

SECOND YEAR

The second year pupils will be divided into three groups
2 aleph, 2 bet and 2 gimmel where 2 aleph is higher than
2 bet which in turn is higher than 2 gimmel.

Course for study in the second year

There will be a total of six class periods per week
2 aleph and 2 bet

The standard of the lessons in 2 aleph will be definitely
higher than that of 2 bet

<u>Course number</u>	<u>Subject of course</u>	<u>No. of lessons per week</u>
24A	Chumash	1
24C	Rabbinics	1
24D	Siddur	1
24E	Practical Dinim	1
26F	Jewish History	1
26L	Barmitzvah (Boys)	1
26M	Eshet Chayil (Girls)	1

2 gimmel

Where the same course is given to every group in the second
year, the treatment given to 2 gimmel will naturally be of a
simpler and less intense form.

<u>Course number</u>	<u>Subject of course</u>	<u>No. of lessons per week</u>
23A	Chumash	1
23D	Siddur	1
26F	Jewish History	2
26L	Barmitzvah (Boys)	2
26M	Eshet Chayil (Girls)	2

CHUMASH COURSE.

Books and materials required.

1. Chumash-must be brought by the pupils to every lesson.
2. The Holy Scriptures (the English Translation of the Bible) brought out by the Jewish Publication Society of America-must be brought to lessons when required.
3. A supply of large sheets of white paper(not too thin) suitable for project work.
4. A supply of graph paper.
5. Rashi on the Torah.
6. Tikkun.
7. Ruler.
8. The book "Journeys of the Children of Israel" by Moshe Davis and Isaac Levy, obtainable from the J.N.F. Education Department, Mex House, 4/12 Regent Street, London. S.W.1. One copy is required for each pupil.

INTRODUCTION.

This course consists of (i) project work, (ii) increasing familiarity with the Chumash, (iii) "wanderings in the Torah". A lot of work performed in this course can be started by the pupils in class and then given to them to finish as homework. The exact details must naturally be worked out by the teacher on the basis of the ability of the pupils, the time available and other relevant factors.

(i). PROJECT WORK.

1. Draw a family tree from Adam to Abraham. Included in this family tree should be the ages to which each person lived. Also include Cain's descendents up to Tubal-Cain. Using the information given in the Torah regarding the age at which each person's children were born, make a chart of the years from the Creation when everyone was born and died. What do you notice about the year Methuselah died and the year of the Flood. The teacher should explain this in conjunction with Genesis vii 4.

Using graphical representation (histogram) show the comparative lengths of the lives which the above people lived. The teacher should explain the relative shortness of the life of Enoch with the Midrashic explanation on Genesis v 24.

(References for this project include Genesis: iv. 16-22, v, vii 6, xi 10-26.)

The verses connected with this project should be translated.

2. The numbers of the tribal population when coming out of Egypt and after 40 years of wandering in the wilderness were naturally different. Show by graphical representation (histogram) the population of each tribe before and after this period of wandering.

(References for this project include Numbers: i 20-47, xxvi 5-51)

The verses connected with this project should be translated.

3. The following project is more difficult and should be done only with higher ability pupils. In order to understand Noah's flood one should produce a calendar showing its progress. This calendar should give the dates in the Jewish calendar that the following events during the flood occurred, the start of the flood, the period during which the rain fell, the period that the level of the water remained constant, the coming to rest on Mount Ararat, the tops of the mountains being visible, opening windows of Ark, sending out of the birds, the ground being dry.

The references for the above sequence of events include Genesis vii 11, 12, 24, viii 4, 5, 6, 10, 12, 13, 14 together with the explanations of Rashi on these verses. The teacher should go through these verses with the pupils from a Chumash translating them. Then explain Rashi's comments on these verses. The pupils should then be able to prepare a calendar showing the progress of events connected with the flood. Remember that Jewish months alternate between 29 and 30 days.

4. This is also a difficult project and should be done only with higher ability pupils. From the Rashi on Genesis xxviii 9, we see that Jacob spent fourteen years studying in the Yeshivah of Eber between his fleeing from Esau and his arrival at his Uncle Laban. This is shown by performing certain calculations using various verses in the Torah. The teacher should go through the above Rashi (in English) with the pupils, stage by stage. When a verse from the Torah is referred to by Rashi, the pupils should turn to it in the Chumash and learn its translation.

The pupils should then understand how Jacob spent these fourteen years studying Torah
This exercise will, thus produce a diary of part of Jacob's and Joseph's lives.

An important lesson regarding the Honouring of Parents can be learned from the last lines of the Rashi and this can be pointed out to the pupils.

(ii). Increasing familiarity with the Chumash.

(a) "Tens" in the Chumash.

(i) "With ten sayings the world was created". In the first chapter of Genesis "And G-d said" occurs nine times. The first verse of the chapter "In the beginning..." is regarded as the tenth saying. The pupils should go through this chapter listing out the verses in which each of these ten sayings occur and what resulted from each of these sayings.

(ii). Ten plagues were brought by G-d on Pharaoh and the Egyptians. The pupils should go through the relevant chapters in the Book of Exodus listing the plagues, their exact reference and whether Moses or Aaron performed the action to start off the respective plagues. The teacher can explain to the pupils why Aaron performed the action to start off certain plagues, and not Moses.

(iii). "And they have tried me ten times" The Children of Israel tried G-d ten times (i.e. grumbling etc as soon as anything went wrong) The pupils should go through the following chapters of Torah to see how many of these ten times they are able to find:-
Exodus xiv. -xvii, xxxii,
Numbers xi -xiii

(b) Small and big letters in the Torah.

Scattered around the Torah, one will find several letters which are smaller or bigger than the rest of the letters. Usually we do not know the reason for this. (The big Vav in Leviticus xi.42 is the middle letter of the Torah)
As a homework exercise, tell the pupils to find as many small and big letters in the Torah as they can. A prize can be given to the pupil finding the largest number.

(c) Other points of special interest

Certain words in the Torah have dots above each letter. See if the pupils are able to find examples of these words.

The Song of Moses (Az Yashir)-Exodus Chapter 15 and Ha'azinu-Deuteronomy Chapter 32 are written in a special way in the Torah. Show the pupils from a Tikkun how they are written in the Torah. Between each Book of the Torah, a space corresponding to four lines of writing is left. Let the pupils measure from a Tikkun this space and see for themselves that it is actually equal to four lines of writing.

(iii). Wanderings in the Torah.

For this part of the Course the book "Journeys of the Children of Israel" by Moshe Davis and Isaac Levy should be used and references will refer to this book.

(i). Extensive wanderings were done by the Patriarchs. The class should go through the Torah references on pp 13 and 15 whilst tracing the routes taken using the maps on the respective opposite pages.

(ii) After leaving Egypt our forefathers travelled through the Sinai Peninsula, the Wilderness of Zin, Edom, Moab and on Mount Nebo, Moses died. Go through the Torah references on page 17 whilst tracing out the journey using the map on page 16.

CHUMASH COURSE

course 23A

Books and materials required.

1. Chumash-must be brought by the pupils to every lesson.
2. The Holy Scriptures(English translation of the Bible)
brought out by The Jewish Publication Society of America-
must be brought to lessons when required.
3. Note book size "Sidros" chart produced by
Torah Umesorah,156 Fifth Avenue,New York,N.Y.10010,
U.S.A.-one is required for each pupil.
4. "Shivas Eminiim"-the seven species chart produced by
Torah Umesorah.The teacher should run off sufficient
copies on a duplicator from the spirit master stencil.
5. Samples of the seven species(if possible).
6. The book "Journeys of the Children of Israel" by
Moshe Davis and Isaac Levy, obtainable from the
J.N.F. Education Department, Rex House, 4/12 Regent St,
London. S.W.1.- one copy is required for each pupil.
7. A supply of large sheets of paper suitable for
drawing maps on.
8. The pupils should bring colour pencils or crayons
to lessons when required.

A. Topography of the Chumash

The teacher should start the course by revising with the pupils the topography of the Chumash. Check that the pupils know by heart the names of the books in the Torah and the order in which they occur.

Explain to the pupils that each Book in the Torah is divided into a number of Sidrot, each of which is read on a Shabbat during the year so that during the course of a year one reads through the entire Torah. Distribute to the pupils the note book size "Sidros" chart produced by Torah Umesorah and the pupils should stick them into their exercise books. It is not intended that these pupils memorise all these Sidrot but should just have a general idea of the arrangement of these Sidrot in the Torah.

B. The Seven Species.

The Land of Israel is blessed with seven species and these are given in the Torah-Deuteronomy viii 8. The pupils should turn to this reference in their Chumashim and learn the names of these seven species in Hebrew and English. (Remember to point out that honey refers to dates out of which comes honey)

Distribute to the pupils a copy of "The seven species chart" and this should be stuck into their exercise books. If possible show the pupils samples of these seven species.

One can revise the Hebrew and English names for these species by jumbling up the letters of each of these species and the pupils must unscramble them.

C. Increasing familiarity with the Chumash.

(a) "Tens" in the Chumash

(i). There are ten generations from Adam to Noah and ten from Noah to Abraham. The pupils using their English translation of the Bible should list out these 20 generations together with the ages to which each person lived.

(b) (ii). Ten plagues were brought by G-d on Pharaoh and the Egyptians. The pupils should go through the relevant chapters in the Book of Exodus listing the plagues, their exact reference and whether Moses or Aaron performed the action to start off the respective plagues. The teacher can explain to the pupils why Aaron performed the action to start off certain plagues and not Moses.

D. Wanderings in the Torah.

For this part of the course the book "Journeys of the Children of Israel" by Moshe Davis and Isaac Levy should be used and references will refer to this book.

- (i). Extensive wanderings were done by the Patriarchs. The class should go through selected Torah references on pp 13 and 15 whilst tracing the routes taken using the maps on the respective opposite pages.

The pupils should draw a large colour map showing the wanderings of Jacob and of Joseph. Each journey should be indicated in a different colour and the reference for each journey clearly indicated.

- (ii). After leaving Egypt, our forefathers travelled through the Sinai peninsula, the wilderness of Zin, Edom, Moab and on Mount Nebo Moses died. Go through selected Torah references given on page 17 whilst tracing out the journey using the map on page 16. The pupils should draw a large colour map showing the journey of the Exodus and the wanderings in the Wilderness. See if they are able to identify places additional to those indicated on the map on page 16.

RABBINICS COURSE

Books and materials required.

1. Each pupil must be supplied with:-

- (a) Exodus with Rashi's commentary.
- (b) "Gateway to the Mishnah" by Dr. Isidore Fishman and published by Jack Mazin Ltd., London.
- (c) Kitzur Shulchan Aruch in Hebrew.
- (d) The "program" entitled The System of "Aliyos" This Program may be found on the last page of the programmed text "What is Loshon?" by Dr. Louis Nulman and published by Torah Umesorah, 156, Fifth Avenue, New York, N.Y. 10010, U.S.A.

Introduction.

This course will be in three parts as follows:-

- (i) Rashi, (ii) Mishnah, (iii) Kitzur Shulchan Aruch.

In all parts of this course, the stress should be on an understanding of the context, rather than on a remembering of the translation.

(i) Rashi

- A. The pupils should first revise reading in Rashi script which was taught in the previous year.
- B. The pupils should then learn the Rashi on Exodus Chapter 17 verses 8-16 (the war with Amalek) Emphasis should be on the context rather than on the translation. In particular the teacher should explain the following points to the pupils, and the ethical lessons to be learned from them.
 - v.8 The completely unprovoked and unthreatened attack on the Jews by Amalek.
 - v.9 Your disciples honour should be as dear to you as your own. The reverence due to your teacher should be as the reverence due to G-d.
 - v.10 Fasting on the day one goes to battle to invoke Divine mercy.
 - v.11. The Jews being inspired with courage when they saw Moses hands raised towards Heaven in prayer to G-d

v.12. Because the Jews were engaged in war, Moses did not sit on a cushion, but on a stone saying "Israel is in tribulation, I will be in tribulation together with them".

v.14. Amalek who was the first and only nation that completely unprovoked and unthreatened attacked the Jews on their way to national independence, is a threat to world happiness. Hence we are bidden to blot out the remembrance of Amalek. If we don't blot out the names of Amalek and like-minded persons, successive generations will come and look up at them as heroes.

"Only when the Divine laws of morals have become the sole criterion as to the worth of the greatest and the smallest of men..... then and then only will the reign of Amalek cease for ever in the world" (Rabbi Samson Raphael Hirsch).

(ii). Mishnah

- A. The book used in this course will be "Gateway to the Mishnah" by Dr. Isidore Fishman and all pages given will refer to this book.
- B. The pupils should first revise the introduction and the arrangement and contents of the Mishnah (pp xv-xxvii) which were learned in the first year.

C. The following paragraphs should then be studied. Once again the stress should be on the context rather than on the translation and thus the notes given at the bottom of the page should be studied in detail.

(i) Paragraphs 94, 95. and 96. Since during this year the pupils will be learning about Purim in the practical Dinim course, the teacher should strive to link up these Mishnayot with the material covered in this practical Dinim course.

(ii). Paragraph 97. After learning the second half of paragraph 96 and this paragraph, the pupils should construct a chart of the occasions during the year when we read the Torah and the number called up on each occasion. Ask the pupils which occasions are not mentioned in the Mishnayot and the teacher should then inform the pupils how many are called up on these occasions.

(Note to teacher these occasions are:-
Chanukah, Purim, Fast Days morning and afternoon-
three on each occasion)

The pupils can do a revision course on this by working through the "program" entitled The System of "Aliyos".

- (111) Paragraph 100. This paragraph deals with the importance of Eretz Yisrael and the teacher should stress to the pupils how we learn from this Mishnah how important it is to go and live in Israel.

(iii). Kitzur Shulchan Aruch

This part of the course is a continuation of the course started in the first year in which paragraphs from Chapter LXXX from the Kitzur Shulchan Aruch dealing with "Some of the Works Forbidden to be Done on the Sabbath" were studied. Paragraphs dealing with kindling, cooking, squeezing, separating and work done by a non-Jew were studied and the principles involved should be briefly revised.

The teacher should then go through the following paragraphs translating them and carefully explaining the principles involved.
Once again the emphasis must be on the context rather than on the translation.

Paragraph 32- Washing of clothes on Shabbat is naturally forbidden. The process of washing of clothes is to put clothes in water and possibly add soap powder, agitate in the water and leave there for a period of time. Here we can see that the pouring of water on to clothes is to a limited extent at least washing the clothes. Hence one must be careful not to throw water onto clothes on Shabbat.

Paragraph 46. One may not tie or untie a knot on Shabbat. One may however do up one's tie or shoelaces - since one is going to undo it only a matter of hours later it is not regarded as a knot.

Paragraph 52. Both hunting and killing are forbidden on the Sabbath. Even the catching of a fly comes under the heading of hunting.

Paragraphs 62 & 63. The pupils obviously know that writing is forbidden on Shabbat but the teacher should explain to them that drawing with the finger in the liquid spilled on the table or the vapour on the window panes also comes under the category of writing and is hence forbidden on Shabbat.

Paragraph 82. The heading of building on Shabbat covers a very wide field and hence has a multiplicity of laws

associated with it. As a very practical example this paragraph deals with the opening of an umbrella on Shabbat which is forbidden since it is like making a tent.

Paragraph 93. This paragraph illustrates the principle that even work which is permitted to be done on Shabbat may not be done if it is not required until after the termination of Shabbat.