

PRACTICAL DINIM COURSE.

Books and Materials required .

1. Chumash.
2. Singers Prayer Book.
3. The above two books must be brought to lessons when required.
3. Sukkah-(obviously this part of the course is given around Sukkot time).
4. Materials which can be used for Schach(e.g. branches, thin strips of wood, foliage etc).
5. Materials which cannot be used for Schach.(e.g. metal rods, straw mats(which have been made for mats) artificial foliage etc).
6. Several sets of Arba'ah Minim should be purchased by the School for use by the pupils during Chol Hamoed Sukkot.
7. "The Arba'ah Minim"-The Four Species chart produced by Torah Umensorah, 156, Fifth Avenue, New York, N.Y. 10010, U.S.A. The teacher should run off sufficient copies on a duplicator from the spirit master stencil.
8. The colour wall chart in Hebrew "Arba'at Haminim B'Chag HaSukkot" produced by Aryeh Levkovitz, 88, Rehov Rabbi Akiva, Bnei Brak, Israel.
9. Example of Hadas Shoteh.
10. Tape recording of part of Az Yashir.
11. Flour, Water, mixing bowl and spoon.
12. Samples and pictures of the five kinds of grain(wheat, barley, oats, rye, and spelt).
13. A large sheet of coloured manilla card with "Kosher for Pesach" labels stuck on it in a decorative manner.
14. Tallow and wax candles.
15. Documents of a sample deed of sale of Chametz and a Power of Attorney.
16. A Talmudic tractate with the Hadrani printed at the end.
17. Box of Matzot marked "Not for Passover Use"

18. Box of Rabbinically supervised Shemura Matzot with the words "For Sedarim Year....." printed on the box.
19. Colour filmstrip entitled "The making and baking of "Hand"Matzos" with "accompanying narration" and "Student introduction and review sheet produced in co-operation with Torah Umescorah's Department of Education, (complete series copyrighted by Avi Shulman)
20. Sample of hand-baked Matzot.
21. Try and arrange visit to see hand- baked and machine-baked Matzot being prepared.
22. Quantity of Maror (e.g. lettuce)that must be eaten on the Seder nights.
23. Duralux glass of capacity $3\frac{1}{4}$ ozs of water (about 90 mls)
24. Measuring cylinder of about 200 mls.
25. Apples, nuts, spices, wine together with a nut cracker, grater etc, for making of Charoset.
26. Seder plate, or failing this Pictures of Seder plates.
27. A model Seder should be arranged for the pupils and all the materials required at an actual Seder will be required for this model Seder.
28. Horn of a ram which still contains the bone.
29. The bone which has been removed from the horn of a ram.
30. Shofer.

Introduction.

This course will consist of three parts (i) Sukkot, (ii) Pesach, (iii) Rosh Hashanah. In all parts of this course, the practical aspects of these subjects will be stressed.

(i) Sukkot.

- A. The laws regarding the construction of the Sukkah, and the Arba'ah Minim are very complicated. In addition these things are only available around Sukkot time. For this reason the practical aspects of Sukkot will only be considered in a simplified form around the period of Sukkot.

- B. Biblical Sources: The Mitzvot appertaining to the Festival of Sukkot are given in the Torah in Leviticus xxiii 33-43 (in particular in verses 40, 42 and 43). The pupils should turn to this place in their Chumashim and revise the translation of these verses.
- C. Dates appertaining to Sukkot.
- The pupils should copy out the following calendar for Sukkot
15th & 16th Tishrei 1st and 2nd days of Yom-tov.
- 17th, 18th, 19th, 20th, 21st Tishrei: Chol Hamoed Sukkot (The last day of Chol Hamoed (i.e. 21st) is known as Hashana Rabba.
- 22nd Tishrei Shemini Atzeret.
- 23rd Tishrei Simchat Torah.
- D. The Sukkah: Every year the School builds a Sukkah and if possible the pupils should help with its construction and in this way they will learn some of the Dinim regarding the building of a Sukkah. During Chol Hamoed, every opportunity should be taken to bring the pupils into the Sukkah and give them refreshments such as cake so that they can say the Beracha "Layshave Ba Sukkah"
- E. The following points should be pointed out to the pupils regarding the building of a Sukkah.
- (i) the minimum number of walls required and that all materials, which can stand up to a normal wind, may be used for the walls.
 - (ii) the materials which can be used for Schach.
 - (iii) the thickness which is required for the Schach Show the pupils various materials which can be used for the Schach (e.g. branches, thin strips of wood, foliage etc.) also materials which cannot be used for the Schach. (e.g. metal rods, straw mats (which have been made for mats) artificial foliage etc) Explain the reason for each material shown to the pupils.
- F. Teach the pupils the Beracha recited when eating in the Sukkah and show the pupils in the Siddur how, when one makes Kiddush during Sukkot, this Beracha is incorporated into the Kiddush.
- G. Explain to the pupils what the Mitzvah of dwelling in the Sukkah entails.
- H. The Arba'ah Minim The School purchases sets of Arba'ah Minim and every day when the school meets during Chol Hamoed, one should ensure that all the pupils take the Arba'ah Minim
- I. Hand out to each pupil a copy of the chart "The Four Species" produced by Torah Umesorah and briefly go through it with the pupils. The laws regarding the Arba'ah Minim are very complicated and it is not expected that the pupils remember all the details. Also show the pupils the colour wall chart in Hebrew on the Arba'ah Minim produced by Aryeh Levkovitz. Point out the various features of each of the species on the school's

sets of Arba'ah Minim.

If possible show the pupils what a Hadas Shoten looks like.

After Sukkot, the teacher should cut an Etrog in half and show the pupils what the inside looks like. This will also enable one to explain the various sections of the Etrog to the pupils.

Also, after Sukkot, the teacher should demonstrate on a Lulav what is meant by such terms as Nisdak, Nifrad etc.

- J. Teach the pupils the Beracha recited when taking the Arba'ah Minim, and the manner in which one holds them. Explain why one holds the Etrog upside down until after the Beracha. After reciting the Beracha and turning the Etrog the correct way up one waves the Arba'ah Minim in six directions. Demonstrate to the pupils the manner in which one waves the Arba'ah Minim

K. During the Synagogue Service one waves the Arba'ah Minim several times during the Hallel. Point out these places to the pupils. Also, after the Mussaf Amidah one takes a Sefer Torah to the Bimah and all the people with Arba'ah Minim form a procession and walk around the Bimah. This is in memory of what was done in the Temple.

- L. The last day of Chol Hamoed Sukkot (21st Tishrei) is known as Hoshanna Rabba. On this day one walks around the Bimah seven times with the Arba'ah Minim. Afterwards everyone beats the willows onto the ground. Point out to the pupils that this is the reason that the calendar is so arranged that Hoshanna Rabba cannot fall on a Shabbat, since one would then not be able to beat the willows (In the first year the pupils will have learned the rules "Lo Adu Rosh" and "Lo Badu Pesach", and the reason for Rosh Hashannah not falling on Sunday and Pesach on Friday is that the following Hoshanna Rabba would then fall on Shabbat)

(ii) Pesach

- A. Biblical Sources. The events leading up to the story of Pesach are related in the first part of the Book of Exodus and, starting from Chapter 12 of this Book we have the story and events of the first Pesach. The pupils should read Exodus Chapter 12, in class translating verses 11-20.

The teacher should explain the meaning of the word "Pesach" and briefly explain the principles of "Ochel Nefesh", "Ushmartem et Ha Matzot" and the "Korban Pesach".

The crossing of the Red Sea took place on the seventh day of Pesach and the events leading up to it and the actual crossing are described in Exodus xiii 17-xiv 31 and this should be read in class in English. Chapter xv starts off with the Song of the Red Sea (Az Yashir or the Shirah). The teacher should play a tape recording of the Shirah to the pupils and tell them that this forms part of the Reading of the Law for the seventh day of Pesach.

The Festival of Pesach is very well documented in the Torah. Most of the sources are however general sources which are used in conjunction with the other Festivals. The teacher should tell the pupils that as a homework exercise they should see how many references to Pesach they can find in the Torah.

The observance of Pesach Sheni is described in Numbers ix 1-14. The pupils should read this passage in English and the teacher should briefly explain it.

The observance of Pesach is also mentioned several times in Nach.

Amongst these references are Joshua v, 2 Kings xxiii 21-25 and 2 Chronicles xxxv 1-19. The pupils should read these passages in English and the opportunity should be taken to point out that most of the Book of Chronicles is parallel to the Book of Kings.

B. Dates appertaining to Pesach.

The pupils should copy out the following calendar for Pesach

Night of 14th Nissan (if Friday night, then night of 13th Nissan)
Search for Chametz by light of candle.

14th Nissan: Fast of First born (if Shabbat fast is held on 12th Nissan)

14th Nissan: After about 10.15 a.m. no Chametz may be eaten. Before about 11.30 a.m. all Chametz remaining in the house must be burnt or otherwise disposed of.

15th Nissan: Start of Festival of Pesach. 1st Seder night in the evening after dark 1st day of Yom-Tov.

16th Nissan: 2nd Seder night in the evening after dark. 2nd day of Yom -Tov

17th, 18th, 19th, 20th Nissan: Chol Hamoed Pesach.

21st and 22nd Nissan: 7th and 8th days of Yom-Tov

C. Chametz: Definition of Chametz.

To obtain Chametz one requires the following three things

- (i) one of the five kinds of grain (wheat, barley, oats, rye and spelt) or a product obtained from them (e.g. flour).
- (ii) which has been mixed with water
- (iii) and allowed to stand for over 18 minutes (at room temperature)

Unless one has all the above three things, the mixture will not be Chametz. The teacher should demonstrate the making of Chametz in class by adding water to flour. During the first 18 minutes, periodically point out to the pupils that the mixture is not yet Chametz and when 18 minutes have passed tell them that the mixture is now Chametz.

(Word of warning: It is possible that in practice flour bought in the shops has already been washed by the manufacturers and is hence Chametz - so stress to the pupils that the above demonstration was only performed to illustrate the definition of Chametz and they should therefore regard ordinary flour as Chametz.) Show the pupils samples and also pictures of these five kinds of grain.

Since rice and pod products (e.g. peas, beans, pea nuts) can easily be mixed up with these five kinds of grain, the Rabbi instituted a precautionary measure and forbade the use of these products during Pesach.

D. Also stress to the pupils that mixtures of Chametz with other ingredients is forbidden on Pesach, even if the Chametz is present in a very small quantity. Therefore only products which are under recognised Rabbinical supervision should be bought and eaten on Pesach. Collect Kosher for Pesach labels from various parts of the world and stick them in a decorative manner on a large sheet of coloured manilla card.

E. One must also have crockery specially for Pesach. Failing this certain items of crockery can be Kasherred for Pesach. Some Synagogues provide facilities for Kashering during the days before Pesach and the pupils should be encouraged to go along and watch it being done.

F. From the Torah sources studied above we can see that on Pesach it is forbidden to
(i) eat Chametz (or products containing Chametz)
(ii) derive benefit from Chametz
(iii) possess Chametz.

The methods of removing Chametz broadly speaking fall into three categories
(a) burning it, (b) nullifying it, (c) selling it.

G. The teacher should explain to the pupils the ceremony of searching for the Chametz. If possible, show the pupils a tallow candle and demonstrate how it can be distinguished from a wax candle in that when a tallow candle is bent it does not break and can be straightened again whereas a wax candle will break when bent. Before performing the search for Chametz a Beracha is recited and the pupils should turn to it in their Siddurim (S.P.B. p 307)

H. After completing the search a declaration of nullification is made (S.P.B. p307) and a further declaration is made the following morning after burning all the Chametz (S.P.B. p308)
Explain to the pupils that this declaration is not a prayer and should be said in the language that one understands. Hence in England one should recite this declaration in English.
Ask the pupils to discover the difference between these two declarations and the teacher should then explain the reason for this difference.

I. Selling of Chametz. Explain to the pupils that it is very likely that a person has in his possession Chametz such as bottles of whisky, that he obviously does not want to burn or nullify. Such Chametz must be sold to a non-Jew. The Rabbi of each town normally draws up a deed of sale for his town and each Jewish family of the town gives the Rabbi a Power of Attorney to act on their behalf. Show the pupils documents of a sample deed of sale and power of attorney. Perhaps the teacher can use the opportunity to explain the concept of "Kinyan" when making a sale.

- J. Fast of the First-Born. Explain the reason to the pupils and how in practice every congregation makes a Siyum. Use the opportunity to show and briefly explain to the pupils a "Hadran".
- K. Matzot. These are manufactured from flour and water. As described above if the time between the mixing of the flour and water, and the baking is more than 18 minutes the Matzot will be Chametz and may not be eaten on Pesach; if the time is less than 18 minutes they will be Kosher for Pesach. Show the pupils a packet of Matzot marked "NOT FOR PASSOVER USE".
- L. On the Seder nights there is a specific Mitzvah to eat Matzah (Exodus xii 18) This Matzah must be specially prepared for the Mitzvah of Matzah. They can be prepared either by machine or preferably by hand. Show the pupils a box of Rabbinically supervised Shemura Matzot with the words "For Sedarim Year....." printed on the box. Show the pupils the colour filmstrip "The making and baking of Hand Matzos" produced by Torah Umesorah and the accompanying narration should be read during the showing. A "Student Introduction and Review Sheet" is provided with this filmstrip and the teacher should decide on the basis of the ability of the pupils and the time available how much of this sheet to explain to the pupils. Show the pupils a sample of hand-baked Matzot. If possible try and arrange for the pupils to see hand-baked and machine-baked Matzot being prepared.
- M. In order to fulfil the Mitzvah of eating Matzah at the Seder nights, one must eat a definite quantity (which works out just over one half of a machine-baked Matzah) and this must be eaten within four minutes.
- N. Revise with the pupils the special Beracha recited when eating the Matzah on the Seder nights.
- O. The Seder: Explain to the pupils the various things required and performed at the Sedarim (e.g. Maror, Korach, 4 cups of wine, Charoset, Reclining, setting up of the Seder table etc.) The following points should be included within these explanations-
- (i) the best vegetable to use for Maror is lettuce-must wash it thoroughly to remove the little green flies and other insects which are found inside it
 - (ii) Show pupils the quantity of Maror (lettuce) that must be eaten.
 - (iii) the Beracha recited over the Maror.
 - (iv) reasons for 4 cups of wine.
 - (v) Minimum size for wine cup is 86mls and one must drink most of the wine in the cup for each of the 4 cups. Duralux glasses of 3 1/2 ozs of water are manufactured and the teacher should show such a glass to the pupils. The teacher can demonstrate using a measuring cylinder that the capacity of these glasses is in fact in excess of 86mls.
 - (vi) A person finding it hard to drink this quantity of wine may drink Kosher for Pesach grape juice.
 - (vii) perhaps demonstrate to the pupils how to make Charoset.
 - (viii) demonstrate the posture for reclining and the pupils can then practice this posture.
 - (ix) show the pupils a Seder plate (or pictures of various Seder plates.)

(x) At the modal Seder held by the school explain all the ceremonial objects which are placed on the table.

(iii) Rosh Hashanah.

- A. Biblical sources: The Mitzvah appertaining to Rosh Hashanah is the Shofar and this is found in the Torah in Leviticus xxiii 24 and Numbers xxix 1. The pupils should turn to these references in their Cumashim and revise the translation of these verses.
- B. The Shofar: This consists of the horn of (usually) a ram from which the bone has been removed, the mouth-piece drilled, and generally speaking been polished. The teacher should show the pupils the horn of a ram still containing this bone, the bone itself and a completed Shofar.
- C. The notes: To fulfil the Mitzvah of hearing the Shofar on Rosh Hashanah, one must hear Tekiah Teruah Tekiah three times. However, we do not know exactly what a Teruah is—it could be what we call Teruah or it could be Shevarim or it could be Shevarim-Teruah. We therefore do all these possibilities and blow thirty notes. Ask the pupils to work out how this figure of thirty is arrived at (An additional 70 notes are also sounded for reasons connected with mysticism)
- D. If the teacher is able, he should demonstrate how to blow these different notes on the Shofar and the pupils should then be allowed to try to blow the Shofar.
- E. In the home various things are eaten on the first evening of Rosh Hashanah and the teacher should explain to the pupils what they are and the reasons for them.
- F. Mussaf: Throughout the year the Mussaf Amidah contains seven Berachot—on Rosh Hashanah, however it contains nine. The pupils should turn to this Amidah in their Siddurim (S.P.B. p335) and count the Berachot for themselves, and the teacher should then explain the names and the construction of the middle three Berachot.
- G. Repentance: The period from Rosh Hashanah to Yom Kippur is known as the ten days of Penitence. Briefly discuss the idea of repentance with the pupils.
- H. Tashlich: The pupils should turn to the Tashlich ceremony in their Siddurim (S.P.B. p346) and the teacher should briefly explain to them this ceremony.

JEWISH HISTORY COURSE.

Books and Materials required

(1) The following reference books are recommended to the teacher for preparation of details of the course:-

(a) The Holy Scriptures (the English Translation ^{of the Bible} brought out by the Jewish Publication Society of America.-for the first part of course.

(b) "Our People" History of the Jews, volumes 3 and 4. by Jacob Isaac, published by Werkes L'inyonei Chinuch Inc, 77 Eastern Parkway, Brooklyn 13, New York U.S.A.

(2) Maps are important tools in the teaching of history and the teacher should use these wherever possible. The book "Journeys of the Children of Israel" by Mosh David and Isaac Levy, obtainable from the J.N.F. Education Department, Rex House, 4/12 Regent Street, London S.W.1 may prove useful for the first part of the course-one copy would be required for each pupil.

A. Introduction.

This course is a continuation of the course in Jewish History started in the first and second years.

It is important in a course of this kind that outline notes are dictated by the teacher to the pupils on the subject matter.

The course given in the third year will extend from the Babylonian Exile to the end of the Geonic period.

It is most important that teachers complete the entire course within the year

B. Headings of topics to be covered

1. The Babylonian Exile- Ezekiel
2. Daniel- Nebuchadnezzar's dream-and Daniel's interpretation
3. The fiery furnace
4. Belshazzar's Feast- writing on the wall and Daniel's interpretation
5. Daniel in the lions den
6. Cyrus' decree-the return from Babylon
7. Rebuilding the Temple- the Samaritans-dedication of the Temple
8. Mordecai and Esther-Haman- Purim
9. Ezra the Scribe- the return under him

10. Ezra reorganises and strengthens the religious life of the community- people repent of mixed marriages.
11. Nehemiah- rebuilding wall of Jerusalem
12. The Religious revival- Public reading of the Torah- Sabbath observance- censure of mixed marriages.
13. Men of the Great Synagogue-the ornaments
14. Alexander the Great.
15. Ptolemy King of Egypt-the Septuagint
16. Hellenism- Antiochus Epiphanes
17. Antiochus suppresses Judaism- the Maccabean uprising-the miracle of Chunukah- return of Sovereignty to Israel
18. The Pharisees and the Sadducees- Simon ben Shetah
19. Capture of Jerusalem by Pompey
20. Herod -his deeds-his building of the Temple
21. The rise of Christianity-Jesus of Nazareth
22. Hillel and Shammai- Rabbi Johanan ben Zaccai- internal squabble - rebellion against the Romans.
23. Breach in the wall of Jerusalem- Destruction of the Second Temple.
24. Yavneh and its Rabbis-Rabbi Akiva-the Jewish Revolt against the Romans-Bar Kochba- Fall of Bethar
25. Rabbi Shimon bar Yochai - Horeb
26. The Mishnah- Rabbi Judah Hanasi
27. The Jews in Palestine-the Jerusalem Talmud- the Nasi (Patriarch)-fixing the calendar
28. The Jews in Babylon-Babylonian Talmud-the Exilarch- Rabbi Assi-completion of the Babylonian Talmud.
29. The growth of Christianity -Constantine - his persecution of the Jews- change of Christian Sabbath to Sunday - end of Patriarchate
30. The Saboraim
31. The rise of Islam- Mohammed -spread of Islam by the sword

32. Caliph Omar conquers Palestine from the Romans- mosque of Omar built on Temple Mount in Jerusalem.
33. The Geonim- Response of the Geonim- Rabbi Amram Gaon - his Sidur- Rabbi Saadia Gaon- Rabbi Sherira Gaon- Rabbi Hai Gaon
34. The Karaites- spread of Karaism- rift with traditional Judaism
35. End of the Babylonian period- termination of the Exilarchate.