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A Note from the Editor

As fall approaches, Jews throughout the world begin to prepare for a unique ten-day period of prayer, self-examination, fasting and repentance—the *Yamim Noraim*, the Days of Awe, the High Holy Days: Rosh Hashanah and Yom Kippur.

The only ritual for Rosh Hashanah in the Torah is the blowing of the shofar. The *mitzvah* (commandment) is to hear the shofar being blown, not to sound it ourselves. However, trying to blow the shofar is a fun, concrete way to welcome the new year. Today there are many more Rosh Hashanah customs such as dipping apples in honey to symbolize the wish for a

sweet new year.

This issue gives you a taste of what is available in the CJL Creativity Center for the Fall Holidays.

We have lots of ideas to “sweeten” your teaching of the Fall Holidays or to make your family celebration of the fall holidays more meaningful. Don’t “miss the mark!” We’ve got something for everyone: recipes, arts & crafts, worksheets, New Year’s cards, games instant lessons, stories, songs, decoration ideas, plays, Hebrew activities, books, bulletin board ideas...

*L’Shanah Tova,
Alice Jacobson*

Communication with Parents and Students Sample Letter

SHANA TOVAH! A HAPPY NEW YEAR TO YOU!

We hope the school year will be sweet. So we prepared for you a bag of treats. Here is Your (*name of synagogue*) Back to Religious School* Kit. It contains:

CANDY KISS to remind you to have a good and sweet year of learning at (*name of synagogue*). It is a Jewish tradition to put sweet honey on a child’s books the first day of school.

MINT to remind you that your dreams are worth a “mint.”
“If you will it, it is not a dream.” *Theodore Herzl*

BAND-AID to remind you to help others. *Gemilut Hasadim* (acts of kindness) are cherished in Judaism.

PENNY to remind you to bring Tzedakah to Religious School*.
“Tzedakah” is equal to all the other commandments combined.” *Bava Batra 9B*

BUTTON to remind you to “button your lips” to keep from saying mean or hurtful things to others.
“Do not gossip or tell tales” (words can hurt others). *Leviticus 19:16*

GOLD THREAD to remind you that friendship is the golden thread that ties hearts together.
“Don’t give up an old friend for a new one.” *Ben Sira 9. 10*

ERASER to remind you that everyone makes mistakes sometimes and that it is all right.

* This letter could be modified to send to Day School students.

Source: JEA Merkaz. New Jersey.

Rosh Hashanah is especially a time when Jews do some serious introspection. The days between Rosh Hashanah and Yom Kippur are devoted to self-reflection and seeking forgiveness from others.

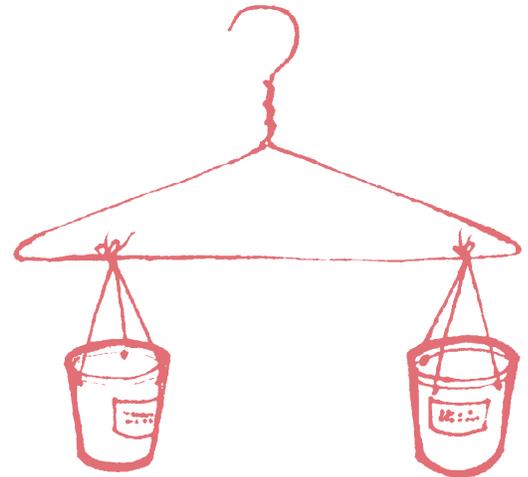
A Balance for the New Year

Materials:

metal clothes hanger
2 plastic or styrofoam cups
6, 6" pieces of string or yarn
sheet of address labels (optional)

Directions for making the balance:

1. Punch 3 holes in each cup.
2. Tie a 6" piece of yarn or string to each of the holes in the cups.
3. On each cup, knot the 3 pieces of yarn together at the top.
4. Tie the cups to each end of the clothes hanger.



Directions for use:

- Cut out little cards. Have children think about things they did this past year that were good and not so good. Then have them write these down on the cards and put the cards in the proper cups.
- Have students label one cup, "Things I have done this past year that are **good**." and the other cup, "Things I have done this past year that are **not good**."
- For the younger children, the teacher could go over possible ideas with the class and write them on the board. Then the children could choose and copy the ones that apply to them.

Variations:

- Make copies of the sentences (or pictures depicting the idea) and have the children cut out the ones they want to use.
- Copy the attached sheet containing the "Things I have done this past year that are **good**." and the "Things I have done this past year that are **not good**." sentences onto address labels. This will make it easier for students to label their cups.

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Rosh Hashanah Reflection

Have your students think about and write down three ways they would like to grow Jewishly or improve how they treat others. For instance, "I will treat my sister better" or "I will go to synagogue more often." Seal each student's list in an envelope. Store the envelopes in a safe place. Write a reminder in your lesson plan book in May to return the envelopes to your students so that they could reflect on their growth.

Apple Stories and Activities

The Little House with No Doors and No Windows and a Star Inside

(Plan to have an apple and a knife ready for the ending. A plate full of apple slices is sometimes enjoyed after the story.)

Once there was a little boy who had played almost all day. He had played with all of his toys and all the games he knew, and he could not think of anything else to do. So he went to his mother who always knew the nicest things for a child to do. He said, "Mother, what shall I do now?"

His mother said, "I know about a little red house with no doors and no windows and a star inside. You can find it, if you look for it."

So the little boy went outside and there he met a little girl. He asked, "Do you know where there is a little red house with no doors and no windows and a star inside?"

The little girl said, "No, I don't know where there is a little red house with no doors and no windows and a star inside, but you ask my daddy. He is a farmer and he knows lots of things. He's down by the barn and maybe he can help you."

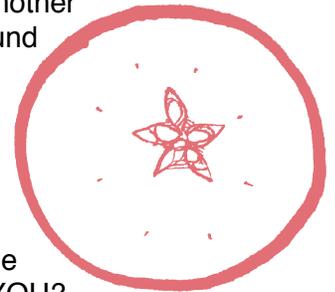
"No," said the farmer, "I don't know, but why don't you ask grandmother. She is in her house up on the hill. She is very wise and knows many things. Maybe she can help you."

So the little boy went up the hill to Grandmother's

and asked, "Do you know where there is a little red house with no doors and no windows and a star inside?" "No," said Grandmother, "I don't know, but you ask the wind, for the wind goes everywhere, and I am sure he can help you."

So the little boy went outside and asked the wind, "Do you know where I can find a little red house with no doors and no windows and a star inside?" And the wind said, "OHHHHH! OOOOOOO! OOOOOOO!" And it sounded to the little boy as if the wind said, "Come with me." So the little boy ran after the wind. He ran through the grass and into the orchard, and there on the ground he found the little house...the little red house with no doors and no windows and a star inside! He picked it up, and it filled both his hands. He ran home to his mother and said, "Look Mother! I found the little red house with no doors and no windows, but I cannot see the star!"

So, this is what his mother did. [cut apple horizontally] "Now I see **the star!**" said the little boy. [ask children] DO YOU?



Apple Book

Cut out an apple shape out of different colors: green, blue, yellow, orange, purple, brown and red. Punch holes in upper left side of apple and attach with ring.

Tell the following story while flipping pages of the Apple Book to correspond with the color spoken about.

There was a beautiful red apple getting ready for Rosh Hashanah. The night before Rosh Hashanah, the apple got very hungry, so it went to the refrigerator. It ate a cucumber and turned green...but it was still hungry. It ate a plate of blueberries and turned blue...but it was still hungry. It ate a banana and turned yellow...but it was still hungry. It ate an orange and turned orange...but it was still hungry. It ate a bunch of grapes and turned purple...but it was still hungry. It ate a big piece of chocolate cake and turned brown...but it was still hungry. It ate a big, beautiful red apple, turned red and was ready for Rosh Hashanah.

Circle Time Activity

Make a large apple shape out of masking tape on the floor. Have children sit on the "apple" and discuss its relationship to Rosh Hashanah.

The Book of Jonah

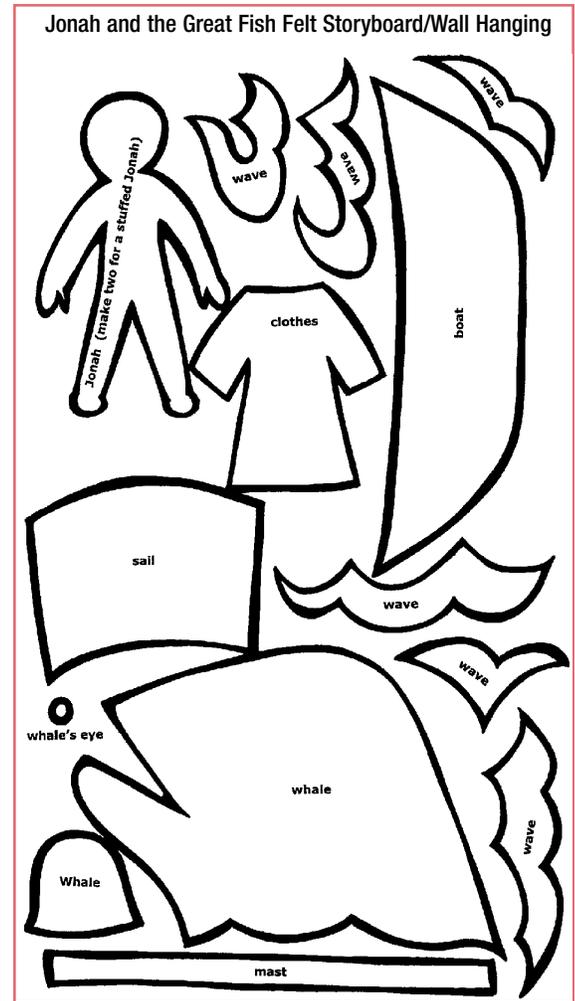
As Yom Kippur is the Day of Atonement, it is fitting that we read the story of an entire society (the people of Nineveh) that is spared from destruction as a result of true repentance. It is also significant that the citizens of Nineveh are not Jewish. We thus learn that God's mercy and compassion extend to all peoples.

Source: *The Jewish Home: A Guide for Jewish Living*. Daniel B. Syme. UAHC Press. New York. 1988.

The CJL Creativity Center has various activities for teaching the Story of Jonah, including: *Jonah and the Great Fish*, a book we've created in the shape of a fish that tells a simplified story of Jonah and the felt storyboard/wall hanging that can be made by enlarging the pattern at right and cutting the pieces out of felt.

For older students, have the class discuss the following issues after reading the Book of Jonah:

- Why Jonah evaded God's command to go to Nineveh
- Why Jonah was deeply distraught when Nineveh was not destroyed.
- Have students look at the *Al Chet* prayer in the machzor and ask them to give reason(s) why it is recited in the plural form.



Bulletin Board Ideas

“Bull’s Eye” Bulletin Board

Create a “Bull’s Eye” bulletin board. Explain that Rosh Hashanah is an opportunity to “take aim” and try to set goals for a positive year. Give each student an arrow made of poster board on which they should write their name in Hebrew and a goal they have for the new year. The students will then place their arrows pointing to the center.

Mitzvah/Fall Holiday Bulletin Board

“May you fulfill as many commandments and good deeds as there are seeds in a pomegranate.”

1. Make a huge pomegranate out of paper or a colored tape outline on a bulletin board.
2. Cut pomegranate seed shapes out of paper.
3. When a child does something good, it is written on the “seed” and then taped in the pomegranate.

The shofar is a ram's horn which is blown somewhat like a trumpet. One of the most important observances of Rosh Hashanah and Yom Kippur is hearing the sounding of the shofar in the synagogue. A total of 100 notes are sounded each day. There are four different types of shofar notes: tekiah, a 3 second sustained note; shevarim, three 1-second notes rising in tone, teruah, a series of short, staccato notes extending over a period of about 3 seconds; and tekiah gedolah (literally, "big tekiah"), the final blast in a set, which lasts about 10 seconds minimum. The Bible gives no specific reason for this practice. One that has been suggested is that the shofar's sound is a call to repentance. The shofar is not blown if the holiday falls on Shabbat.

Make Your Own Shofar

Paper Rubbing Shofar

Materials:

18" x 24" piece of construction paper in *shofar* color (i.e. yellow, cream, beige, tan, gray, rust...)

Contrasting dark or light crayon in natural colors (i.e. brown, black, white)

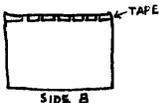
Double sided and regular transparent tape

Pinking shears or scissors

Directions:



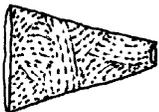
Do rubbing with crayon over a textured surface covering one side of the piece of construction paper (side A).



Place pieces of double sided tape all along the lengthwise edge of the back side of the construction paper (side B).



Roll the construction paper into a horn shape with rubbing (side A) on outside, finishing the roll against the double sided tape to secure it.



Flatten horn.



Trim wide edge with pinking shears (regular scissors will do if you don't have pinking shears) and make two cuts severing the horn and dividing it into three equal length pieces.



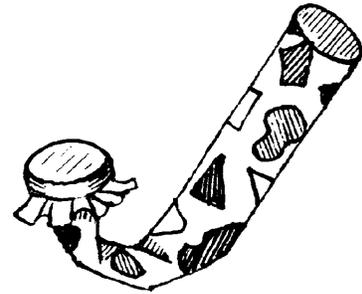
Position pieces into a curving *shofar*, taping on the inside with regular tape to secure.

An Easy-to-Make Shofar

for Pre-school - 2nd Grade

Materials:

Paper towel roller
Aluminum foil
Rubber band
Waxed paper
Sticky tape



Directions:

1. Wrap roller in tin foil.
2. Decorate with sticky tape.
3. Wrap piece of waxed paper around one end and fasten with a rubber band.
4. Bend waxed papered end up.

Variations:

Decorate roller by:

1. Painting (mix a little Elmer's Glue into the paint so it sticks to the foil).
2. Gluing on scraps of paper, material, New Year's cards or whatever!
3. Coloring with permanent magic markers.

It works! Have the kids practice singing "Tekiah" into their shofar.



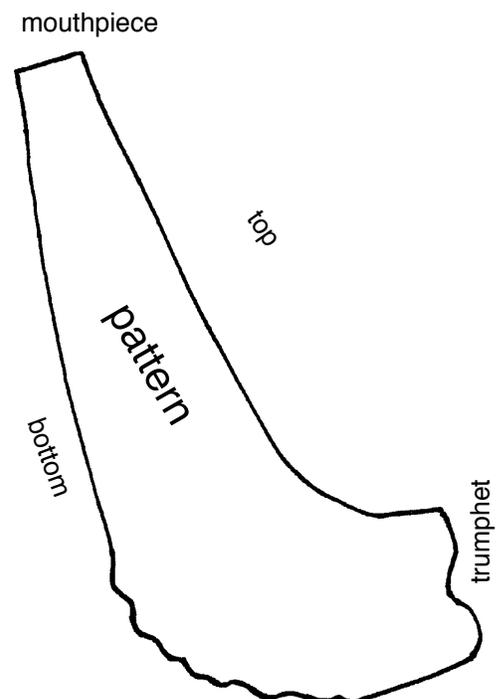
Shofar

Idea submitted by Nadine Siegman

Materials: tagboard, balloon squawker, tape, scissors

Directions:

1. Enlarge pattern and trace shape onto double thickness of tagboard (File folders work great.) and cut out.
2. Starting at mouthpiece end of bottom edge, tape the two shofar pieces together for about two inches.
3. Place squawker in mouthpiece so that the narrow part is toward inside of shofar. The thick part should extend half in and half out of mouthpiece. Tape mouthpiece in securely.
4. Continue to tape together both sides of the shofar, alternating sides and bending as you go so trumpet stays open and the shofar takes on a natural shape.



Shofar Learning Center Activity

By Sandy Brusin

In your own land when you go to war against an enemy who oppresses you, you must sound the shofar with a battle cry: Yahweh your god will remember you, and you will be delivered from your enemies. At your festivals, solemnities, or new-moon feasts, you will sound the trumpet at the time of your holocausts and your...sacrifices, and they will call you to the remembrance of your God...

Numbers 10:9-10

If you wanted to get someone's attention, what would you do?

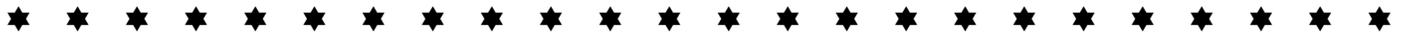
- tap him/her on the shoulder
- call his/her name
- snap your fingers
- yell

If you wanted to get more than one person's attention, perhaps as many as 10 people's attention, what would you do?

- tap each person on the shoulder
- call each person's name
- clap your hands
- scream

If you wanted to arouse a whole city, what would you do?

- call each person on the telephone
- send each person a letter
- knock on each person's door
- write a story in the newspaper
- have regular messages on the radio
- have regular messages on television



Before there was such a thing as newspapers, radio, or television, there were still times when large groups of people—whole communities—had to be summoned or called together for a meeting. In Israel thousands of years ago, all the Jews were called together by blowing or sounding a kind of horn called a *shofar*.

Look at the *shofar* on the table in front of you. Pick it up. Hold it. It is the horn of an animal. Do you know which one?

- cow bull doe (female deer) ram (male deer)

If you guessed a ram, you were right! Actually, the *shofar* can be the horn of any kosher animal except a cow or calf. Usually it is a curved ram's horn.

In ancient days the *shofar* was sounded on many occasions.

- For the coming of a new moon
- To lead armies into battle
- To announce the coming of a king
- To call people to assemble



Do you know when the *shofar* is sounded today?*

- ___ Rosh Hashanah
- ___ Shabbat
- ___ Purim
- ___ Yom Kippur

Three groups of *shofar* prayers are recited on Rosh Hashanah” *Tekiah*, *Shevarim* and *Teruah*. A different sound or series of sounds is blown on the *shofar* for each prayer.

Try to blow or sound the *shofar*.



The sounding of the *shofar* no longer calls people to assemble or leads armies into battle. It reminds us of all Jews who have listened, are listening and will listen to its call. Now it summons us to remember.

The *shofar* is sounded on Rosh Hashanah and Yom Kippur.



The CJL Creativity Center has produced a book in the shape of a shofar. It gives information about the shofar and its use by Jews. It is to be illustrated by the child. This book, suitable for primary grades, may be duplicated for classroom use. For more information about this and other Fall Holiday books, check our Creativity Center Catalog online at www.cjlmilwaukee.org/Creativity/intro.htm



Quiz Questions for Rosh Hashanah

QUESTIONS:

1. The name "Rosh Hashanah" means:
2. Give 3 other names for Rosh Hashanah and the meaning of each.
3. The Hebrew date of Rosh Hashanah is:
4. Which are the High Holy Days?
 - a) The Hebrew term for the High Holy Days is_____.
 - b) What does it mean?
5. What is a shofar?
 - a) When is the shofar blown?
 - b) When is it forbidden to be blown?
 - c) Who must hear it blown?
6. The shofar reminds us of two important events in Jewish history. Name them.
7. What is meant by a *Baal Tokeah*?
8. Every Jew must hear a total of ____ calls on Rosh Hashanah.
 - a) There are how many different kinds of calls of the shofar?
 - b) Name and describe each one.
9. Name the 3 parts of the Mussaf (Additional) service for Rosh Hashanah.
10. What synagogue ceremony is observed on the High Holy Days but is forbidden at any other time?
11. During Rosh Hashanah and Yom Kippur services the cantor and others kneel. Why?
12. Who wrote the prayer *Unetaneh Tokef*?
13. When is the *Unetaneh Tokef* prayer recited?
14. *Tashlich* is_____.
15. What color is used in the synagogue on the High Holy Days?
 - a) The Hebrew greeting for Rosh Hashanah is_____.
 - b) Give its meaning.
16. Name two special foods used on Rosh Hashanah.
17. What is the shape of the *Challahs* used for Rosh Hashanah.
18. What table custom is observed on the 2nd night of Rosh Hashanah.
19. What do we ask God in our prayers on Rosh Hashanah?
20. When, before Rosh Hashanah, do we begin blowing the shofar?
21. For the Jew, the most important meaning of Rosh Hashanah is:
It is our New Year.
A time for examining our conduct.
Forgiveness of sins.
22. In the Torah, Rosh Hashanah is called:
Day of Judgment.
Day of Remembrance.
Day of Sounding the Shofar.

ANSWERS:

Shofrot (Sounding of the shofar)

1. Head of the year.
2. Yom Ha-Zikaron: Day of Remembering.
Yom Ha Dim: Day of Judgment.
Yom T'ruah: Day of Sounding the Shofar.
3. 1st and 2nd of Tishri.
4. Rosh Hashanah and Yom Kippur.
 - a) Yamim Noraim.
 - b) Days of Awe (Fear).
5. A ram's horn that is blown on Rosh Hashanah.
 - a) On Rosh Hashanah, during the morning services and at the end of Yom Kippur day.
 - b) When Rosh Hashanah falls on a Sabbath
 - c) Every Jew, young and old.
6. When Abraham attempted to sacrifice his own son Isaac.
Before and after the Ten Commandments were given.
7. The person who blows the shofar.
8. One hundred.
 - a) Three.
 - b) T'kiah – one long blast.
Sh'varim – 3 broken blasts.
T'ruah – 9 staccato blasts or notes.
9. Malchiot (Royalty)
Zichronot (Remembrance or Remembering)
10. Kneeling during certain prayers.
11. As a reminder of this practice which was followed in the Temple.
12. Rabbi Amnon of Mayence.
13. During the Mussaf services of Rosh Hashanah and Yom Kippur.
14. A special ceremony of the first afternoon of Rosh Hashanah when special prayers are recited beside the banks of a stream or a river.
15. White.
 - a) L'Shanah Tovah Tikateyvu.
 - b) May you be written down for a good year.
16. Apple and honey.
17. Round (instead of the usual long oval shaped).
18. Eating a new fruit for the first time in the year.
19. That He give us a year of life and a chance to turn over a new leaf that year.
20. During the entire month of Elul at the close of each weekday morning service.
21. Examining our conduct.
22. Day of Sounding the Shofar.

Web Sites

Here are just a few good web sites to check for more holiday ideas. The first one is a compendium of web sites by topic. It's an excellent one to use to begin your browsing!

<http://jr.co.il/hotsites/j-hday.htm>
<http://www.chinuch.org/>
<http://www.ualberta.ca/~yreshef/nurit.htm>
http://www.lookstein.org/lesson_plans.php
<http://www.babaganewz.com/teachers/>

Resources for the High Holidays

Books, Films and Teacher Materials from the CJL Library/Media Center

Compiled by Laurie Herman, CJL Library/Media Center Director

CHILDREN'S BOOKS

First Fast – by Barbara Cohen (Ages 9-12)

Story of a 12-year-old boy who makes a wager with another boy that he can fast on Yom Kippur – and how he learns some surprising things in the process.

Gershon's Monster: A Story for the Jewish New Year – by Eric A. Kimmel (Ages 4-8)

Kimmel retells the Hasidic legend about the value of responsibility and forgiveness. In the story, Gershon the baker sweeps all of his mistakes into the basement, rather than atoning or dealing with them. Every Rosh Hashanah, he gathers them in a large bag and throws them in the sea – until one day, when he learns that the giant bulk of his misdeeds cannot be gotten rid of that easily. Kimmel includes a note at the end explaining the Jewish custom of *tasklikh*.

It's Shofar Time – Latifa Berry Kropf (Ages 4-8)

Perfect for the nursery school set, this book is illustrated with engaging photos of young children involved in High Holiday activities: dipping apples in honey, making New Year cards, baking round challah, performing Tashlich and seeing the Torahs in white. Brief explanations are given, as well as encouragement to try to learn and do new things in the New Year.

The Magic of Kol Nidre: A Yom Kippur Story – by Bruce H. Siegel

Beautifully illustrated in watercolors, this story shows three generations of a family exploring the meaning of the Kol Nidre prayer that is chanted on Yom Kippur.

My Little Machzor: A Child's First Prayer Book for the High Holy Days (Ages 6-12)

Miniature-sized book from Israel, which is a simple version of a High Holiday prayer book, with color photographs and prayers in Hebrew and English.

On Rosh Hashanah and Yom Kippur – by Cathy Goldberg Fishman (Ages 5-9)

A young girl and her family celebrate the High Holidays with descriptions of the customs and meaning of the holidays.

Sammy Spider's First Rosh Hashanah – by Sylvia A. Rouss (Ages 3-8)

Delightful and colorful read aloud for younger children, which tells the story of young Sammy Spider who watches the Shapiro family prepare for Rosh Hashanah and wants to participate. **Note:** *The book also teaches the concept of sizes.*

The Shofar That Lost Its Voice – by David Fass (Ages 9-12)

Fantasy published by UAHC about a boy whose shofar seems to have “lost its voice” before Rosh Hashanah, and he must convince it to perform its special task.

Sound the Shofar! A Story for Rosh Hashanah and Yom Kippur – by Leslie Kimmelman (Ages 4-8)

An extended family gathers together to celebrate in this colorful picture book that includes the reasons behind many of the traditions. The synagogue depicted is Reform, with a female clergy member and no prayer shawls. The story also includes the children repenting wrongdoings and resolving to do better next year – as well as the modern custom of bringing canned goods for the needy to Yom Kippur services.

The World's Birthday – by Barbara Diamond Goldin (Ages 4-8)

Daniel loves Rosh Hashanah and is determined to have a birthday party for the whole world in this enjoyable story.

A Yom Kippur Think – by Miriam Feinberg

Simple story about a little girl who doesn't understand what Yom Kippur is about until her father suggests that she have a Yom Kippur “think” to consider aspects of herself that she might like to change for next year. Published by United Synagogue.

Yussel's Prayer: A Yom Kippur Story – by Barbara Cohen (Ages 5-10)

A rabbi completes the Yom Kippur *Ne'ilah* service only after he has a vision of the Gates of Heaven opening to the sincere prayer of a shepherd – one who hasn't the words, but prays with his whole heart.

These children's books are not in the CJL Library, but may be available at your synagogue library or public library.

Apples and Honey: A Rosh Hashanah Lift-the-Flap – by Joan Holub and Cary Pillo-Lassen (Ages 4-8)

Avram's Gift – by Margie Blumberg (Ages 4-8)

The Bee Tree – by Patricia Polacco (Ages 5-10)

Celebrate Rosh Hashanah and Yom Kippur: with Honey, Prayers and the Shofar – by Deborah Heiligman (Ages 4-8)

Days of Awe: Stories for Rosh Hashanah and Yom Kippur – by Eric Kimmel (Ages 8-12)

Eli Remembers – by Ruth Vander Zee and Marian Sneider (Ages 9-12)

Even Higher – by Barbara Cohen (Ages 6-10)

Happy Birthday, World: A Rosh Hashanah Celebration (Board Book) – by Latifa Berry Knopf (Ages preschool)

Happy New Year, Beni – by Jane Breskin Zalben (Ages 4-8)

The Hardest Word: A Yom Kippur Story – by Jacqueline Jules (Ages 4-8)

How the Rosh Hashanah Challah Became Round – by Sophie Epstein (Ages 4-8)

K'tonton's Yom Kippur Kitten – by Sadie Rose Weilerstein (Ages 4-8)

Minnie's Yom Kippur Birthday – by Marilyn Singer (Ages 4-8)

Rosh Hashanah and Yom Kippur (Rookie Read-About-Holidays) – by David F. Marx (Ages 4-8)

A Rosh Hashanah Walk – by Carol Levin (Age 4-8)

Rosh Hashanah with Bina, Benny and Chaggai HaYonah – Yaffa Ganz

Sophie and the Shofar: A New Year's Story – by Fran Manushkin (Ages 4-8)

Toby Belfer & the High Holy Days – by Gloria Teles Pushker

When the Chickens Went on Strike – by Erica Silverman (Ages 4-8)

The White Ram: A Story of Abraham and Isaac – by Mordicai Gerstein (Ages 4-8)

PARENT/TEACHER RESOURCES

Building Jewish Life: Rosh Ha-Shanah & Yom Kippur Book & Activity Book – by Joel Lurie Grishaver

In an easy to follow format, this resource explores the history, significance and customs of Rosh Hashanah and Yom Kippur and shows how the holidays are celebrated in the synagogue. It includes prayers from the Machzor and discussion questions, and is part of a series created to form partnerships between parents and the classroom. The "Red Label" book is intended for use with grades 2-4, and the Activity Book is intended for grades K-2.

High Holiday Fun for Little Hands – by Sally Springer (Ages 3-7)

Activities for preschoolers and beginning readers for Rosh Hashanah and Yom Kippur. Some require adult supervision, as children will need to use scissors, glue, or markers.

My Very Own Rosh Hashanah and My Very Own Yom Kippur - by Judyth Robbins Saypol and Madeline Wikler

Paperback resources designed to help young children ideas such as renewal, forgiveness, repentance, and responsibility. Includes prayers, stories and songs. Intended for use with children in grades 2-4.

Rosh Hashana: A Family Service; Yom Kippur: A Family Service; and Selichot: A Family Service – by Judith K. Abrams

Kit, which consists of three separate booklets, each containing a family service for the holiday. The booklets provide transliterations for all Hebrew and the kit includes a tape of High Holiday songs.

Rosh Hashanah and Yom Kippur – by Malka Drucker (Ages 10 and up)

Informational children's book that discusses the meaning of Rosh Hashanah and Yom Kippur customs. Includes recipes, crafts, puzzles and games

Sound the Shofar – by Miriam Chaikin (Ages 10 and up)

Children's nonfiction book which discusses the origin and development of Rosh Hashanah and Yom Kippur, their major symbols, and ways of observing them today and in different times in history.

HIGHLIGHTS OF DVDS AND VIDEOS ON THE HIGH HOLIDAYS

(Unless specified otherwise, for format is VHS.)

The Adventures of Agent Emes: The Fish Head (A Rosh Hoshana Mystery) (2003) DVD

Humorous Jewish children's series that involves an Orthodox Jewish kid detective who thwarts misdeeds against the Jews. In this episode, Agent Emes tries to decode a mysterious message from a talking fish, Includes a tour in a shofar-making factory. 30 min. AGE: 5 to 11.

For Goodness Sake! (1996)

Short film hosted by Dennis Prager, dealing with the subject of goodness – why people aren't always good, and how to include goodness in our daily lives. An upbeat, trigger film that utilizes short, humorous sketches to illustrate the effects of goodness – or the lack of it - to stimulate discussion.

Note: *Highly recommended for classroom use.* 17 min. AGE: 10 to Adult.

How Good Do We Have to Be? (A New Understanding of Guilt and Forgiveness) (1967)

Rabbi Harold Kushner, noted rabbi and speaker on human relations and Jewish moral and ethical behavior, addresses a small group in Florida on the topic of Jewish guilt and forgiveness. **Note:** *Groups may first wish to read Rabbi Kushner's book of the same title. This is an appropriate pre-Yom Kippur selection for discussion.* 1 hr. 18 min. AGE: 14 to Adult

Jonah (Hanna-Barbera's Greatest Adventure Stories) (1992)

This fully animated video retells the story of the prophet Jonah. Includes the story of Jonah and the great fish, as well as the story of the vine of gourds that grows to save Jonah and then withers. 30 min. AGE: 4 to 10.

Jonah and the Whale (1992)

The story of Jonah retold for children with narration by Jason Robards. **Note:** *Includes still shots versus full animation.* 30 min. AGE: 7 to 10.

Save the Dates

CSI-Milwaukee* Professional Development for Teachers: Courses for 2008-2009

- I. Classroom Management: Dr. Miriam Guttmann – 3 credit hours**
Sunday, September 14, 1:30-4:30 pm **OR** Tuesday, September 16, 6:30-9:30 pm
- II. Teaching So All Can Learn: Interactive Learning: Dr. Sherry Blumberg**
Teaching So All Can Learn: Part One – 3 credit hours
Sunday, November 9, 2:30-5:30 pm **OR** Tuesday, November 12, 6:30-9:30 pm
Teaching So All Can Learn: Part Two – 3 credit hours
Sunday, March 8, 2:30-5:30 pm **OR** Tuesday, March 11, 6:30-9:30 pm
- III. Early Childhood: Karen Torem – 3 credit hours**
Sunday, January 18 (at Day of Discovery), 9:30 am-12:30 pm
- IV. Jewish Art/ Jewish Text: Jody Hirsh – 3 credit hours**
Sunday, January 18 (at Day of Discovery), 1:15-4:15 pm
- V. Exceptional Education: Dr. Pnina Goldfarb – 3 credit hours**
Sunday, February 8, 1:30-4:30 pm **OR** Tuesday, February 10, 6:30-9:30 pm

*CSI-Milwaukee is an initiative that supports 7 congregational schools in the Milwaukee area. As part of this effort, we are offering a series of courses to strengthen professional development in our community.

Teachers who fulfill the twelve-hour requirement of study during the 2008-2009 school year will receive a stipend of \$400. *This stipend is only available to teachers in congregational schools participating in CSI-MILWAUKEE.*

For more information, contact Eve Joan Zucker at 332-8445

Creativity Center Fall Holidays Make It/Take It, Monday, September 15, 2008, 7:00-8:30 pm in the CJL Creativity Center. For more information or to RSVP, contact Alice Jacobson at 963-2727.

Wisconsin Educators' U.S. Holocaust Memorial Museum Trip and Holocaust Education Seminar, September 21 (pre-trip orientation), September 22 (trip to Washington, DC), November 7, 2008 (post-trip seminar). For more information, call Bonnie at 414-963-2719

Kristallnacht Commemoration 2008: 70th Anniversary 1938-2008, Sunday, November 9 at 4:00 pm
Day of Discovery, Sunday, January 18, 2009, at the Harry & Rose Samson Family JCC.

Resources for the High Holidays continued

The New Beginning: Highlights of the Jewish High Holy Days (1994)

This award-winning video outlines the origin, evolution, symbols and traditions of the High Holy Days. It explains customs and major parts of the services, illustrating them with cantorial song, art and visual reenactments. Produced by UAHC. 24 min. AGE: 10 to Adult.

New Year's Leave (1985)

Larry, a sailor in the U.S. Navy whose ship is docked in Haifa for repairs, is given a short leave at Rosh Hashanah time. He signs up for a special tour and learns the meaning of Rosh Hashanah from Yaacov, an unusual tour guide. 30 min. AGE: 9 to Adult.

Rosh Hashanah/Yom Kippur (Holidays for Children Video Series) (1994)

Part of a multicultural children's holiday series, this video presents symbols, customs, rituals and folklore of the High Holidays. It includes animated stories and songs. 25 min. AGE: 5 to 10.

Tishray Month Holidays (Parpar Nechmad Series) (1989)

Israel children's program in Hebrew which addresses Rosh Hashanah, Yom Kippur, Sukkot and Simchat Torah with puppets, songs and stories. *In Hebrew.* 25 min. AGE: 6 to 10.

A Whale of a New Year (Alef...Bet...Blast-Off! Episode 6) (1995) DVD & VHS

Puppet David loses his sister's goldfish and lies about it. Mitzvah Mouse takes him back to Biblical times for a visit with Jonah (played by Avery Schreiber). David learns it's important to admit when you're wrong and take responsibility for your actions. 30 min. AGE: 4 to 8.



Professional Jewish Educator

Coalition for Jewish Learning

Debbie Carter Berkson & Cynthia Levy, Co-chairs

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Programs and Resources

Congregational School Initiative • Creativity Center • Day of Discovery • Distance Learning Programs •
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Mentoring • Nathan and Esther Pelz Holocaust Education Resource Center • Principals Council • Teacher Preparation •
Teacher Recognition and Incentive Program (TRIP) • Teen Enrichment Programs • Ulpan

For further information about any items in this issue or our programs and resources, please contact:

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