EXTRAORDINARY PASSAGES:
TEXTS AND TRAVELS

Global Day of Jewish Learning: Curriculum

NOV.11.18
www.theglobalday.org
A Project of the Aleph Society
Teaching it to our children means also making them partners in what is so very important.

— Rabbi Steinsaltz

PJ Library Curriculum

NOV.11.18

THE GLOBAL DAY OF JEWISH LEARNING

November 11, 2018 www.theglobalday.org
PJ Library Book List

For more resources and activities for these books, visit www.PJLibrary.org

Family Journeys
Books about moving to a new place, immigration, and families.

*My Grandfather's Coat* (ages 5-6)
Grandfather made himself a coat when he came to America - and now it's wearing out. As changes are made to this beloved garment, the reader witnesses a family's journey through life.

*First Rain* (ages 5-6)
When Abby moves with her family to Israel, she misses her grandmother and remembers the fun they had with each other. Writing to each other helps, but it doesn't take the place of spending time together.

Personal Journeys
Books about courage, spiritual journeys, and embracing the unexpected.

*The Sabbath Lion* (ages 7-8)
In this Algerian folktale, Yosef is determined to keep the Sabbath — even though he is in the middle of a dangerous desert journey. But he knows he'll be all right because he is getting help from a powerful friend.

*Noah's Bed* (ages 3-4)
It's storming outside, and Noah's ark is rocking from side to side. How is young Eber ever going to fall asleep? Pretty soon he ends up in bed with grandpa Noah...and a few other guests.

*The Mitten String* (ages 6-7)
Ruthie loves to knit — and to help people. When her family gives shelter to a deaf woman and her baby, Ruthie realizes there's a way for her to do both at once!

Travel to Israel

Books about going to Israel, learning Hebrew phrases, and experiencing new things.

*Sammy Spider's First Trip to Israel* (ages 3-5)
As a stowaway on a little boy's model airplane, Sammy Spider joins the family's sightseeing trip in Israel and uses his five senses to experience the country.

*Ella's Trip to Israel* (ages 2-3)
A little girl named Ella travels through Israel with her parents, enjoying many sights. With her is her best friend, her stuffed monkey, Koofi, whose misadventures are never a problem.
Read the PJ Library Book

**My Grandfather’s Coat**

*Retold by Jim Aylesworth*  
*Illustrated by Barbara McClintock*  
*Published by Scholastic Press*

**On one foot**

The story in this book is told equally through its words and its illustrations. It is not only about a man’s immigration to America, but also his inexhaustible work ethic and attention to repurposing goods.

### Highlighted Jewish values

**Tradition: from generation to generation — L’dor va-dor** — לא דור ודור  
**Preventing waste — Bal tashchit** — בלא תשחת

**Connection to journeys (theme)**

This story is about two journeys – the life of a garment and a man’s journey through life.

**Optional preparation for reading the story:**

Find an old or torn garment, such as a coat, to bring into the classroom. (Thrift shops are a good source for this.)

### Before You Read

**Jewish Values and Background Information**

**FROM GENERATION TO GENERATION - L’DOR VADOR**

Three aspects of this value to consider

- We learn values from previous generations
- Traditions are passed via objects, stories, and rituals
- Each of us is part of the chain of tradition, contributing to the future of the Jewish people
The concept of passing tradition “l’dor vador,” from generation to generation, is so fundamental to Judaism that its words are recited as a core part of our liturgy. This central prayer, the Kedusha (from the Hebrew word kadosh, meaning holy), is said three times a day and signifies the endurance of faith and the continuity of the Jewish people. We gain strength and knowledge from the generations before us, and we commit to passing on the tradition after us. Each generation is like a link in a chain, making its own unique contributions to the collected lore of Jewish culture. This is often physically represented at a bar or bat mitzvah service, as a grandparent takes a Torah scroll from its sacred cabinet and passes it to the child’s parent who then passes it to the child. What role do each of us, teacher and student, play in this chain of transmission?

PREVENTING WASTE — BAL TASHCHIT

Three aspects of this value to consider

- Preserve our resources by repurposing what we have
- Train yourself to think differently about used objects or objects that need repair
- New is not always better

The Jewish concept of not destroying the earth has its origins in the first chapters of the Torah, when God creates humans to fill the earth and govern all of its creatures (Genesis 1:28). An ancient commentary on the Biblical book of Ecclesiastes puts it eloquently: “Consider that [the world was created for humankind], and do not corrupt or desolate my world; for if you corrupt it, there will be no one to set it right after you” (Kohellet Rabbah 7:13). The sages teach that responsibility for the earth includes everything from preventing food waste to stopping misuse of property and vandalism. We naturally teach children not to harm others’ property, but how do we teach children not to be wasteful in today’s increasingly “disposable” culture?

When You Read

Introducing the story and engaging the children

SET THE STAGE WITH QUESTIONS

1. The boy on the cover is coming to new country. How he is arriving? Why? (Hint: this journey was a long time ago.)
2. There are threads and buttons around the border. This has to do with the boy’s job when he gets older. What do you think that is?
3. During this book the boy grows up; we see him become an old man. How do you think he will change?

CHOOSE A STORYTELLING TECHNIQUE (OPTIONAL)

1. Bring in an old garment and ask the children what they would do with it. Wonder aloud if the main character will use any of their suggestions.
2. In this book the grandfather repeats several movements each time he tailors his garment. Solicit movements from the students to enact at the appropriate times in the story.
# After You Read

## Making connections and making it personal

<table>
<thead>
<tr>
<th>TRADITION</th>
<th>DO NOT WASTE</th>
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<td>DISCUSS</td>
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<tr>
<td>1. Why was the coat important to the grandfather?</td>
<td>1. Why did the grandfather keep making things from his coat instead of throwing it away?</td>
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<tr>
<td>2. The grandfather makes a toy from his beloved coat. Do you have anything that was special to your grandparents?</td>
<td>2. What were the many ways in which the coat became useful?</td>
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<td>3. The family in this book observes both personal family traditions and Jewish traditions. What Jewish traditions can you find in the book?</td>
<td>3. What's the difference between donating and throwing away? Where does garbage go? (What journey does it go on?)</td>
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## ACTIVITIES

### Which one is missing?
Gather 10 to 12 ritual objects and display them on a tray. (You can also use photos. See family engagement activity below.) Ask the children to identify them. Direct the children to look at the items for 10 seconds, and then cover the items with a cloth. Secretly remove one of the items. Can the students identify the missing object?

- **T-shirt quilt:** Have students bring in a T-shirt that is outgrown or worn out. Allow students to share the importance of the shirt. Make a quilt of these shirts by sewing, tying, or clipping the pieces together. 

- **Passing along tradition:** Bring one or more Ping-Pong balls to class. Imagine with your students that the balls are really miniature storage units for their most important traditions. What traditions and values would they store inside? Play relay races and pass the “traditions” on spoons or by hand.

### Where did it come from?
We understand why a Torah is valuable, but what about common objects? Where did your clothing come from? Map a garment's journey. How did it get there, how many miles, how many workers?

### What can you do with this?
Divide students into small groups. Give each group a common object such as a swimming noodle, a large scarf, or a small box. How many alternate uses for the object can each team devise?

### Book ambulance/hospital:
Books are often sacred in Jewish tradition, and at the very least are objects deserving of respect. Perhaps your school can sponsor a visit from a scribe to explain how to repair a Torah. You might also consider creating a space for repair of textbooks and storybooks.

### Repair/conserve bingo:
Brainstorm things that might need repair or conservation at your school, such as dripping faucets and torn carpet. Create a bingo game or scavenger hunt, and send your students on a journey to find these objects.

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*Image from Rachel Hobson blog: [makezine.com/craft/t-shirt_memory_scarf/](http://makezine.com/craft/t-shirt_memory_scarf/)*
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<td>➤ Turn your classroom into a live or virtual museum. Ask families to lend an object (or its photo) for a ritual object display. Invite families to write a card explaining the object’s importance. Host an opening day reception for your families. Serve hors d’oeuvres and peruse the display.</td>
<td>➤ Arrive for a family swap meet. One family’s trash might be another family’s treasure.</td>
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<td>➤ Repair fair. Invite families to help you with bringing and repairing items at a family day. Items might include books, bicycles, lamps, and teddy bears.</td>
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Travel to Israel: Books that introduce children to the wonders of Israel, and to the joy of travelling.

Book-Based Family Program

Ella’s Trip to Israel
BY VIVIAN NEWMAN
ILLUSTRATED BY AKEMI GUTIERREZ
PUBLISHED BY KAR-BEN PUBLISHING

Synopsis
A little girl named Ella travels through Israel with her parents, enjoying many sights. With her is her best friend, her stuffed monkey, Koofi, whose fur always seems to collect something from each place they go. His many spots and stains will help them recall every moment of their memorable trip to Israel.

Goals
- Strengthen families’ feelings of connection and attachment to Israel
- Introduce the land, people, and culture of Israel
- Connect children with the excitement and joy of travel
- Learn about making memories of our trip

Discuss the Jewish values and vocabulary with one another

Love of Israel — A-ha-vat Yis-ra-el — אַהֲבַת יִשְׂרָאֵל
Hebrew — Iv-rit — עִבְרִית

Love of Israel/ Ahavat Yisrael
Israel today is a land of beautiful landscapes, with ancient and holy sites visible among ultra-modern, high-tech buildings. The people of Israel are made up of diverse cultures, each with its own customs, foods, and styles. For millennia many Jews around the world have yearned for the opportunity to visit Israel. Ahavat Yisrael, the love of Israel, is highlighted in Jewish prayers and celebrations – even the last words of a Passover Seder are, “Next Year in Jerusalem.”
Hebrew/Ivrit

Hebrew is the language of the Jewish people, the Israelites and their ancestors. It has a distinctive alphabet, which is written and read from right to left. About 2,000 years ago, Hebrew ceased to be an everyday spoken language and survived only as a holy language (Lashon Kodesh) of Jewish liturgy and rabbinic literature. Eliezer Ben-Yehuda, Russian Zionist and linguist, revived the Hebrew language in the 19th century.

For the teacher

1. Where in the world is Israel, and how far away is it from you?
2. Why are Jews connected to Israel?
3. Words like “Shalom” are good starting points for young children to begin hearing Hebrew. How do you explain a word that can mean “hello”, “goodbye” and “peace” all at once?

Questions for children

1. Do you know what Israel is? Do you know where it is?
2. Have you ever been to Israel? Did you enjoy it/Would you like to go?
3. Has anyone in your family, or any of your friends been there?
4. Do you know any words in Hebrew?
5. Do you know what “Shalom” means?

Plan in advance

Prepare “Passports” for an imaginary trip to Israel

MATERIALS

› Printed copies of the Passport template, included in this guide
› Stickers, or stamps and inkpads, to “stamp” the passports
› Markers, pencils or pens

PREPARATION DIRECTIONS

1. Fold each sheet into quarters, with the printed side outward, to create a little book.
2. Make a few extra passports, just in case.

Prepare Travel Scrapbooks

MATERIALS

› Printed copies of the Scrapbook Template, included in this guide
› Stapler and staples
› Tape and glue
› Markers, pencils or pens, and stickers or other decorative stationery
PREPARATION DIRECTIONS
1. Each scrapbook will need 2 or 3 sheets of the template. Print twice or three times as many pages as you have anticipated participants.
2. Fold each template page along the dotted line, forming a pocket. Make a hard crease, and leave folded.
3. Fold the pages in half, with the folded edge on the inside, and make a hard crease. Unfold the middle.
4. Stack 2 or 3 scrapbook pages, with the pockets all facing the same direction
5. Using a stapler, staple a few times down the middle crease, to create a booklet.
6. Using tape or glue, seal the end edges of the pockets.
7. Using tape, cover the sharp ends of the staples wherever they are exposed.

Invite participants to bring a “Koofi”
When inviting participants to join the activities, ask them to bring their child’s favorite stuffed animal (or other favorite companion toy). In the story of Ella’s Trip to Israel, she brings her stuffed monkey, whose name is Koofi, with her. Children can explore the day’s activities with their favorite stuffed friend, too.

Introduce with an activity

Prepare a passport to go on a trip to Israel
DIRECTIONS
1. Give each family a passport template.
2. Fold the passport template into quarters to create a booklet.
3. Using the markers and pens, decorate the front of the passport.
4. Open the passport and draw a “photo” of yourself in the picture area.
5. Fill out the information (ask a grownup for help if you need it).
6. Using stamps or stickers, “stamp” the passport to start the trip.

Introduce the Story
READ THE INTRODUCTION FOR “ELLA’S TRIP TO ISRAEL”
Ella’s Trip to Israel is about a girl named Ella who travels with her parents and her favorite stuffed animal to Israel. Her stuffed animal is named Koofi. Do you know what kind of animal Koofi is? (Tip: use a prop such as a stuffed monkey, or point out Koofi on the book cover). That’s right, he is a monkey. Israel, the country to which Ella and Koofi are travelling, is very far away. How do you think they’ll get to Israel? (Hold up airplane). That’s right; they’ll fly on an airplane. Israel is a place where many Jewish people live. In Israel, they speak a language called Hebrew. Do you know any words in Hebrew? Koofi’s name is actually a Hebrew name. It comes from the Hebrew name for monkey, Kof. As we read the book, we’ll learn several new Hebrew words. Ella and her parents learn a special phrase in Hebrew: “En Baaya! No problem!” They say this phrase each time Koofi gets dirty and needs to be cleaned. Can you say “En Baaya”? Excellent! Can you help me say “En Baaya” whenever something drippy or sticky lands on Koofi? Let’s see what he gets up to…
Read the story

Encourage Participation

1. Encourage children to repeat the Hebrew phrases they hear.
2. Help children notice different types of landscapes, buildings or activities that are unique to Israel.
3. Help children notice landscapes, buildings or activities that are similar between Israel and your location.

Discussion

MAKE SMALLER GROUPS OF CHILDREN AND PARENTS FOR A SHORT DISCUSSION. ASK QUESTIONS LIKE:

1. If you travel to Israel, what would you most like to see there?
2. What was your favorite part of the book?
3. What did you see that looked familiar?
4. What did you see that looked totally different from home?

Follow Up activities and resources

Make a scrapbook

INTRO
Let’s make a special book that you can take with you on your next trip, to help you remember your adventures! We call it a “scrapbook” – has anyone heard that word before? It means you collect small “scraps” or pieces of paper like ticket stubs, photographs or things that you find, and put them in a book to keep them together.

DIRECTIONS

1. Give each family a scrapbook.
2. Using the pens, crayons or pencils, and stickers or stamps, decorate the cover and inside pockets.
3. Put the very first scrapbook item in (passport activity).

Resources for parents, teachers, families

“Investigating Israel: The How’s and Why’s of Introducing Israel to Young Children and Their Families” — PJ Library Guide
https://pjlibrary.org/HGF_ResourceCenter/media/LiveResourceLib/Israel-webinar-slidedeck.pdf

Introduce Hebrew songs into your activity day, with HebrewSongs.com.
All of Me
Journeys: Travel to Israel

PASSPORT

I live in ______________________________

I am going to visit ______ISRAEL____ today

I have __________________________ eye color

I have __________________________ hair color

I am travelling with _________________

OFFICIAL STAMP:

This is my picture.

My name is __________________________
Fold up this way →
This is the pocket

Crease along the middle →
Stack a few sheets
Staple them along the crease

Tape or glue the edges to seal the pocket ↓