

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.uri.org/kids/world_juda.htm
This web site offers information for students about the religion of Judaism, including descriptions of the celebrations, sacred places and basic beliefs.
- www.akhlah.com/holidays/roshhashana/RoshHashannah.asp
www.akhlah.com/holidays/yomkippur/YomKippur.asp
These web pages are good resources for learning about the High Holy Days of Rosh Hashanah and Yom Kippur. They offer details about the holidays' traditions, in addition to important vocabulary, activities and crafts associated with them.

Suggested Print Resources

- Fishman, Cathy Goldberg. *On Rosb Hasbanab and Yom Kippur*. Atheneum Books for Young Readers, New York, NY; 1997.
- Kimmelman, Leslie. *Sound the Sbofar! A Story for Rosb Hasbanab and Yom Kippur*. HarperCollinsPublishers, New York, NY; 1998.
- Marx, David F. *Rosb Hasbanab and Yom Kippur*. Children's Press, New York, NY; 2001.
- Rau, Dana Meachen. *Rosb Hasbanab and Yom Kippur*. Children's Press, New York, NY; 2001.

TEACHER'S GUIDE CONSULTANT

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The Holidays for Children Video Series

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| • CINCO DE MAYO | • MARTIN LUTHER KING, JR. DAY | • ST. PATRICK'S DAY |
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Rosh Hashanah/ Yom Kippur

Grades K-4

This guide is a supplement designed for teachers to use when presenting programs in the video series *Holidays for Children*.

Before Viewing: Give students an introduction to the program by relaying aspects of the introduction to them. Select vocabulary and discussion questions to provide a focus for students when they view the program. Engage your class in a brainstorming activity to determine the prior knowledge that students have about the holiday.

After Viewing: Review the program and the information students brainstormed about the holiday. Help students to determine the accuracy of these ideas based on information they gained from watching the program and to add new ideas to their brainstorming list. Review the vocabulary and use the discussion questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Introduction

The Jewish High Holy Days of Rosh Hashanah and Yom Kippur are important times for Jews to think about how to improve themselves in the upcoming year. These holidays are commemorated with special religious services and family gatherings.

Vocabulary

Rosh Hashanah — A holiday that celebrates the Jewish New Year, which takes place in September or October.

Yom Kippur — A Jewish holiday in September or October, during which people ask forgiveness for wrongdoing, that is observed by fasting and praying.

Jews — People who observe the religion of Judaism.

atonement — Asking forgiveness.

synagogue — Also known as temple or shul, a Jewish place of worship where religious ceremonies and services take place.

shofar — A ram's horn blown during the Jewish High Holy Days in synagogue.

fasting — Not eating.

Torah — The sacred writings of the Jewish religion.

rabbi — A Jewish religious leader.

Discussion Questions

- Rosh Hashanah is a time for Jews to think about how to become better people in the new year. Encourage students to discuss ways that they think they can become better people in the weeks and months to come.
- On the holiday of Yom Kippur, Jews ask for forgiveness for things that they did wrong in the previous year. Discuss forgiveness with students. Ask them to share examples of times when they did something wrong and had to ask for forgiveness. How did they do it? Why is asking for forgiveness important? Why is it difficult?
- A *mitzvab* is a good deed, and it is an important part of the Jewish culture. Brainstorm with students about *mitzvabs* that they could do for their families and communities. Discuss with students how doing good deeds makes them feel, and why.

Follow-up Activities

- Many Jewish prayers and religious rituals are spoken in Hebrew. Students can learn more about this language and the Hebrew alphabet by visiting the following web site: www.akhlah.com/Aleph_Bet/aleph-bet.asp. They can see the Hebrew letters, listen to how they are pronounced and color pages about them.

- Jews often eat apples and honey at Rosh Hashanah to symbolize a sweet new year. Learn more about apples by reading books like Gail Gibbons' *Apples* (Holiday House, 2000) or by visiting web sites like this one from the Washington Apple Commission: www.bestapples.com/kids/index.html. Then, students can use apples as stamps in making artwork by cutting them in half and dipping them in tempera paint.
- Challah is a traditional Jewish bread that's often enjoyed at the High Holy Days. With your class, make the special round challah often enjoyed during the holiday season, using the recipe at the following web site: www.tricitycc.org/resources/recipes/Detailed/4.html.
- The *shofar* is the horn that is sounded in synagogue during prayer ceremonies for the High Holy Days. Students can listen to the sound of the *shofar* at the following web site: www.holidays.net/highholydays/shofar.htm. Encourage students to describe the sound made by the instrument. Does it sound like any other instrument that they've heard before?
- Jews often collect money in a *tzedakah* box to give to charity. Encourage your class to collect money, canned food or other items for a community charity. After the donations have been made, discuss with students how they feel about their good deed.
- Share *The Hardest Word: A Yom Kippur Story* by Jacqueline Jules (Kar-Ben Copies, 2001) with your students, which is a folktale describing how difficult it is to say "sorry." Students can then create a comic strip that shows someone making a mistake and then apologizing for it.
- *Shalom* is a word used to mean peace. Encourage students to discuss their notions of peace, and share books like Todd Parr's *The Peace Book* (Little, Brown, 2003) or Shelley Moore Thomas' *Somewhere Today: A Book of Peace* (A. Whitman, 1998) to stimulate the discussion. Then, students can develop their own peace plans for your school community, determining what actions might contribute to peace, and developing methods to carry out these plans.
- Storytelling plays a special role in the Jewish heritage, especially during the High Holy Days. Share some Jewish folktales with your students, with books like *A Treasury of Jewish Stories* chosen by Adele Geras (Kingfisher, 1996) or *Gershon's Monster: A Story for the Jewish New Year* by Eric A. Kimmel (Scholastic Press, 2000). Discuss with students what the stories all have in common, and encourage them to write their own folktales in a similar style.
- Encourage students to conduct research into other new year celebrations like the Chinese New Year, Tet (the Vietnamese New Year), or New Year's Day in the United States. Students can then create Venn diagrams comparing one of these holidays with the Jewish new year, Rosh Hashanah.
- Encourage students to select famous Jewish Americans like Jonas Salk, Emma Lazarus or Albert Einstein, and to write biographies about their lives and accomplishments. See the online Jewish-American Hall of Fame at the following web site as a good starting place for research: www.amuseum.org/jahf/index.html.

(Continued)