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A Note from the Editor

Welcome to the world of “moon-watching.” To study the Jewish Calendar means to study the cycle of the moon as it passes from one phase to another. In 1986, the Milwaukee Association for Jewish Education (precursor to the Coalition for Jewish Learning) published the Milwaukee Curriculum Resource (MCR) Unit: The Jewish Calendar. I was on the team to help create the resource materials for the unit. That’s when I became a “moon-watcher.” I had never really noticed the moon’s cycles before then. Now, whenever I look at the moon, I think about what date it might be on the Jewish Calendar.

The study the Jewish Calendar can include learning about Rosh Hodesh and a review of the Jewish Holidays that occur each month.

This issue contains background information and a variety of sample lessons, most of which are taken from the Jewish Calendar curriculum Unit.

Check our “Resources on the Jewish Calendar” (pages 17-18) for books containing more information to use in your lessons. If you are planning an extensive unit on the Jewish Calendar, you may want to consider purchasing the Jewish Calendar MCR unit which was revised in 2002. Check our web site www.cjlmilwaukee.org/wp-content/uploads/2010/12/c.c.-catalog_10.pdf) for more information and order form.

This will be my last issue as editor of the *Professional Jewish Educator*, as I’m retiring at the end of June. I’ve learned so much in preparing each issue. I hope you have found them informative and helpful. Earlier editions, dating back to 2002, can be found on the CJL web site.

*L’Hitriot,
Alice Jacobson*

THE JEWISH CALENDAR: BACKGROUND FOR THE TEACHER

By Joshua Chorowsky and Jeffrey Lasday

Hallowing of Time

“And God said: Let there be lights in the firmament of heaven...and let them be for signs, and for seasons, and for days and years” (Gen. 1:14). According to Abraham Joshua Heschel, “The non-Jew builds his palace in space, built out of materials from the concrete world. The Jew, on the other hand, builds his palace in time and calls it Shabbat. Judaism is a religion of time aiming at the sanctification of time.”*

The Day

Nightfall (appearance of three stars) is the beginning (and ending) of a new day: “And there was evening, and there was morning, one day” (Gen. 1:5). Accordingly, we begin the celebration of Shabbat at sunset on Friday. Likewise, all Jewish holidays and festivals begin in the evening.

Shabbat

The first object on which “holiness” is conferred in the Torah is time, i.e. the Shabbat. In the story of Creation, the days of the week have no special name. The first day is called “first day” (“yom rishon”), the second day is called “second day” (“yom shaynee”), etc. However, “On the seventh day God finished His work which He had made...God blessed the seventh day and hallowed it...” (Gen. 2:2-3).

The Month

The first day of the month is called “Rosh Chodesh” (when the preceding month has thirty days, Rosh Chodesh is two days). In biblical times, Rosh Chodesh

was celebrated with the sounding of trumpets and with special sacrifices (Num. 10:10, 28:11), as well as visits and offerings to the Prophet/Seer (Kings II, 4:23). Subsequently, a special Rosh Chodesh prayer (“Ya’a’leh ve’ya’vo”) was inserted in the “Amidah” service (just before the seventeenth b’racha).

The Year

The “year” in the Jewish calendar is based upon that of Creation (i.e. the year “5746” means that, according to tradition, the world was created five thousand, seven hundred and forty six years ago).

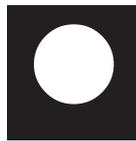
A Luni-Solar Calendar

The Jewish calendar is “luni-solar.” It is based upon both the moon and the sun: months are determined by the cycles of the moon; years (seasons) are determined by the movement of the earth around the sun.

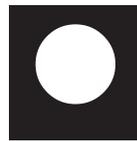
It takes the moon twenty-nine and one half days to complete a full cycle. The moon begins its cycle when it is on a direct line between the earth and the sun, but on a different plane, so that it is invisible. This phase is known as “molad” (birth). The HEBREW month is measured from one “molad” to the next. To account for the twenty-nine and one half days of the lunar cycle, some months are thirty days long and others are twenty-nine days long. Since the HEBREW months are based on the cycle of the moon, we can tell the HEBREW date by the shape of the moon: a thin, crescent moon that is open on the left side indicates the first of the month; a full moon means the moon is in the middle of its cycle (marking the fourteenth of the month); a crescent moon that looks like a “C” means the moon is near the end of its cycle and that the month is about to end (the twenty-ninth).



1st



7th



14th



21st



29th

Hebrew for “Month”

The two Hebrew words for “month” are related to the moon: “chodesh” is derived from “chadash” which means “new” (from new moon); “ye’rach” is derived from “ya’re’ach” which means “moon.”

Leap Year

Twelve HEBREW months of twenty-nine and one half days each would create a year with three hundred and fifty-four days in it. This is eleven days shorter than a solar year. (The earth needs three hundred and sixty-five days to complete its revolution around the sun.) This difference of eleven days necessitated periodic adjustments in the lunar calendar. Since seasons are based upon the position of the sun, without these adjustments the celebration of Jewish holidays would have fluctuated throughout the year. For example, Pesach, a spring holiday, would have eventually “moved” to summer and then to fall. To adjust for the shorter lunar year, an additional month (Adar II) is added to the JEWISH calendar seven out of every nineteen years. This was calculated during the days of the Second Temple, on the basis that after nineteen years the solar calendar would exceed the lunar calendar by two hundred and nine days or seven months.

Source

The Jewish Calendar MCR Unit. Vicky Kelman. Coalition for Jewish Learning. 1986.

Rosh Hodesh: Customs and Celebrations

In Biblical times, Jews used to welcome the new month with the sound of trumpets, just as they did when they welcomed the other holidays and festivals (see Numbers 10:10). According to one Psalm, they also used to blow the shofar throughout the land (see Psalms 81:4). In ancient times, the joy of the New Months was similar to the joy of Shabbat and Holidays (see Hosea 2:13, Chronicles II 8:13, 31:3). It was customary during those days to join the prophet of the day for the Shabbat or the New Month Feast (see Kings II 4:22-23, Isaiah 66:23). Each month had its own reason for joy, related to the changing season and the agricultural life in Eretz Yisrael. The Kabbalists saw in Erev Rosh Hodesh, the eve of the New Month a minor “Yom Kippur,” a day for introspection about the past month.

The Shabbat prior to Rosh Hodesh is called “Shabbat Mevarchim,” or “The Sabbath of Blessing the New Month” because of the special blessing recited on that day. This blessing is similar in its language to Rosh HaShana liturgy: we ask to renew the new month with blessings for good life, for health and happiness.

Rosh Hodesh has also been known as the Women’s Holiday. Some women refrain from housework on this day or at least for half a day. The Midrash tells us that because the women did not want to take part in the Golden Calf worship and delayed donating their jewelry, they were rewarded with a special holiday just for them. Some modern women are reiving this ancient custom today by having a special dinner celebration just for women.

You can create meaningful “Jewish time” in your school by celebrating Rosh Hodesh each month. It can be both a celebration and an educational experience. We recommend that on each Rosh Hodesh of the school year (or a day as close to Rosh Hodesh as possible) the 7th grade students host a Rosh Hodesh assembly for the 4th, 5th, and 6th grade students. With these ongoing programs the students will begin to feel the uniqueness of the new month in the yearly Jewish cycle.

Each month, introduce a specific Jewish value as its theme.

NOTE: Make sure to have a musical component for the assembly: a band, school choir, and/or dance.

Source: *The Link - New York BJE Education Resource Center Newsletter*, Vol. IV No. 1, September & October 1999.

A ROSH CHODESH PRAYER

Oh G-d, Who is King of the Universe
And G-d of our fathers,
Give us this coming month of _____ *
for good, for kindness, and for blessing.

We pray, Oh G-d, that with your help and loving care,
The new month will bring
Peace, joy and gladness,
To us, to our families and to our friends,
To the Jewish People,
To the State of Israel and its people,
And to all mankind;
Amen.

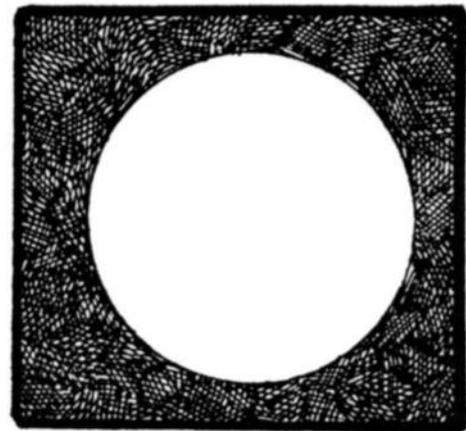
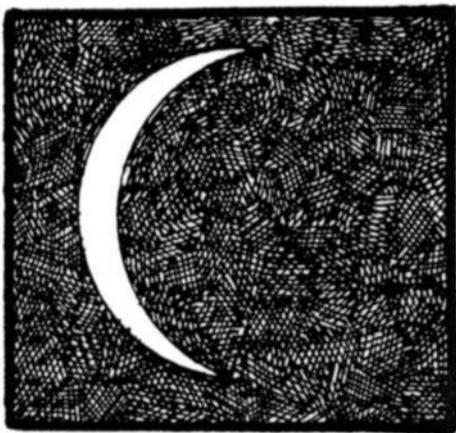
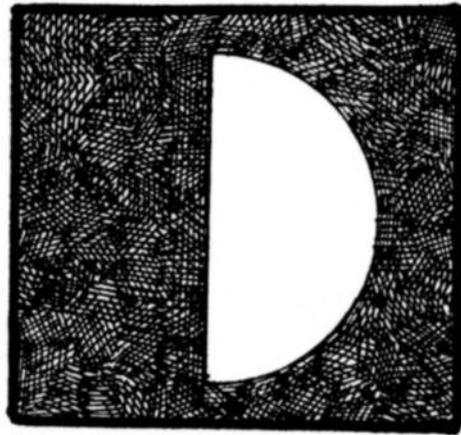
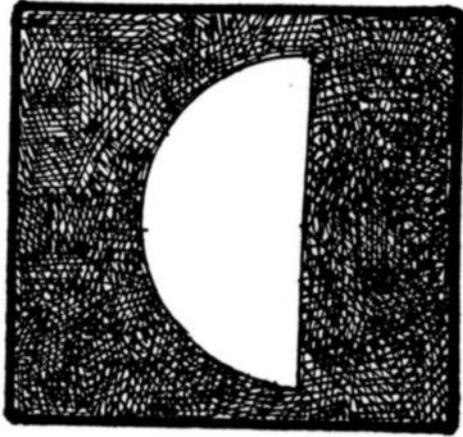
* Add name of Hebrew month.

Source: *The Jewish Calendar MCR Unit*. Vicky Kelman. Coalition for Jewish Learning. 1986.

Here is a delicious idea. Students are given a worksheet with pictures of the moon’s phases (see page 5). They then bite vanilla wafers to correspond with the phases of the moon.

Source: *Kol Hakavod* - a publication of Cleveland’s Jewish Education Center.

Moon Phases Worksheet



Source: *The Jewish Calendar MCR Unit*. Vicky Kelman. Coalition for Jewish Learning. 1986.

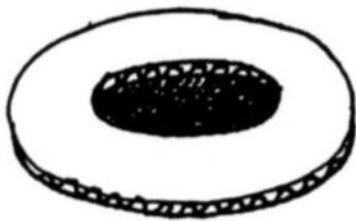
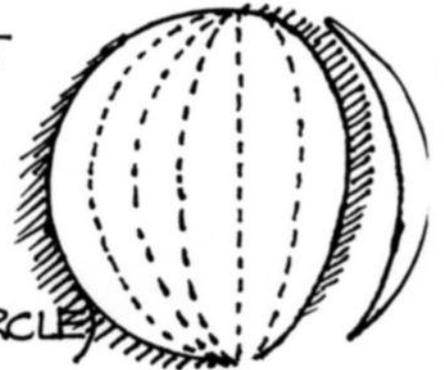
MOON PUZZLE

WHAT YOU WILL NEED...

- 1) 1 14" PIZZA CIRCLE
- 2) 1 9" PIZZA CIRCLE (MAY BE REUSED)
- 3) 1 12X12" PIECE OF BLACK TAG BOARD
- 4) BLACK PAINT OR MARKER
- 5) SCISSORS OR MAT KNIFE
- 6) GLUE

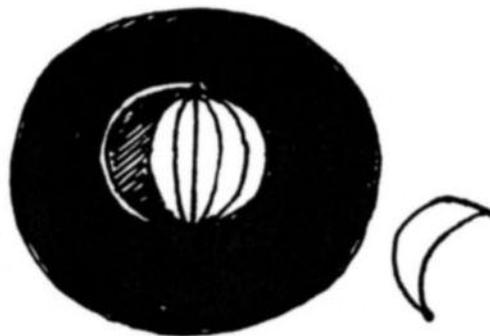
DIRECTIONS:

- 1) TRACE SMALLER PIZZA CIRCLE ON LARGER ONE.
- 2) CAREFULLY CUT SMALLER CIRCLE OUT
- 3) DRAW PHASES OF THE MOON ON THE CIRCLE, CUT, & SET ASIDE.
- 4) GLUE BLACK TAG ON BACK OF REMAINING RING. (LARGE PIZZA CIRCLE)



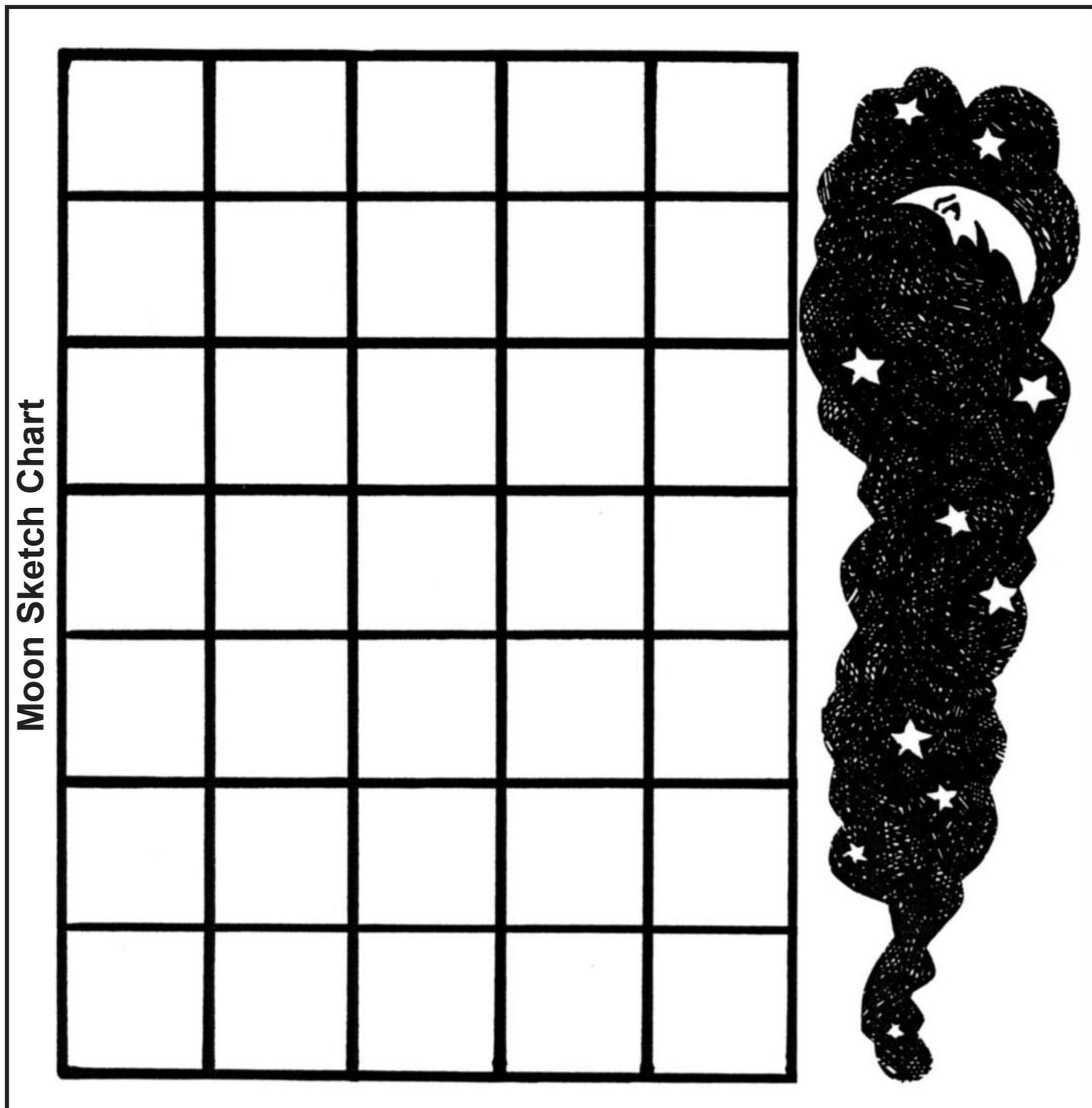
- 5) PAINT OR COLOR TOP OF RING WITH BLACK

- 6) NOW THE PUZZLE IS READY TO ASSEMBLE



Moon Watching

An activity to help children learn about the Jewish calendar is to have them become “moon watchers.” Ask children to sketch the shape of the moon on a “Moon Sketch Chart” (see below) every day for a month. As they watch the moon every night, they will come to understand how the Hebrew months and the moon go together.



Source: *The Jewish Calendar MCR Unit*. Vicky Kelman. Coalition for Jewish Learning. 1986.

Jewish Months Circle Book

1. Cut 3 circles of the same size (about 4" diameter) from paper.
2. Fold each in half, unfold, and fold in half again in the opposite direction. The circles are now divided in fourths.
3. For each circle, on one of the fold lines, cut from the edge to the center.
4. Stack the circles so that all the slits you cut line up. The slits should be held in the 12 o'clock position for the rest of the instructions. To simplify these directions, from here on in, the circles will be represented by the following patterns:
5. Fold the top circle in half by folding the top half over the bottom.
6. Fold the top left quarter of the middle circle down and tape it along its cut edge to the adjacent quarter circle.
7. Fold the top right quarter of the middle circle down.
8. Fold the top left quarter of the bottom circle down and tape it along its cut edge to the adjacent quarter circle.
9. Unfold the stack so that the circles are once again flat.
10. To fold the book: Starting with the top left quarter of the top circle, fold it down and then fold it to the right. Continue folding to the right until the entire book is folded. It should look like this when completely folded:

© C JL Creativity Center





Celebrating Jewish Birthdays

A Rosh Hodesh activity could be celebrating the Jewish birthdays of students each month. Find out the birthdays on the secular calendar of all the students. You can go online to convert the dates to the Hebrew birthday (www.hebcal.com/converter). Copy the Hebrew Birthday Cards onto card stock, and fill one out for each student to keep.

Have students learn to sing the "Happy Birthday" song in Hebrew.

Jewish Birthday Cards

HEBREW BIRTHDAY SONG

ENGLISH	TRANSLITERATION	HEBREW
Happy Birthday to you!	Yom Hu'ledet Sa'me'ach!	יום הולדת שמח
Happy Birthday to you!	Yom Hu'ledet Sa'me'ach!	יום הולדת שמח
Happy Birthday, dear _____! <small>(name)</small>	Yom Hu'ledet Sa'me'ach!	יום הולדת שמח
Happy Birthday to you!	Yom Hu'ledet Sa'me'ach!	יום הולדת שמח

Source: *The Jewish Calendar MCR Unit*. Vicky Kelman. Coalition for Jewish Learning. 1986.

The Sun and the Jealous Moon

A midrash adapted by Alice Jacobson

Once upon a time, on the fourth day of creation to be exact, G-d created the Sun and the Moon. He made them exactly alike. They were the same size and shone with the same amount of light. The Sun shone during the day, and the Moon shined during the night. The night was just as bright as day, and the sky was always blue and filled with light. Everything would have gone on like this, even to this day, if the moon had done as she was told and not become jealous of the Sun.

One night as the Moon rode through the shining sky she looked upon the earth beneath her and began to think, "It really isn't quite fair to me to have to follow the Sun around all the time. In the morning he starts on his course, pouring out his beams with a mighty fire. All things stir and raise their heads and salute him. Birds sing when he appears, animals call a greeting to him, even the flowers of the field turn their faces to him as he passes by. Then when the day is done, what happens? Here I come, every bit as beautiful and strong and brilliant as the Sun, but by that time the earth is too tired to greet me. In spite of my brightness, the birds and beasts creep away into the shadows and sleep the night away. The flowers close the petals over their faces and never even look at me. What's the use of being so grand if there's no one awake to admire me? If only that nuisance, the Sun, wouldn't shine so brightly in the daytime!"

The Moon sighed as she sailed across the heavens. At last she said, "I think I'll have to see G-d, the Great Master, about this."

As soon as her journey ended, the Moon went to

the Great Master and bowed low before His throne. "Oh Great Master," said the Moon, "I have come to ask a few questions."

"Speak on, oh glowing Moon," said the Great Master.

"Is it not true," said the Moon, "that you have created Heaven and Earth, and that the Heavens are much greater and finer and more beautiful than the Earth?"

"Yes," answered the Great Master, "Yes, that is true."

"And," said the Moon, "you have made fire and water. The fire can devour and burn everything that comes within its reach, but water is even more powerful than fire, because water can drown and quench the fire. Is that not true?"

"Yes, that is true," answered the Great Master.

The Moon replied, "Then why must there be two great lights just exactly alike? Wouldn't it be better to have only one great light, and a smaller light?"

The Great Master looked at the Moon and said, "Perhaps you would like the Sun to lose some of his brightness. Is that it?"

"Well, yes," said the Moon. "That would be nice."

"Go back to your place," said the Great Master, "and be assured that from now on there will be a great light and a lesser light."

The Moon was very happy. All day long she stayed in her place, waiting until the Sun finished his daily travels, and imagining how surprised the earth creatures would be when she came out

even more radiant than the Sun.

As the Sun began to set, the Moon rose in all her glory, prepared to dazzle the world. She rose high into the heavens. "How fine I must be," she thought as she looked downward to see how the earth creatures were taking her new appearance. Great was her surprise to find everything just as usual. The birds were tucking their heads under their wings, and the flowers were folding up their petals.

The Moon became a little worried. She thought that she might be too high up in the sky, so she slipped a little closer to the earth. As she did, she noticed something strange—the beasts had not crept away to the shadows to rest as usual, but were sleeping right in the open fields. Now the Moon was really frightened. She slid nearer and nearer to the earth. The only sound she could hear was the regular breathing of sleeping animals, and the drowsy twittering of baby birds in their nests.

Then the Moon cried out, "Oh, Great Master, what has happened? Here I am, bigger and finer than ever and no one pays the slightest attention to me!"

"Foolish Moon," answered the Great Master. "Don't you see that you are the lesser light, and not the greater one? Look around you! Do you light up the whole heavens as you once did?"

For the first time, the Moon realized what had happened. She had become small and pale and weak; so weak that she could scarcely shine. She stretched out her beams as far as she could, but they only made soft glimmering through the treetops.

"Oh, Great Master," wept the Moon, "I know now that I was greedy and should not have tried to

take some of the brilliance from the Sun. But must I lose all my fire and my beauty because of one little fault?"

As the Moon stopped talking, suddenly in the silence she could hear the Great Master's voice saying, "Oh Moon, because now you are sorry for being jealous of the Sun, I will not let you go alone into the dark night with so pale a light. Then down through the skies came G-d's powerful hand. He held a pair of large, pointed scissors. He took hold of the Moon's long silvery robes, and from the tiny threads of her garments, He formed hundreds of thousands of stars.

"Oh, look at the stars! How lovely they are," cried the Moon. "The stars You have made are beautiful. See how they twinkle!"

Then G-d said to the Moon, "Every night when you shine in the sky, these hundreds of thousands of stars will be your companions."

The Moon replied, "Oh thank you, Great Master, for these shining friends."

She looked around at all the glowing, gleaming stars, and when they twinkled at her, the Moon beamed with a happy smile.

Source: *Parent PACAJE*, Produced by the Coalition for Jewish Learning, Spring 1984.



JEWPARDY

(a takeoff on the television game show JEOPARDY)

This game may be played by the entire class or by small groups of students. It's a great activity to review the Jewish Calendar and holidays.

Teacher preparation:

- Make a Jewpardy Game Board by placing twenty-five library pockets in 5" x 5" rows on a piece of tag board. Leave enough room at the top of the board to clip on column subject headings.
- Make subject headings for each column based on the five categories of questions that are asked in the game (Holidays, Fun Facts, Hebrew Words, Dates, Moon Shapes). Use a paper clip to attach each heading to the top of the poster board above each column of pockets.
- Label five index cards: "10", "20", "30", "40", and "50". Use a paper clip to attach each card to the left side of the poster next to a row of pockets. Your board should look like this:

	Holidays	Fun Facts	Hebrew Words	Dates	Moon Shapes
10					
20					
30					
40					
50					

- Copy the Answers and Questions Sheets (see pages 14-16). Cut out the answer "boxes" and glue each box onto a different 3" x 5" index card. Use a different color card for each category. If different color cards aren't available, then use magic markers so that each category of cards is matched with the same color.
- Select five cards from each category of questions and place them in the pockets under their category heading. Easier questions should be placed in lower value rows than harder questions.

To play:

- a. Divide the class into two or three teams, depending on the size of the class.
- b. Have each team decide on the order in which students will give answers. In each round of “answer-and-question,” only the team’s “designated answerer” may raise his/her hand to give an answer.
- c. Decide which team will go first.
- d. The team going first selects a category and question value, i.e. “Holidays for 10.”
- e. The teacher then reads the answer that appears on the card.
- f. The first “designated answerer” that raises his/her hand answers first.
- g. **All answers by the students must be in the form of a question.** The teacher will supply an answer from the card. It is up to the student to supply the question that matches the answer. Example:
 - The teacher will read from the card: “Pesach is celebrated in this month.”
 - The student will supply the question: “What holiday is celebrated in Nisan?”
- h. If the student answers correctly, then his/her team receives the amount of points that the question is “worth.” If the student answers incorrectly, the team loses the amount of points that the question was worth. Another team may then attempt to give the correct question.
- i. The team that answers the question correctly chooses the next category and “point value” of question.
- j. Play continues until all of the answers and questions have been used or a time limit has been reached.
- k. The team with the most points wins.

JEWPARDY CARDS

MOON SHAPES

2Q. What does the moon look like on the seventh day of the HEBREW month?

4Q. What does the moon look like on the twenty-first of the HEBREW month?

1A. A new moon

3A. A full moon

5A. Crescent moon

1Q. What does the moon look like on the first of the HEBREW month?

3Q. What does the moon look like on the fourteenth of the HEBREW month?

5Q. What does the moon look like at the end of the HEBREW month?

2A. First quarter

4A. Last quarter

JEW PARDY

HOLIDAYS

- 1A. Pesach is celebrated in this HEBREW month.
- 1Q. What holiday is celebrated in Nisan?
- 2A. Rosh Hashanah, Yom Kippur, Sukkot and Sim'chat Torah are celebrated in this month.
- 2Q. What holidays are celebrated in Tishri?
- 3A. Rosh Chodesh.
- 3Q. What is the first day of the HEBREW month called?
- 4A. Chanukah is celebrated in these two HEBREW months.
- 4Q. What festival (holiday) is celebrated in Kislev and Tevet?

- 5A. Purim is celebrated in this HEBREW month.
- 5Q. What festival (holiday) is celebrated in Adar?

FUN FACTS

- 1A. The months in this calendar are based on the sun.
- 1Q. What is the GENERAL calendar based on?
- 2A. The months in this calendar are based on the moon.
- 2Q. What is the JEWISH calendar based on?
- 3A. The HEBREW date, Jewish holidays and the time to light Shabbat candles on Friday evening.
- 3Q. What things can be found in a JEWISH calendar?

- 4A. When a new moon appears.
- 4Q. When does a month begin in the JEWISH calendar?
- 5A. Twenty-nine or thirty days.
- 5Q. How many days are in a HEBREW month?
- 6A. We listen to the shofar, say we are sorry, and eat apples and honey.
- 6Q. What are three things we do to celebrate Rosh Hashanah?
- 7A. We build a sukkah and buy a lulav and etrog.
- 7Q. What do we do on Sukkot?
- 8A. We light candles for eight nights.
- 8Q. How do we celebrate Chanukah?

9A. We have a big festive meal and tell the story of the Jews leaving Egypt.

DATES

5A. 25th of Kislev

9Q. How do we celebrate Pesach?

1A. 10th of Tishri

5Q. When does Chanukah start?

HEBREW WORDS

1Q. When is Yom Kippur?

6A. 15th of Sh'vat

1A. Mazal

2A. 1st of Tishri

6Q. What is the date of the New Year for the trees?

1Q. What is the HEBREW word for "Zodiac sign"?

2Q. When is Rosh Hashanah?

7A. 14th of Adar

2A. Yom Hu'ledet Sa'me'ach

3A. 15th of Tishri

7Q. When is Purim?

2Q. How do we say "Happy Birthday" in HEBREW?

3Q. When is Sukkot?

8A. 15th of Nisan

3A. Rosh Chodesh

4A. 23rd of Tishri

8Q. When does Pesach start?

3Q. What is the first day of the HEBREW month called?

4Q. When is Sim'chat Torah?

9A. 5th of I'yar

Note: For additional Answer cards, write the name of each HEBREW month on a separate card. Instead of responding with the Question, student must read the card correctly.

9Q. When is "Yom Ha'atz'ma'ut"?

Resources on The Jewish Calendar

Books and Teacher Materials from the CJL Library/Media Center

Compiled by Laurie Herman, CJL Library/Media Center Director

All About Jewish Holidays and Customs (1970) – by Morris Epstein

This text includes one chapter on the Jewish calendar, and a chapter on each of the Jewish holidays with an explanation of how the holiday fits into the calendar.

The Book of the Jewish Year (1996) – by Stephen Wylen

Colorful textbook designed for grades 4-6 about the Jewish year with a focus on the holidays and customs. The first chapter is about the Jewish calendar and describes its history and how it is organized. Teacher's guide available.

Celebrating the New Moon: A Rosh Chodesh Anthology (1996) – Susan Berrin, ed.

Anthology of writings for Rosh Chodesh including a mixture of scholarly and educational pieces, poetry, and inspirational writings from all levels of observance. Includes the history and halacha of Rosh Chodesh as well as ideas on how to celebrate.

The Complete Book of Jewish Observances (1980) – by Leo Trepp

This one volume guide to the ceremonies and practices of Judaism contains an excellent chapter on the Jewish calendar (pages 81-90), describes the meaning of each month, and charts the months, their correlating English dates, holidays falling within each month, and the Biblical sources for the holidays.

The Complete Family Guide to Jewish Holidays (1985) – by Dalia Renberg

A guide with background information, recipes and craft ideas for the Jewish holidays which includes a chapter entitled, "Rosh Hodesh and the Jewish Calendar." (pages 13-19)

Encyclopedia Judaica, Vol. I (1972) – Pages 109-159

Exploring the Jewish Holidays and Customs (1981) – by Shirley Stern

Textbook designed for classroom use (grades 4-6) which includes a unit on "The Jewish Month" (pages 48-62), providing information on both the Hebrew calendar and Rosh Chodesh.

The First Jewish Catalog (1973) – by Richard Siegel, Michael Strassfeld and Sharon Strassfeld

Background information on the Jewish calendar. (pages 96-102)

The Jewish Calendar—A Mini Course (1975) – by Raymond Zwerin

An interesting introduction to the history and development of the Jewish calendar, its relationship to the Roman calendar and to the Zodiac.

Jewish Literacy (1991) – by Rabbi Joseph Telushkin

Telushkin's masterful compilation in one volume of basic information about Judaism and Jewish history includes a brief section on the Hebrew calendar (pages 561-563). It provides a clear charting of the correlation of English months to the Hebrew month—and the Jewish holidays which fall within each month of the Jewish calendar.

Milwaukee Curriculum Resource: The Jewish Calendar (Revised 2002) – by Vicky Kelman

Extensive curriculum guide for the study of the Jewish calendar, geared for grades 3-4. It includes fifteen lessons for classroom use, a teacher resource section and a student workbook, providing masters of worksheets for duplication.

Moonbeams: A Hadassah Rosh Hodesh Guide (2000) – by Leora Tanenbaum

Designed specifically for women who participate in a Rosh Hodesh group, this book provides nine separate units for nine months of text study on topics of interest.

The Story of the Jewish Calendar (1958) – by Azriel Eisenberg

The book begins with a charming story of two young boys who are watching for the new moon in ancient Jerusalem. The book describes the difference between the solar and lunar calendars, how the dates of the religious holidays are set, the names of the Hebrew months and how they evolved, and narrations on the people who influenced the development of the Jewish calendar.

When A Jew Celebrates (1971) – by Harry Gersh

A general description of the Jewish calendar, Rosh Chodesh, and the different “New Years” included in the Jewish calendar. (pages 105-115)

Student Resources

The Family Treasury of Jewish Holidays (1994) – by Malka Drucker

Organized by holidays, this attractively illustrated volume provides the history and rituals of the Jewish holidays and includes recipes, songs, stories and poems.

Follow the Moon: A Journey Through the Jewish Year (1984) – by Yaffa Ganz

A children’s book that highlights the holidays, special activities and celebrations that occur in each of the Hebrew months. Also mentions some historical events that took place in each month.

My Calendar (1984) – by Amye Rosenberg

A hands-on Hebrew calendar book that teaches small children all about the Jewish calendar and its special days

Milk and Honey: Year of Jewish Holidays (1985) – by Jane Yolen

Provides brief histories and rituals for seven Jewish holidays with illustrations, songs, poems and stories.

General Children’s Books about the Moon

The Birth of the Moon (2000) – by Coby Hol

In this pourquoi tale, the sun creates a waxing and waning moon to remind animals to appreciate this special night light.

Papa, Please Get the Moon for Me (1999) – by Eric Carle

When the moon gets small enough, a loving father climbs a ladder and takes it from the sky to give to his child.

Wait Till the Moon Is Full (1989) – by Margaret Wise Brown

Moon facts are woven into this gentle story about a young raccoon who must wait for the full moon before he can go out at night.

Save the Dates

Jewish Film Series

Check the CJL web site for more information about individual films. (www.cjlmilwaukee.org)

“JEWS AROUND THE WORLD” – FREE JEWISH FILM CLASSES

In the fifth CJL/JCC sponsored year-long film program, students will have the opportunity to explore Jewish films on a large screen in an informal classroom setting and to participate in educational discussions and presentations with Milwaukee Jewish educators. This year’s programming includes some of the best new DVDs purchased in 2011 for the CJL/JCC Reading Room. The classes are free and open to the public. Enjoy films while learning about unique aspects of Jewish life with our instructors. Films are presented on Sunday afternoons at 4:00 p.m.

May 20 *For My Father* (Israel, 2008)

BONUS FILMS

April 16 *Someone to Run With* (Mishehu Larutz) (Israel, 2006) 7:00pm

May 14 *Bride Flight* (Holland, 2010) 7:00pm

CUTTING EDGE ISRAEL: CONTEMPORARY ISRAELI SHORT FILMS

Join us for a special free class to view Israeli films never before seen in Milwaukee! In each session, participants will view either one or two contemporary independent short films – (totaling under 1 hour), designed to engage thinking audiences and trigger response – followed by a discussion led by our instructors. All films are in Hebrew with English subtitles (unless otherwise noted). This class is being co-sponsored by the Coalition for Jewish Learning, the JCC and the Israel Center of the Milwaukee Jewish Federation. The classes will be held four Thursday nights, 7:30-9:00 p.m., and admission is free.

New Format this Year: Every other session, we will be showing 2 short films from the Ma’aleh Film School in Israel – the Modern Orthodox film school in Israel, whose students create thought-provoking short films, often dealing with religious issues in the contemporary world.

April 19 *The Orthodox Way* (2003) and ***Evacuation Order*** (2008)

May 17 *Say Amen* (2008)

May 24 *The Breakfast Parliament* (2009)

Holocaust Education Resource Center Events

Check the HERC web site for more information about individual events.
(www.holocaustcentermilwaukee.org/events/)

Monday, April 16 – Book Discussion: *The Book Thief*

Thursday, April 17 – Yom Hashoal Commemoration at Alverno College

Sunday, April 22 – Yom Hashoal Commemoration at the Harry & Rose Samson Family JCC



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Programs and Resources

Congregational School Initiative (CSI) • Consultation to Schools • Creativity Center • Day of Discovery • Day School Grant Allocation • Library/Media Center • Mentoring • Nathan and Esther Pelz Holocaust Education Resource Center • Synagogue Educators Council • Teacher Preparation • Teacher Recognition and Incentive Program (TRIP)

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

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