

### THIRD YEAR

The third year pupils will be divided into three groups,  
3 aleph, 3 bet and 3 gimmel  
where 3 aleph is higher than 3 bet which in turn is higher  
than 3 gimmel.

#### Courses for study in the third year

There will be a total of five class periods per week.

#### 3 aleph and 3 bet

The standard of the lessons in 3 aleph will be definitely higher  
than that of 3 bet.

<u>Course number</u>	<u>Subject of course</u>	<u>No. of lessons per week</u>
36B	Nach	1
34C	Rabbinics	1
34D	-Siddur	1
36E	Practical Dinim	1
36F	Jewish History	1

#### 3 gimmel

The standard of the lessons in 3 gimmel will be well below that of  
3 bet.

<u>Course number</u>	<u>Subject of course</u>	<u>No. of lessons per week</u>
36B	Nach	1
36E	Practical Dinim	2
36F	Jewish History	2

NACH COURSE.Books and Materials Required.

- (1) The Holy Scriptures (English Translation of the Bible) brought out by the Jewish Publication Society of America - must be brought to all lessons.
- (2) Note book size "Tenach" chart produced by Torah Umesorah, 156 Fifth Avenue, New York N.Y. 10010 U.S.A.
- (3) If possible, a tape recording of Eshet Chayil
- (4) The following reference books are recommended to the teacher for preparation of the course:-  
The following volumes of the Soncino Books of the Bible:  
Isaiah  
Jeremiah  
Ezekiel  
The Twelve Prophets  
Proverbs  
Job  
The Five Megilloth  
Daniel, Ezra and Nehemiah

(A) Introduction

The Biblical Books studied in a school usually only cover the period up to about the Division of the kingdom. Consequently books such as the Prophets, Job, the Megillot, Daniel etc. remain closed books to the pupils. The purpose of this course is to remedy this by reading through passages of these books and to discuss them in class.

(B) Topography of the Tenach.

The pupils should first be taught the topography of the Tenach in accordance with Jewish tradition (Non-Jews have a different order for the books in the Bible)  
First explain that the Tenach is divided into three sections. Torah Neviyim and K'tuvim, hence the word Tenach, (The word Nach refers to just the Neviyim and K'tuvim sections)  
Distribute to the pupils a copy of the note book size "Tenach" chart produced by Torah Umesorah and the pupils should stick them into their exercise books. Go through the order of these books with the pupils. One should also point out that the division of certain books such as Kings into Kings I and Kings II; Ezra into Ezra and Nehemiah etc. is in fact of non-Jewish origin.

(C) Passages for study.

The following passages should be read and discussed in class. The discussion should centre around the moral and ethical lessons to be learned from these passages and the historical background of the books and their authors. The notes given under the text and at the beginning of the book in the Soncino Books of the Bible should prove useful.

Isaiah, Chapters 36-39

Jeremiah, Chapters 30-34, 37-41, 52

Ezekiel, Chapters 37-39

Jonah

Zachariah Chapters 1-6

Proverbs Chapter 31, verses 10-31 (Explain to the pupils that this passage is sung at home before Kiddush on Friday night. Perhaps play the pupils a tape recording of Eshet Chayil.)

Job Chapters 1-3

Ruth

Daniel Chapters 1-6

Ezra Chapters 1, 3-6, 9-10

RABBINICS COURSE

Books and materials required.

1. The booklet "A page from..." published by The Education Department of the J.N.F. Rex House, 4/12 Regent Street, London. S.W.1. - a copy is required for each pupil.
  2. Tikkun
  3. Volume of Mikraot Gedolot.
  4. Notebook size "Mishnayos" chart produced by Torah Uneskorah, 156 Fifth Avenue, New York, N.Y. 10010. U.S.A. - a copy is required for each pupil.
  5. Volume of Mishnayot.
  6. Volume of Talmud.
  7. The teacher should photostat a page of the Talmud which has in the past been censored (e.g. Sanhedrin 43a) and also the same page uncensored - if possible also the book "Chesronot Hashass"
  8. Volumes of various books of Midrashim (e.g. Midrash Tanchuma, Mechilta, etc)
  9. Sefer Hamitzvot of the Rambam
  10. Volume of Mishnah Torah.
  11. Volume of Tur.
  12. Volume of Shulchan Aruch.
  13. Volume of Mishnah Brurah.
  14. The teacher should also photostat pages from the various Sefarim given above.
  15. El-Am Talmud on Tractate Berachot Fascicle 4, published by El-Am-Noza'a Leor, Israel. It can be ordered in England from Zacharias Publications, 38 Uxendon Crescent, Wembley, Middlesex. - a copy is required for each pupil.
  16. Gemara on Berachot.
  17. The teacher should photostat the first two sides of "Hilchot Lriat Shema" Chapter 1 from the Mishnah Torah - a photostat copy is required for each pupil.
  18. Chumash.
  19. Singers Prayer Book.
- The pupils should bring the above two books to lessons when required.

### Introduction

This course will consist of three parts

- (i) Recognition of Sifrei Kodesh.
- (ii) Gemara
- (iii) Mishneh Torah (Rambam).

#### (i) Recognition of Sifrei Kodesh

A. Unfortunately today many Jews go through life never seeing a Gemara, Rambam etc. and hence are unable to even recognise such a Sefer. In this course the pupils will learn to recognise and understand the layout of basic Sifrei Kodesh. A number of these basic Sefarim are described in the booklet "A page from....." and this will be extensively used in this part of the course. (The terms left hand side page and right hand side page will refer to this booklet).

#### B. The Torah.-Mikraot Gedolot.

- i. Go through and explain the left hand side page. Show the pupils a Tikkun.
- ii. Explain the layout, using the right hand side page of a Mikraot Gedolot. Show the pupils a volume from Mikraot Gedolot. Explain that different editions may reproduce different commentaries.

#### C. The Talmud.

- (i). Go through and explain the left hand side page.
- (ii) Hand out to the pupils a copy of the notebook size "Mishnayot" chart and this should be stuck into their exercise books. It is not intended that pupils memorise the names of all the 63 Tractates but just have a general idea of their arrangement.
- (iii) Show the pupils a volume of Mishnayot and explain briefly the commentaries appearing on its pages.
- (iv) Explain the layout, using the right hand side page, of the Talmud, and show the pupils a volume of the Talmud.
- (v) During the ages there have been various attempts to censor the Talmud. Show the pupils a copy of a censored and uncensored page of the Talmud (e.g. Sanhedrin 43a). Let the pupils discover for themselves which part of the page has been censored. Explain the reasons for the censoring. If possible show the pupils the book "Chesronot Hashass".

D. The Midrash.

- (i) Go through and explain the left hand side page.
- (ii) Show the pupils various books of Midrashim, (e.g. Midrash Tanchumah, Mechilta etc)
- (iii) Explain the layout using the right hand side page, of a Midrash, and show the pupils a volume of Midrash Rabbah

E. The Mishneh Torah (Rambam)

- (i) Go through and explain the left hand side page.
- (ii) The Rambam wrote a number of his works in Arabic (e.g. his Responsa, his commentary on the Mishnah) and these have since been translated into Hebrew.
- (iii) Show the pupils a copy of Sefer Hamitzvot of the Rambam.
- (iv) The Rambam's major work is known as the Mishneh Torah and is sometimes called the "Yad" or "Yad Hazakah". The reason is, that the numerical value of "Yad" is 14 and there are 14 sections in the Mishneh Torah. Briefly explain what each of these sections are and what each contains. (The pupils are not expected to remember the names of all these sections)
- (v) Explain the layout, using the right hand side of the page, of the Mishneh Torah and show the pupils a volume of it.

F. Shulchan Aruch

- (i) Go through and explain the left hand side page.
- (ii) The Shulchan Aruch (of Rabbi Joseph Caro) is in fact a summary of Rabbi's Caro's commentary (the Bet Joseph) on the Tur. Show the pupils a volume of the Tur and briefly explain the layout.
- (iii) Explain the layout using the right hand side page, of the Shulchan Aruch and show the pupils a volume of the Shulchan Aruch
- (iv) A fairly recent commentary explaining and collecting together all the commentaries on the Shulchan Aruch Orach Chayim was written by Rabbi Israel Meir HaCohen of Radin (the Chafetz Chayim) This work is known as the Mishneh Brurah and it is the work commonly used when studying the Orach Chayim. Show the pupils a volume of the Mishneh Brurah and explain the layout of a page.

G. After having completed this part of the Course, the teacher should show the pupils Photostat pages from the various Sofarim described above and ask them from which Sefer a particular page comes. The pupils should also be able to explain the layout of such a page

(ii) Gemara

A. The object of this part of the course is to give the pupils an introduction into the study of Gemara. To learn from an actual volume of Talmud, most of these pupils would find too difficult and so the El-Am Talmud will be used. The publishers' preface states that the Talmud Publishing Society El-Am was set up with the object of opening the sealed volume (i.e. the Talmud) and offer it to every Jewish home in a language and in a manner understandable to all.



This section of the Gemara which will be studied in this course will be from the Tractate Berachot 4a, a few lines from the end of this page "And the Sages say until midnight" until 4b about six lines from the end of the page "The L-rd upholdeth all that fall" This portion occurs in fascicle 4 of the El-Am Talmud 'pp58-67 on Tractate Berachot, and each pupil should be supplied with a copy of this fascicle. Within this section is contained various facets of the Gemara.

B. The teacher should go through with the pupils the original text together with the translation and commentary-also read through the side notes on "Psalms in the Liturgy" and Alphabetical Sequence"

C. The following points should also be noted for the study of the sections:

(i) Before beginning the Gemara, the pupils should go over the first part of the Mishnah since this is required for a proper understanding of the Gemara.

(ii) Since the passage of Gemara is dealing with the Shema and the Amidah it is necessary for the pupils to have their Siddurim with them when studying it.

(iii) Briefly explain the Halachot which come out of the piece of Gemara.

(iv) When considering the side notes on "Alphabetical Sequence" the opportunity can be taken to revise the various prayers etc in the Siddur which are arranged in an alphabetical sequence.

D. After having completed studying this piece of Gemara, the better pupil can attempt to read and explain it using an actual Gemara.

(iii) Mishneh Torah (Rambam)

A. In this part of the course, the pupils will study selected paragraphs from the Mishneh Torah dealing with the Reading of the Shema.

B. First revise the layout of a page of Mishneh Torah.

C. The following paragraphs should then be studied-the stress should be on the context rather than on the translation.

(i) Laws of Kriat Shema Chapter 1 paragraph 1

The pupils should refer to the two sources in the Torah dealing with the reading of the Shema twice daily (Deuteronomy vi 7 and xi 19)

(ii) ibid paragraph 2. Explain the ethical concepts contained in this paragraph.

(iii) ibid paragraph 3. The pupils should refer to the third paragraph of the Shema in their Chumashim (Numbers xv 37-41) The pupils will see that it does not only deal with the Mitzvah of Tzitzit but also various other important things such as the remembering of the Exodus from Egypt, the yoke of the Commandments and the hankering after idolatry.

For this reason we also read it at night when the course 34C, page 5  
Mitzvah of Tzitzit doesnot apply.

(iv) Ibid paragraph 4. Explain the reason for saying "Baruch Shem Kavod..."  
in a whisper.

(v) Ibid paragraph 5. The pupils should refer in their Siddurim  
to those Borachot which are recited before and after the Shema  
in the morning and evening.

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SIDDUR COURSE

Books and Materials required.

- (1) Singer's Prayer Book.
  - (2) Chumash
- The above two books must be brought to lessons when required.
- (3) Haggadah-a copy required for each pupil.
  - (4) Selection of Haggadot both with commentaries (such as Haggadah Shelaimah) and engravings (such as Szyk Haggadah)
  - (5) Books of various Midrashim such as Midrash Rabba, Tanchuma, Sifri etc.
  - (6) Tape recordings of Seder tunes such as Mah Nishtanah, Vehee Sheomdah, Dayenu, tunes from Hallel, and the songs at the end of the Haggadah.
  - (7) A Haggadah with its wine stains and Natzah crumbs!.
  - (8) "Ethics from Sinai" by Irving M. Bunim and published by Philip Feldheim Inc, 96 East Broadway, New York, N.Y. 10019, U.S.A.
  - (9) The following books are recommended to the teacher for preparation of the course.
    - (i) Commentary by Rabbi Dr. J. H. Hertz on the Authorised Daily Prayer Book.
    - (ii) Kitzur Shulchan Aruch

Introduction

This course will consist of three parts (i) Construction of Morning Service (ii) the Haggadah for Pesach (iii) Pirkei Avot.

(i) Construction of Morning Service.

- A. During the second year a study of the construction of the morning service was begun and to the end of page 37 in the S.P.B. was reached. A continuation of this study will be given in this course.
  - B. The morning service continues with Kaddish, a prayer of sanctification of G-d's Holy Name. There are various forms of Kaddish and the pupils should find as many different forms of Kaddish as they can in the S.P.B.
- (Note to teacher: the following different forms of Kaddish occur in the S.P.B.)

<u>Page</u>	<u>Form of Kaddish</u>	<u>Notes</u>
15.	Kaddish D'Rabbanan	Recited after reading lessons from the works of the Rabbis e.g. Mishnah.
37	Half Kaddish	
78	Whole Kaddish	This Kaddish contains three more sentences than Half Kaddish
80	Mourner's Kaddish	Recited by a mourner for his parents or other relative and on a Yahrzeit.
428	Kaddish at a Burial	Usually recited after a burial.

A further form of Kaddish, which does not appear in the S.P.B., and is essentially a combination of Kaddish D'Rabbanan and Kaddish at a Burial, is recited at a Siyum (on the completion of a Talmudic Tractate).

C. The recital of Kaddish (and Borachu, Kedusha, Reading of the Torah) requires a quorum (Minyan) of ten Jewish males above the age of Barmitzvah. Explain to the pupils how we learn this figure of ten from the ten bad spies and the ten sons of Jacob who went down to Egypt. The pupils should turn to these sources in their Chumashim (Genesis xlii.5 and Numbers xiv 27 (Aidah Hara'ah is referring to the number ten). Also explain that we do not count a Minyan directly i.e. one, two three, ... but we use the verse "Hoshiah et amecha....." which has ten words.

D. The service then continues with Borachu (p38) and two blessings which are recited before the Shema (pp38-41). On Shabbat we replace the first of the blessings by a longer blessing, appertaining to Shabbat (pp177-180). On both Shabbat and weekdays this blessing contains an alphabetical arrangement. In one of these, one letter is replaced by another one. Let the pupils discover which one it is. Read through these Berachot in English and briefly discuss their content.

E. The Shema which is the most important prayer in the service then follows (pp41-44). It consists of three paragraphs from the Torah and the pupils should turn to them in their Chumashim. Ask them which line does not occur in the Chumash-explain the reason for its recitation, why we recite it softly throughout the year and on Yom Kippur in a loud voice.

We recite the Shema in the evening and morning since the Torah commands us in both of the first two paragraphs "when you liest down (i.e. evening) and when you risest up (i.e. morning)".

The reason for reciting the third paragraph is that it contains references to Tzitzit, remembering the Exodus from Egypt, the yoke of the commandments, the hankering after idolatry etc.

When reciting the line "Shema Yisrael ...." we place our right hand over our eyes to prevent ourselves being distracted and to concentrate on the words. Demonstrate to the pupils the correct way to recite this line-in particular where one pauses and how to recite the word "Echad".

F. One blessing then follows after the Shema (pp44-46). Let the pupils discover where in this Beracha, fifteen words beginning with the same letter occur.

G. The Amidah (pp46-56). This prayer is recited silently whilst standing facing in the direction of Israel. It is commonly known as Shemone Esrey since it originally consisted of eighteen blessings-an additional blessing was later added, so that today there are nineteen blessings. These blessings are divided into three groups:-

- (i) the opening three blessings which are blessings of praise.
- (ii) the middle thirteen blessings which are petitions covering a wide range of subjects.
- (iii) the concluding three blessings which are blessings of thanks.

The teacher should then go through these nineteen benedictions with the pupils discussing their content.

Pupils often ask the question that, with a fixed formula for prayer, they are unable to recite their own private prayers. This is of course a misconception and the teacher should stress to the pupils that in each of the thirteen middle Berachot, one may add in any language a private prayer connected with that particular Beracha.

For example in the first of these intermediate Berachot which is a prayer for Knowledge one may add a private prayer that one should not forget one's learning-this could be very appropriate before an examination! In the Beracha concerning the prayer for health one may add a private prayer for a sick relative, and so on. In the last of these intermediate Berachot "Shema Kolenu" one may add a prayer on any subject one wishes. If time permits, briefly go over the more practical Dinim concerning the Amidah (Ref: Kitzur Shulchan Aruch Chapters 18-21). At the end of the Amidah before "Elokai Netzor..." one may also add a prayer on any subject one wishes.

H. Concluding Prayers-These include Ashrei, Uva Lezion, Alenu, and the daily Psalm which was recited by the Levites in the Temple.

#### (ii) The Haggadah.

A. The Haggadah is the book used during the Seder service on the first two nights of Pesach- explain the meaning and origin of the word Haggadah.

B. A very large number of editions of the Haggadah have been published both with commentaries and with pictures or engravings. The teacher should show the pupils a selection of Haggadot both with commentaries (such as Haggadah Shel Pesach) and engravings (such as the Szyk Haggadah).

C. The teacher should explain the content of the Haggadah to the pupils. The extent and the method used will naturally depend on the ability of the pupils and the time available. The following points, should however if possible be included.

(i) The order of the various stages of the Seder service (i.e. Kadesh, Urchats....) and what each term means and signifies. Point out to the pupils that these terms have a definite rhythmic pattern which is an aid to memory.

(ii) Briefly discuss the content of the Mah Nishtana with the pupils.

(iii) The pupils should learn the translation of the paragraph "Avedim Hayinu".

(iv) Analyse and briefly discuss with the pupils the differences between the four sons.

(v) The Haggadah contains a Midrashic exposition of Deuteronomy xxvi 5-8 and the opportunity can be used to briefly explain to the pupils what is Midrash. The teacher should show the pupils books of various Midrashim such as Midrash Rabba, Tanchuma, Sifri etc.

(vi) The introductory paragraph of Rabban Gamaliel should be read and translated and the three following paragraphs should be read in English and explained by the teacher.

(vii) Certain portions of the Haggadah can be sung to delightful tunes and if the pupil know the melodies they will take a greater interest and participation in their own Sedarim. Hence tape recordings of tunes such as Mah Nishtana, Vehoe Sheomdah, Dayenu, tunes from Hallel and the Songs at the end of the Haggadah should be played to the pupils and they can then join in singing at the same time as the tape recording. Encourage the pupils to sing these tunes at their own Sedarim.

(viii) Wine stains and Matzah crumbs indicate a well used Haggadah and the teacher can show the pupils a Haggadah which has been well used in this manner!

(iii) Pirkei Avot

A. One of the 63 Tractates of the Mishnah is a Tractate which does not contain laws but only ethical teachings. This Tractate is "Avot"-Ethics of the Fathers. It contains five chapters plus an additional chapter known as the Baraita of Rabbi Meir. Ethics of the Fathers is printed in Siddurim (S.P.B. pp251-282) and is read in a cycle of one chapter weekly on Shabbat afternoons between Pesach and Rosh Hashanah.

B. In this part of the course certain paragraphs will be read in Hebrew and English and Fully discussed. The stress should be on the discussion of the ethical implications rather than on the translation. It is suggested that the better pupils learn by heart the paragraphs studied-(although at the present stage they might not like the effort which is required to learn it, in later life they will be glad that they had memorised it).

(C) The paragraphs for study are:-  
Chapter 1 paragraphs 1,2,4,6,7.

(D) The teacher should use the book "Ethics from Sinai" by I.H. Bunim for the discussions on Pirkei Avot.