Moses and Aaron told Pharaoh that they came in the name of the Lord of Israel to ask that he let the Hebrews go to the wilderness to worship their God.

But Pharaoh laughed and said that the Hebrews may not leave the land because they might not want to return.

“The Lord had commanded that you let them go,” said Moses.

“I am not afraid of you or of your God,” said Pharaoh. “I will not let the Hebrews go.”

And Moses and Aaron left the palace of the king.

Then many plagues came upon Egypt. There were grasshoppers and insects which came in great clouds and ate the crops. There were frogs, and darkness and hail. Each plague became worse and worse. Cattle grew sick and died. The Egyptians cried out to Pharaoh to let the Hebrews go. And each time Pharaoh promised to let the Hebrews go if Moses would remove the plague. But when the plague was lifted from the land, Pharaoh’s heart became hardened and he refused to allow the children of Israel to leave the land.

Finally, God told Moses he would bring a tenth, and final, plague upon the Egyptians. God said, “Tell the Hebrews to get ready to leave Egypt right away. Tell them also to prepare a lamb each for every family. And let them have a family feast and eat the roasted lamb with matzot and with bitter herbs. Every year at this time, in all the many years to come, they must eat matzot for seven days to remember the time they were slaves in

Egypt. And I will take my people out of the land of Egypt in the middle of the night.”

And Moses told his people all that the Lord had said. And that night, a terrible plague came upon Egypt — the first-born son in every Egyptian family died. But the plague passed over the homes of the Hebrews.

In the middle of the night Pharaoh called Moses and told him that the Pharaoh’s own son had died of the plague, too. He told Moses to quickly take his people out of Egypt.

And Moses hurried to take his people out of the land of suffering and slavery. The children of Israel were very happy to leave. At last, they were free again. Each family roasted a lamb and ate it as Moses had told them. Then, in the middle of the night, they left Egypt; and because they had no time to wait until their dough leavened, they baked unleavened bread or matzot.

On and on the Hebrews travelled in the wilderness until they reached the Red Sea. Then they looked back, and they saw the army of Pharaoh following them on their horses and in their swift chariots.

And the people were frightened and asked Moses if he took them out of the land of Egypt only to die in the wilderness.

But Moses said, “Do not fear, for the Lord is with us.”

Then Moses held his staff out over the Red Sea, over the tumbling waters. And suddenly the water parted and became two towering walls, between which was dry land. Quickly, the Hebrews passed through the Red Sea on the dry land. When they reached the opposite shore, they looked back and saw the army of Pharaoh rushing toward them between the walls of water. Then the walls began to sway and tremble, and with a roar, they fell on to the dry path between them. The rushing waters covered the army of Pharaoh. Horses and riders were covered by the waters of the Red Sea.

Safe on the shore stood the children of Israel. They danced and sang hymns of praise to their God who had freed them from the slavery of Egypt. Then they turned, and with Moses leading the way, they began their long, long journey to the land of Canaan.

Moses in a Basket

Materials needed (per child):

- 8" x 10" piece of wallpaper in color and texture to represent the Nile river
- 3" x 4" piece of brown construction paper cut into oval shape
- 6" x 6" piece of skin colored (brown, beige, pink...) construction paper
- 2" x 8" strip of unbleached muslin
- 2" x 2" piece of sheet batting, cut in half diagonally (one piece is good for 2 students)
- 2 cups loosely packed raffia, pre-cut in 2" pieces
- Tacky Glue
- water
- plastic container
- markers (including 1 permanent or fabric marker in blue with a fine tip)

Instructions:

1. Glue oval into center of wallpaper
2. Make a tallit by drawing blue stripes on ends of the muslin strip. You may also wish to pull threads at both ends to make a fringe.
3. Glue the tallit, striped side down, across the middle of the oval leaving the ends that stick out free. These will be folded over the baby later.
4. Cut out trunk, head, arms and legs of the baby and glue them together on top of the tallit and centered in the oval.
5. Using markers, add details to the face and a belly button to the tummy.
6. Glue down small triangle of batting to act as a diaper.
7. In the plastic container, dilute some glue with enough water to coat the raffia scraps.
8. Use clumps of gluey raffia to form a basket around the perimeter of the oval.
9. Allow 24 hours to dry.



The Lord called to Moses, saying: "Tell the Children of Israel, "You have seen how I bore you on eagles' wings...Now keep My covenant and you shall be My own treasure...and you shall be unto Me a holy nation."

Exodus 19

How Moses Became a Stutterer (Slow of Speech)

You know that Aaron was spokesman for Moses, because Moses stuttered so badly. But God often gives His messages of freedom to be spoken by people who have some defects. This is how Moses came to be a stutterer.

When the daughter of Pharaoh drew Moses out of the reeds of the River Nile, she hugged him and kissed the beautiful little boy, and she loved him as if he were really her son. When she brought the infant Moses to the palace, all were amazed at his extraordinary beauty, and everyone crowded around to see the remarkable child.

Pharaoh's daughter placed the infant Moses on Pharaoh's lap, but as Pharaoh was playing with the child, suddenly Moses thrust out his hand, seized Pharaoh's crown and placed it on his own head! Everyone stood shocked. Could this mean that the little infant would one day become mightier than Pharaoh? Then the counselors of Pharaoh advised him, "Dear King Pharaoh, we are afraid that some day he might take away the

throne from you. Let us kill him, and burn him alive in the place where we kill the Hebrew children!"

But one counselor sat among them who saw in advance the greatness-to-be of the little boy and he said, "No, I have a better idea. Let's test him. We will bring before the child a golden goblet and a dish containing hot coals. If he puts out his hand to take the gold, we will kill him, for indeed that will mean he plans evil to Pharaoh. But if he grasps the burning coals, then he is innocent of any wrong intentions to our great Ruler."

Thus they did. And the little infant, attracted by the bright gold, reached out to seize it. But God sent the angel Gabriel down swiftly, and Gabriel pushed aside his hand and thrust it into the hot coals. Moses' little fingers were singed, and he thrust them into his mouth to cool them off. Because of that, his speech became cluttered and his tongue gave forth stuttering.

God's hand may give a defect, but only in order that some other good thing may come of it.

Activity to Accompany Midrash

MATERIALS:

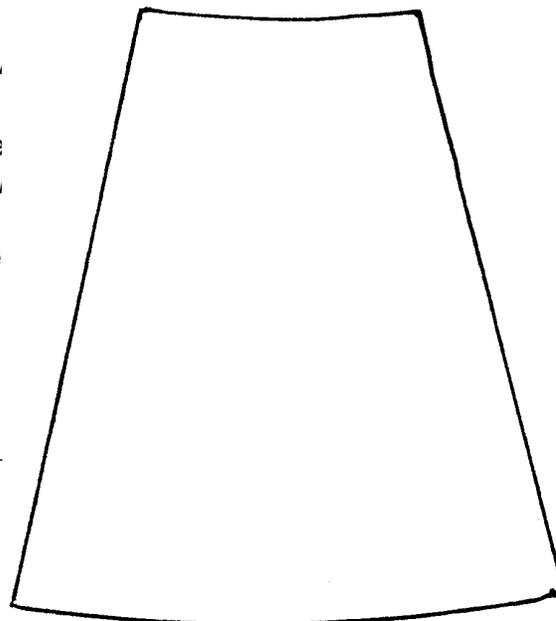
2 paper plates, 1 brass fastener, pictures, scissors, glue

DIRECTIONS:

Cut out one "pie-section" w from upper plate.

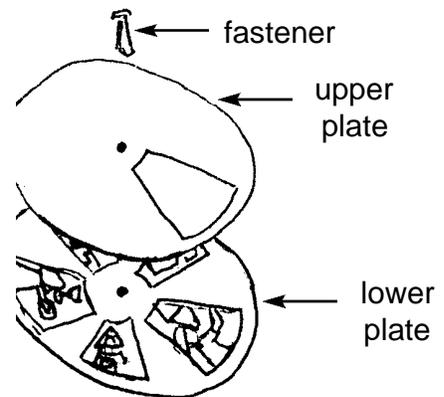
Glue the pictures, in sequence on the lower plate so that when the 2 plates are fastened together, the pictures appear through the "window."

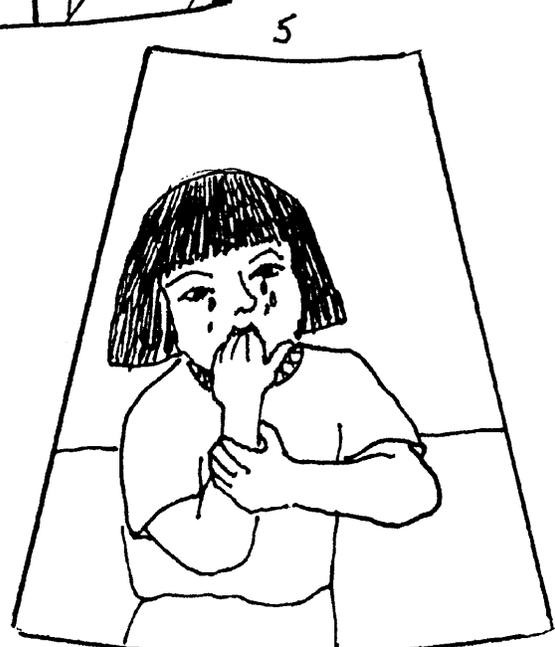
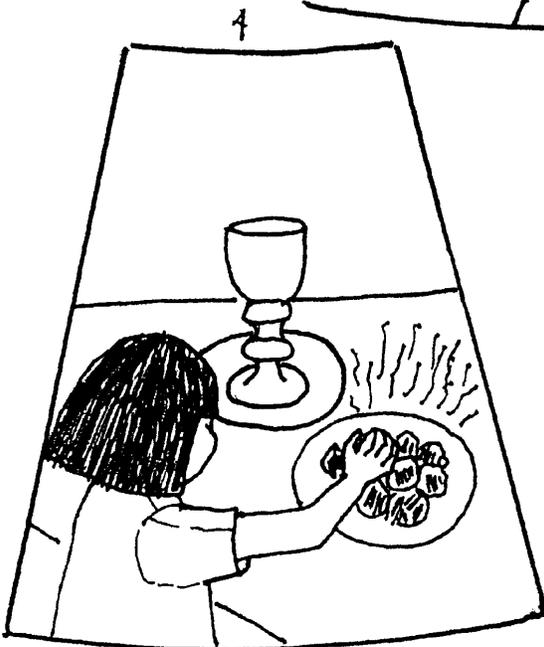
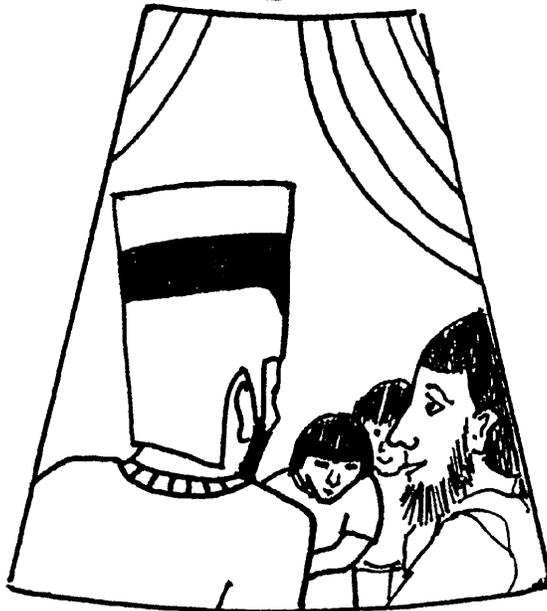
pie-section window of upper plate →



6

To assemble:





Moses and the Lamb

When Moses was a young man, he spent his days as a shepherd taking care of his father-in-law's flocks in the land in Midian.

One summer afternoon while Moses was taking the herd through a sweet green pasture, he counted the sheep and found one missing.

"This cannot be," said Moses to himself. "Maybe I made a mistake when I counted the sheep." So he counted the sheep again, but there was still one sheep missing. No matter how many times he counted, the total was always the same. One of the animals was really gone!

Moses looked up and saw the smallest lamb in the flock disappearing over a hill at the edge of the field.

Moses quickly decided to go after the little lamb. He threw down his staff and ran after the lamb, leaving his dog to watch the grazing herd.

For almost an hour, he chased the little lamb. He went through the tall, soft grass, through the thick woods, and across the slippery marshes. But the lamb was still nowhere in sight.

"Why did the lamb run away?" Moses wondered.

"Did something frighten it?"

Finally, Moses spotted the little lamb. It had stopped on the banks of the stream and was busily drinking the water. It drank like it hadn't had anything to drink in weeks.

"Now I see why you ran away," said Moses. "Finish drinking all the water you want."

Moses waited very patiently for the lamb to finish drinking. The sun had already begun to set by the time the little lamb finally finished drinking.

Moses quietly and gently picked up the little lamb and held it in his arms. He spoke softly and sang to the lamb so it wouldn't be scared. Then he took the lamb back to the pasture and gently placed it near its mother's side.

Just then, Moses heard God's voice. "Just like the lamb was thirsty for water," said the Lord, "so my people Israel are thirsty for their freedom. And Moses, just as you brought the lamb back from the water with such kindness and understanding, so, too, will you lead my people into the Promised Land."

Moses Puppet for *Moses and the Lamb* Story

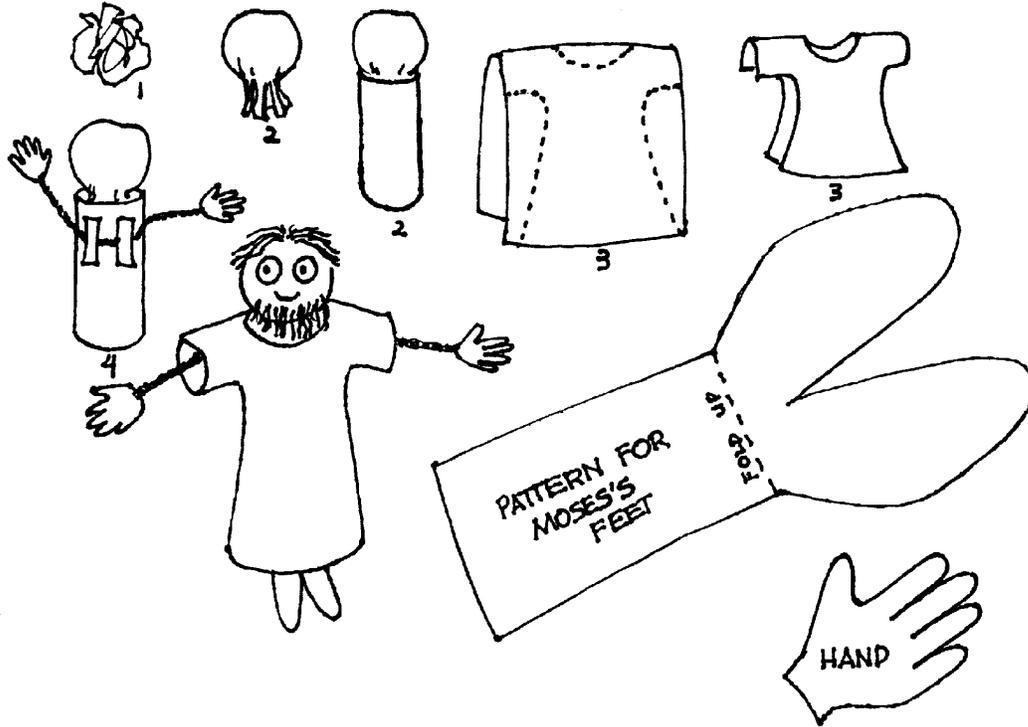
Materials:

One toilet paper roll, felt or other material, yarn, tissue paper, two wiggle eyes.

Directions:

1. Crumple up a piece of tissue paper into the shape of a ball (or use a Styrofoam ball).
2. Cover it with another piece of tissue paper and smooth it out to be Moses' face. Stuff the excess from the ball into one end of the toilet paper roll.
3. Fold a piece of felt in half and cut shape for Moses' garment. Cut out a neck opening.
4. Tape a long pipe cleaner to the toilet paper roll where the arms of the garment will be. Tape a hand to each end of the pipe cleaner.
5. Put the garment on Moses and either sew or glue closed.
6. Cut out feet shape and push tab into bottom end of toilet paper roll.
7. Cut up some yarn to make hair and a beard. Glue onto Moses' head.
8. Glue on the wiggle eyes.
9. Glue on a piece of red yarn for Moses' mouth, or use a red marker.

Diagram:



Lamb Puppet for *Moses and the Lamb* Story

Materials: 3" x 4" pieces of thin tagboard, cotton balls, tape, glue, white felt, pipe cleaners, (wiggle eyes - optional)

Directions:

1. Cut a 3" x 4" rectangle out of thin tagboard. Roll it into a cylindrical shape and tape it closed.
2. Loop a pipe cleaner over the cylinder to form a set of legs. Do the same with another pipe cleaner to form the other set of legs.
3. Unroll cotton balls and glue onto tagboard body. Also glue a cotton ball onto one end of the body.
4. Cut a lamb's head out of tagboard. Cover both sides with white felt. Make an eye on each side with a marker or use wiggle eyes. Put tab into the open end of the body.

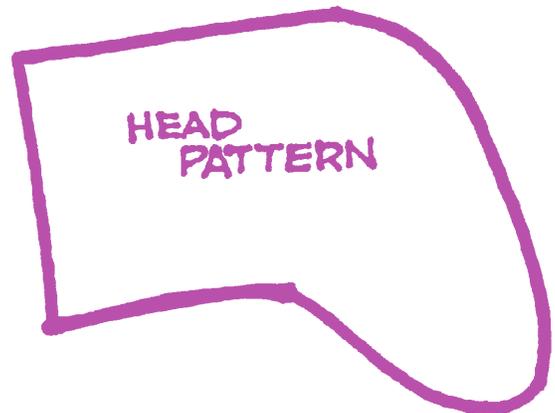
Diagram:

Step 1

Step 2

Step 3

Step 4



Sample Lessons on Moses

These lessons are a prototype for helping students (and teachers) become a part of the passages they are studying—"to own the text".

These lessons are based on the following passages:

Exodus 2:10-22

Exodus 4:31-6:1

Exodus 14:1-16

Numbers 11:4-20

Supportive Midrashim are also included.

Why We Do What We Do

A study of the Bible involves looking at why people do what they do. Usually, there are reasons and the Bible gives us clues as to what motivates people. The following is an exercise in going to the text to find and suggest several reasons why someone did what he did. Generally it is a set of conditions and not a simple answer. The pages that follow list several questions and possible answers to each question. There is never just *one* right answer—several can be right. A sample is designed to show you how to get students into the text and how to elicit appropriate responses from them.

FOR EXAMPLE: Ask your students, "Why did Moses kill the Egyptian who was beating the Hebrew?"

Wait for responses. (This is the hardest part!)

If no response is ventured, ask students to open to Exodus 2.

Ask: In verse 11 what does the text mean when it says, "...he went out *unto his brethren*... he spied an Egyptian beating a Hebrew..."? What is the text telling us about how Moses felt about the Hebrews if it called them "his brethren"? Could we say he acted because he identified with his people?

Verse 11 also says, "...he went out unto his brethren and *looked on their burdens*/witnessed their toil..." What does this suggest about the people? Suffering, slavery, and then the beating—cruelty? Could this have been a reason for Moses to act?

Could we say he acted because (although he was quick to anger) he was concerned about justice? He cared for and protected the weak?

So at this point we feel he identified with his people and he didn't like unfairness, bullies, etc.

Now, why does the text tell us in verse 12, "And he looked this way and that way and when he saw there

was no one about, he slew the Egyptian...?"

Are we to think that if many people had been there, Moses wouldn't have killed the Egyptian? In other words, is another reason Moses killed the Egyptian because he thought no one saw him, except of course the man who was being beaten?

We now have three possible reasons, all valid and good, why Moses did what he did. They are:

1. Moses identified with the Hebrews—his brothers, his kinfolk.
2. Moses cared about and protected the weak.
3. Moses didn't think anyone saw him.

Can anyone think of any other reasons?

Later on in this same chapter Moses intercedes on behalf of Zipporah and her six sisters at the well. He chased away the young men who had chased off the seven sisters after they had filled the troughs to water their flocks. Why would Moses get involved over people he didn't even know? Would any of the reasons we have already mentioned apply here?

If none are offered, read over the ones mentioned:

1. *He identified with his brothers*: Not here, as he didn't know these people.
2. *He cared for and protected the weak*: Is this why he chased away the bullies, i.e., his sense of justice couldn't stand such unfairness?

These two events seem to tell us something about why Moses did what he did. He was a very fair man concerned with justice, concerned about the weak, the suffering and hardship of others—brothers and strangers.

We can see that he felt so strongly about this that he leaped into action without pondering or weighing the merits of one action versus another. In the incident with the cruel taskmaster beating the Hebrew, Moses

acted so quickly that he became, most likely by accident, a killer. But when the next situation arose at the well, he still hastened to the rescue to protect weak women against shepherds who had trampled on their rights... but with more caution. It also tells us that he made decisions and acted quickly as good leaders have to do.

Let's move on to another question: After killing the Egyptian, why did Moses flee?

In this section, several questions are suggested, as well as possible answers. Also verses and phrases are identified that speak to these questions as an aid for you. If you follow the previous lesson in some form, the motivations and character of Moses should be easily revealed to your students!

Exodus 2

Why did Moses kill the Egyptian who was beating the Hebrew?

1. He identified with the Hebrew and Hebrews
verse 11: "unto his brethren/one of his kinsmen..."
2. Cared about and protected the weak.
verse 11: "...looked on their burdens/witnessed their toil..."
3. He didn't think anyone saw him.
verse 12: "And he looked this way and that way and when he saw there was no one about..."

Why did Moses flee?

1. Staying meant certain death.
verse 15: "...he sought to slay Moses."
2. He was betrayed by his own people.
verse 14: "Surely this thing is known." (Told by whom?)
3. The people resented his leadership because of his youth.
Midrash I
verse 14: "Who made you a prince and judge over us?"

Exodus 4:31-6:1

Why did Pharaoh decide to punish the people?

1. He didn't believe in Moses' G-d.
verse 2: "Who is the Lord... I know not the Lord."

2. He didn't want slaves to have time to think of freedom or worship.
verse 9: "Let heavier work be laid upon the men ... and let them...not pay attention to deceitful promises."
3. He wanted to discredit the leadership of Moses and Aaron.
verse 21: "...you have made us loathsome to Pharaoh and his courtiers..."

Why did the people turn on Moses?

1. They suffered more because of Moses' attempt to free them.
verses 18-19: "...no straw will be issued... you must produce your quota."
2. They feared it would get worse and they would get killed.
verse 21: "...you have put a sword in their hands to slay us."
3. They forgot that the idea sounded good to them at first—the fault was all Moses'—not theirs.
4:31: "And the people were convinced when they heard that the Lord had taken note of the Israelites and that He had seen their plight, they bowed low in homage."

Exodus 14

Why did Pharaoh pursue the children of Israel?

1. G-d hardened his heart so the Egyptians would see what He could do.
verse 4: "Then I shall *stiffen Pharaoh's heart*...and the Egyptians shall know that I am the Lord."
verse 8: "The Lord stiffened the heart of Pharaoh..."
2. They needed the Hebrews to do all their work.
verse 5: "What is this we have done, releasing Israel from our service?"

Why did the children of Israel complain to Moses? (When they saw the Egyptians pursuing them?)

1. They were afraid.
verse 10: "...greatly frightened, the Israelites cried out to the Lord."
2. They remembered only the good things in Egypt, not all the bad.
verse 12: "Let us be and we will serve the Egyptians ... for it is better to serve the Egyptians than to die in the wilderness."

3. They preferred slavery to the uncertainties of freedom.
verse 11: "What have you done to us, taking us out of Egypt?"
and verse 12.

Numbers 11

Why did the people of Israel cry out to Moses?

1. They were tired of manna.
verse 6: "There is nothing at all; nothing but this manna to look to."
2. They remembered Egypt's food and the good times they had there.
verse 4: "...felt a lusting ... they felt a gluttonous craving... "
verse 5: "We remember the fish we used to eat ... the cucumbers, the melons, the leeks, the onions, and the garlic."
3. Complaining is catchy/contagious.
verse 4: "The riffraff in their midst felt a gluttonous craving ... and the Israelites wept and said..."
verse 10: "Moses heard the people weeping, every clan apart, each person at the entrance of his tent."
4. They were homesick for Egypt.

verse 5: "We remember... that we used to eat free in Egypt..."

5. They wondered if they should have left Egypt.
verse 20: "Why did we ever leave Egypt?"
6. They didn't feel good.
verse 6: "...our gullets are shriveled..."

Why did Moses complain to the Lord?

1. He thought G-d was displeased with him.
verse 11: "Why have You dealt ill with Your servant, and why have I not enjoyed Your favor?"
2. He thought he had failed as a leader.
verse 11: "...Thou hast laid the burden of all this people upon me?"
3. He was disappointed in the people.
verse 10: "...Moses was distressed/displeased."
4. He felt over-worked, over-burdened.
verse 14: "I cannot carry all this people by myself, for this is too much for me. "
5. He felt he couldn't do what G-d wanted with the people.
verse 12: "...carry them in your bosom... to the land that you have promised on oath to their fathers."

Moses Song

(A PASSOVER SONG TO THE TUNE OF "BINGO")

A baby floated down the Nile to find a brand new
home oh,
The princess found and named him Moses-baby of
the Nile
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

He loved the palace and the Pharaoh
He was very happy
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

But then one day he heard some cries
And ran to see the slaves oh
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

He left the palace to help the slaves
And make a better life, oh
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

Now Moses had a big problem,
He couldn't convince the Pharaoh
Let my people go, let my people go, let my people go
and Moses was his name oh.

The Pharaoh said "No, no I won't"
"I will not let your people go!"
"No, no, no I won't" "No, no, no I won't" And Moses
was his name oh.

The Pharaoh had a change of heart
He said to Moses you can go now,
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

The people cheered and left with him
To start a new great life oh,
M-0-S-E-S M-0-S-E-S M-0-S-E-S and Moses was
his name oh.

*This song was written by Harriet Bocksenbaum,
K-4 & 5 teacher at Gan Ami Mequon Campus.*

Books and Films on Moses

Compiled by Laurie Herman, CJL Library/Media Center Director

BOOKS ON MOSES

Auerbach, Dr. Elias – **Moses**

This work, first published in Amsterdam in 1953, is a monograph of the life of Moses, his impact on Judaism, and the development of Western religious-ethical thought. Dr. Auerbach uses historical analysis of Biblical material as well as from three other sources: the Jahwist and Elohist sources and the Priestly Code.

Buber, Martin – **Moses: The Revelation and the Covenant**

Buber attempts to depict the historical Moses and to convey the meaning of Sinai for modern times. He discusses Moses' flight to Midian; the Burning Bush encounter; Moses with Pharaoh; and Moses as prophet versus king.

Pearlman, Moshe – **Moses: Where It All Began**

Oversize book filled with art of the past and photos of Israel that takes a closer look at the life of Moses. Includes over 70 full-color and 40 black-and-white illustrations.

The Book of Ruth – Artscroll Tanach Series

Translation by Rabbi Meir Zlotowitz with a commentary anthologized from Talmudic, Midrashic and Rabbinic sources.

Weisfeld, Israel – **This Man Moses**

Rabbi/Dr Israel H. Weisfeld examines the life of Moses. The first section of the book analyzes his life using the Bible as its source; the second section draws from Rabbinic literature; the third from Post-Rabbinic literature; the fourth from Hasidic Literature; the fifth from modern literature; and the sixth section utilizes poetry about Moses.

Wildavsky, Aaron – **The Nursing Father: Moses as a Political Leader**

Wildavsky, a professor at the University of Alabama, argues two theses in this book. "The first is that the Mosaic experience is comprehensive, spanning the spectrum of regimes and the types of leadership associated with them." The second is that Moses was full of human faults, which is why he didn't make it into the Promised

Zeligs, Dorothy F. – **Moses: A Psychodynamic Study**

Dr. Zelig combined both theological and psychological understandings into this analysis of the life of Moses, focuses on the inner life of Moses.

TEACHER MATERIALS ON MOSES

Cassway, Esta – **The Five Books of Moses for Young People**

Cassway retells biblical stories for young readers. The second section deals with Moses, in the Book of Exodus. Cassway writes to be read aloud, and her line drawings add a visual enhancement to the stories.

Fisher, Leonard Everett – **Moses**

Prolific children's author/artist Leonard Everett Fisher retells the biblical story of Moses in picture book form, with dramatic, majestic paintings and a text faithful to the bible. He includes Moses being discovered as a baby; the Burning Bush; Moses confronting Pharaoh; leading the Israelites across the Red Sea; and Moses receiving of the Ten Commandments.

Milwaukee Association for Jewish Education – **Moses, The Leader**

This wonderful curriculum resource for teachers was developed by MAJE in 1987. Written for teachers of grades 6, 7 and 8, this curriculum guide includes 13 chapters, each dealing with a different area of the life of Moses, followed by a section review. Each instructional chapter is rich with teaching ideas and worksheets - as well as learning objectives and background information.

NOTE: Additional curricular information for teachers can be found in the books: *Learning Torah* by Joel Lurie Grishaver and *Torah Talk* (for early childhood) by Yona Chubara, Miriam Feinberg and Rena Rotenberg.

DVDS AND VIDEOS ON MOSES

Moses (The Bible Collection) (1996)

Dramatization of the Biblical story of Moses, great leader of the Jewish people. Includes the burning bush, Moses' confrontation with Pharaoh, and the Israelites following Moses out of Egypt to Canaan. Stars Ben Kingsley as Moses. 2 hrs. 24 min. AGE: 12 to Adult.

Moses (Great Figures of the Bible) (1991)

Filmed in Israel, this is part of a film set that presents an in-depth look at key biblical figures. The format alternates between re-enactments of biblical scenes, displays of great biblical works of art, and Elie Wiesel, who adds his insights and commentaries. 1 hr. AGE: Adult.

Moses (Hanna-Barbera's Greatest Adventure Stories from the Bible)

Animated story of Moses, showing how Moses confronts the evil Pharaoh and, after a series of plagues, leads the Israelites out of slavery. Each episode in this series is presented in the framework of three contemporary children traveling back in time. 30 min. AGE: 4 to 10

Moses (The Old Testament Collection)

Part of a collection that comes from one of the Arts & Entertainment Channel's most popular series, "biography". Each film in this series provides an in-depth look at important figures from the Old Testament. The videos include masterwork paintings, artifacts, location footage and commentary from a variety of religious and Biblical scholars from many backgrounds. 50 min. AGE: Adult

Moses the Lawgiver (The Greatest Stories Ever Told Series) (1993)

Narrated by Ben Kingsley, this film begins with the Israelites' exodus from Egypt. It includes Moses receiving the Ten Commandments atop Mt. Sinai and the 40 years of wandering in the desert, ending with the death of Moses. 25 min. AGE: 7 to 10.

The Ten Commandments (1956)

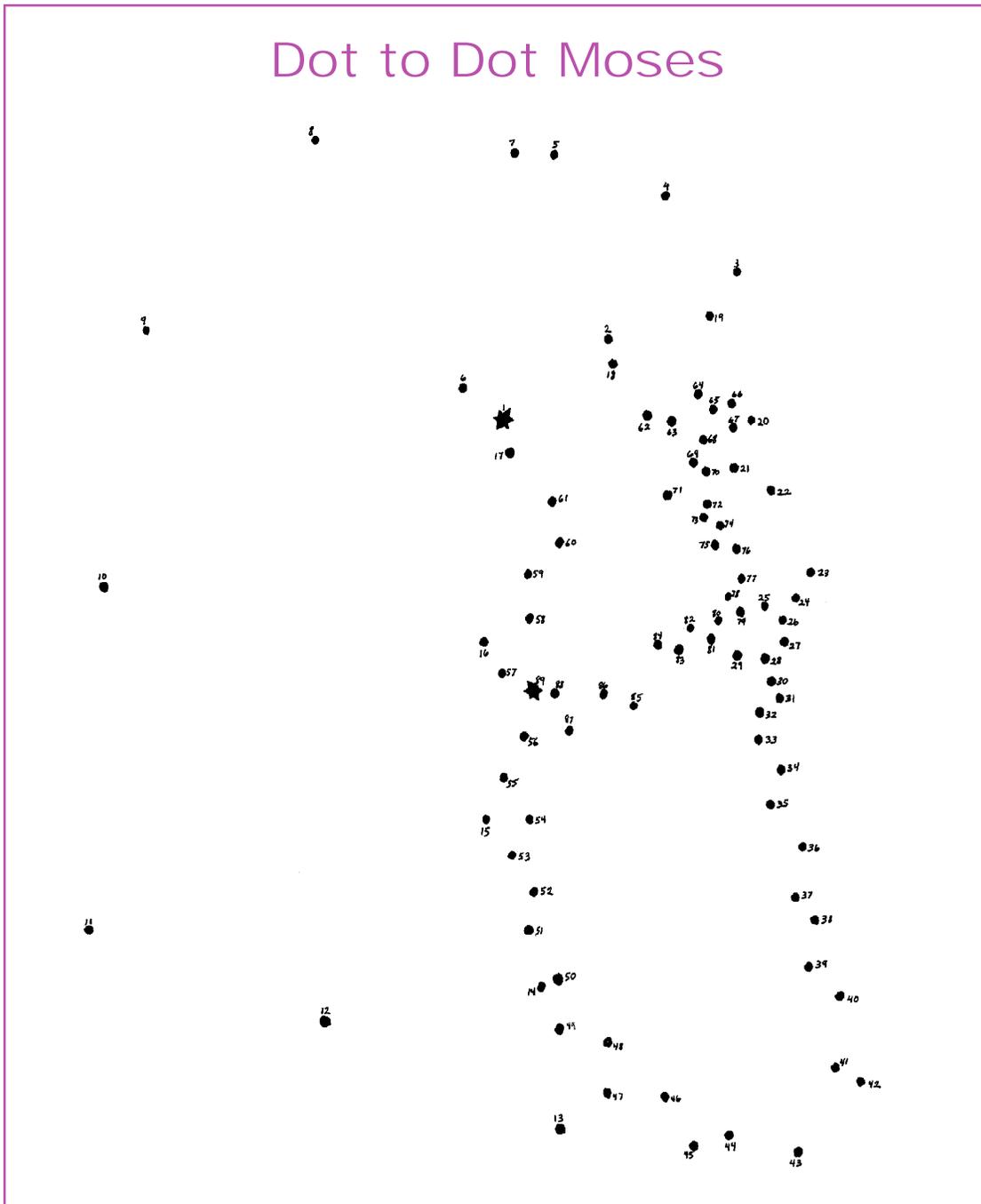
Cecil B. DeMille's epic picture tells the story of the life of Moses – his life in Egypt, the plagues, leading the Israelites out of Egypt, and receiving the Ten Commandments. One of the most spectacular films of its time, starring Charlton Heston as Moses and Yul Brynner as Pharaoh. 3 hrs. 39 min. AGE: 12 to Adult.

Save the Dates

The Salon – A Forum for Jewish Thought - 7:00 - 8:00 pm., Monday, May 12 – *Beyond Borat: Does the Jewish Artist Have the Responsibility to Show Jews in a Good Light?* The forums will be moderated by Dr. Steven Baruch and Jody Hirsh in the Reading Room at the JCC.

Cutting Edge Israel: Contemporary Israeli Films - May 18, 2008, 7:30-9:00 pm at the Harry & Rose Samson JCC. "Kazablan", Israel's version of "West Side Story" with a Jewish twist. Sephardic gang leader Kazablan (Yehoram Gaon) falls in love with Rachel - a beautiful, cultured Ashkenazi girl in 1960's Jaffa. Includes lively, upbeat song and dance numbers.

CAJE Conference, August 11-14, 2008, at the University of Vermont.





Professional Jewish Educator

Coalition for Jewish Learning

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