

Fifth Grade Pesach Unit

Essential Question: How can we really see ourselves as if we went out of Mitzrayim?

Big Idea: Mitzrayim relates to limits. We all have limits. Our limits are our personal Galut. Going out of our limits is going out of our own personal Mitzrayim. Every aspect of the Seder and the Pesach story is a gift to us to overcome our Galut. We clean up the chametz within ourselves.

Students will know:

- ◆ Identify Galut/class limitations/personal limitations
- ◆ Deeper understanding of Chametz/Matzah
- ◆ How to improve themselves by getting out of their limits
- ◆ Significance of items on the Seder Plate
- ◆ How to perform the steps
- ◆ Relate to each of the four sons/daughters
- ◆ Realize that they are the Chacham
- ◆ Deeper understanding of Emunah

Students will be able to demonstrate:

- ◆ How to practically prepare for and celebrate Pesach today.
- ◆ How celebrating Pesach is relevant to their going out of their own personal limitations

Assessments:

- ◆ Students will create a 10-point checklist of how to experience Yetziat Mitzrayim
- ◆ Students will draw a T-chart demonstrating how going out of Mitzrayim is parallel to going out of personal limitations (Yetziat Mitzrayim then and now)
- ◆ Demonstrate to the school psychologist how observance of Pesach is a tool for affecting personal change - use rubric
- ◆ Create inventions to show their understanding of the practical aspects of Pesach preparations
- ◆ First lesson: Write what Pesach means to you
Last lesson : Write what Pesach means to you now – use rubric
- ◆ Play Taboo (students prepare cards to show their understanding) - take away the words of bigger understanding so that they will have to use their own words
- ◆ Teacher will assess and grade journals periodically

5th Grade Pesach Unit: Chayov Odom Lirot Et Atzmo – going out of our limitations.

Supplements:

- ◆ Each student will have his/her own little character and keep a journal.

- ◆ Each student will create a Pesach invention as a home project.
Suggestions for inventions:
 - Chametz detector
 - Kezayit measurer
 - Recliner
 - Goggles to grate Maror
 - Marormeter to gauge strength of maror
 - Afikoman detector that sweeps the room

- ◆ Each student will listen to the Pesach CD for homework every day. Teacher will assess and grade journals periodically

Lesson 1: Introduction to the essential question. Puppet – me in Mitzrayim

Lesson 2: Limitations. Identify our own Golut (personal, environment, community, and midot.)

Lesson 3: Cleaning out Chametz

Lesson 4: Preparing the Seder table, Ka'aro. We have to prepare for the seder, we have to prepare for the war inside of us, the war against our limitations.

Lesson 5: Kadesh Urchatz, Karpas, Yachatz

Lesson 6: Maggid – Avadim Hayinu (slavery/freedom)

Play Golut Game – fighting Paraoh, leaving Mitzrayim.

Lesson 7: Four sons/daughters – fifth son/daughter

Lesson 8: Rachtza, Motzi, Matzah – Matzah for Emunah

Lesson 9: Maror, Korech, Shulchan Orech

Lesson 10: Tzafun, Berach, Hallel, Nirtza

Lesson 11: Assessment

Lesson 12: Celebration

Lesson 1: Introduction to the essential question

Opening

- ◆ Distribute journals. Please open your brand new Pesach journal and turn to the **back** cover. Write down what Pesach means to you.

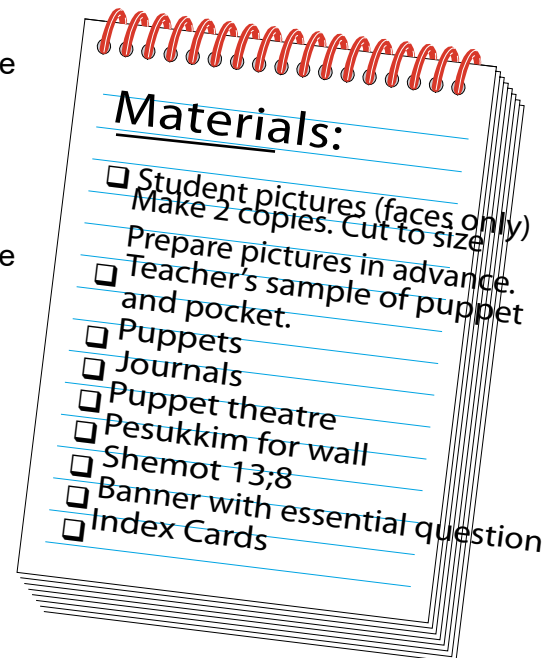
Students might write: having a Seder with my family, Eliyahu, Matzah - no bread, Moshe, Pharaoh, frogs, or the ten plagues.

- ◆ We are about to go on a journey, and it is going to feel like we are on a roller coaster. Sometimes we will just be ourselves in the fifth grade, 200-, sometimes we will play the role of ourselves in the past, and sometimes we will even go into the future. Buckle up and get ready for an exciting ride. We will be shifting gears back and forth in time.
- ◆ In order to feel connected to ourselves in these roles, we will now make our own personal double-sided puppet character.
- ◆ Give students puppets. Students will paste their pictures on both sides of their puppets and design one side as them in 200- and the other side as them in Mitzrayim. Show teacher sample.

Part 1

◆ Page 1 in journal

- ◆ Students create a pocket for their puppets. Staple or glue the pocket on page 1 (may be homework).
- ◆ Students will label their suitcases (in journal) with their Hebrew names.
- ◆ Discuss with students what life in Mitzrayim was like. (Make sure to include discussion on names, clothing, what they did in their free time, what their day was like, daily routine, children's chores, what their hopes were, what they would dream about, etc.)
- ◆ Student will complete the profile on pages 3 and 4 in journal.
- ◆ Bring puppet theatre.
- ◆ Students present their puppets. Each student tells one thing from either profile as he/she holds up his/her puppet. Encourage students to dramatize their presentations..



Part 2

- ◆ We just presented something about our lives in Mitzrayim. *Were we really there or were we just pretending?*
- ◆ Point to the passuk on the board or to page 5 in the journal.

continued on next page.

Lesson 1: Introduction to the essential question *continued*

- ◆ “Vehigadeta levincha.. assa Hashem li ...” Translate. Explain that this means that it is a mitzvah for parents to tell their children that this is what Hashem did for ME - LI, when we came out of Mitzrayim. *How can there be a mitzvah to tell our children how we came out of Mitzrayim? Were we there?*
- ◆ Not only that, but our Chachamim tell us in the Haggadah: Chayav adam lir’ot et atzmo k’ilu hu yatza mimitzrayim. This means that a person is *obligated* to see himself/herself as if he/she came out of Mitzrayim.
- ◆ We don’t live in Mitzrayim. We live here in _____, USA! Most of us have never even been to Mitzrayim! ***How can we really see ourselves as if we came out of Mitzrayim?*** For the next three weeks we will explore and discover the answer to this question. We will call today’s question our Essential Question. Teacher will post banner with the question on it.

Closing

- ◆ Write Essential Question on index cards and page 2 in journal:
How can we really see ourselves as if we went out of Mitzrayim?
- ◆ Put index card and puppet in pocket in journal (or send home for homework.)
- ◆ **Important note:** Make sure to make frequent use of puppet and index card with essential question throughout the unit.

Lesson 2: Limitations

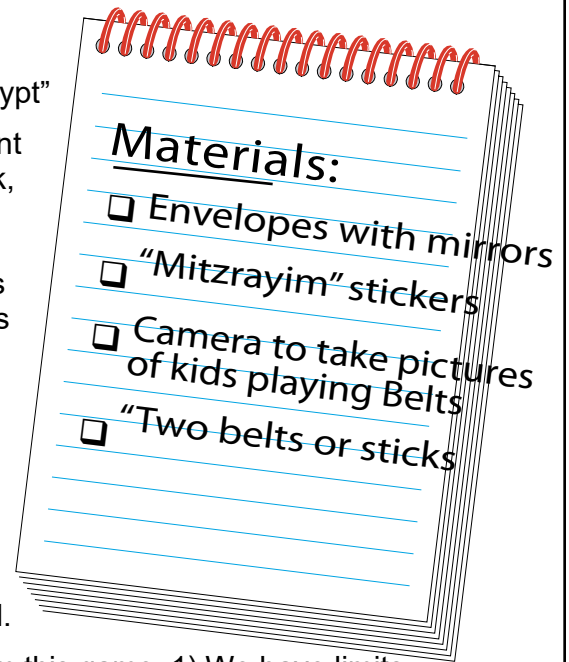
Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Opening

- ◆ Teacher will hand out envelopes containing mirrors.
- ◆ Hand out envelopes.
- ◆ In this envelope is a picture of someone who came out of Mitzrayim. Each of you has a different person. Please open your envelope and look at the picture. You see, each of US has come out of Mitzrayim! Today we will begin to answer the Essential Question. Take out your index card. Let's review the essential question. Paste mirror on page 5 in journal.

Part 1

- ◆ *What does the word Mitzrayim mean?* Students will say "Egypt"
- ◆ *Do you remember "Min Hametzar" from the Shofar unit?* Point out that the root of Maitzar, and Mitzrayim is Mem, Tzadik, Reish. We know that when two words share the same root (shoresh), they have similar meaning. This means that Mitzrayim, Egypt, means limits. Give out Mitzrayim stickers and highlight the shoresh together. Leaving Mitzrayim means going out of your limits.
- ◆ Discuss the meaning of limits using practical examples, like: speed limits for cars, how far can you throw a bowling ball, how many words can you read per minute, etc.
- ◆ Give limit for car, sports team, how far can you throw a bowling ball, kriya – how many words per minute.
- ◆ Write your own list of examples of limits on page 6 in journal.
- ◆ Play "Belts." (See next page.) The lessons we can learn from this game: 1) We have limits 2) We can stretch our limits 3) In order to stretch our limits, we must leap!
- ◆ Take pictures of students to glue in their journal on page 8.
- ◆ Students complete journal question on page 7.
- ◆ *What do we learn from this game? How did you improve? By jumping, by practicing.*



Part 2

- ◆ Discuss that we all have personal limits. Discuss strengths and weaknesses (a topic discussed in general studies). We will call our weaknesses limits. Students will list some personal strengths and limits in their journals on page 9. (ex. spelling, handwriting, sports, etc.) **Note:** No need to share these entries. Ask students: Can we change our limits? Discuss. Recall message from "Belts" game. Students choose and write in journal a limit they would like to improve on.
- ◆ As a group, make a list of class strengths and limits on the board. Pick one limit to improve as a group.

Closing

- ◆ Reflect and write in journal on page 10 what class has just chosen as project for improvement.

Belts

Materials needed:

- ◆ 2 branches or sticks
- ◆ Camera

How to play:

- ◆ The entire group should be standing in a line.
- ◆ Place one stick at one side and a second stick further over.
- ◆ Each player is required to cover the belted area with a two-step running-jump. To start with, this will be quite easy. As the game progresses, move the sticks further apart to make the goal more difficult. If a player can't traverse the area with only three steps, he is out of the game.
- ◆ **Take pictures!**

The point of the game:

After successfully persevering through several (progressively more difficult) rounds, the player may feel that he/she has stretched his/her legs to their potential. (He's/she's maxed out). Yet, the game continues to "raise the bar," trying to draw out even greater potential.

Discuss:

Even when we've grown, there is always more room to grow. Even after we've achieved a new level of excellence, we can't relax. There's more to achieve.

The Neshama needs to be guided and channeled to its real potential, because it has an infinite capacity of growth. How do we accomplish this? By challenging the Neshama, constantly making ourselves dig deep inside to find inner strength we don't regularly access. The Neshama – once it's invested in a body – can grow and achieve wonderful things, as we demonstrated with the obstacle course. But the growth should be constant. If we've overcome a challenge, that's wonderful – but we can do even more.

We all have the responsibility to use our talents to make this a better, holier world. Our weaknesses are obstacles for us to overcome; we may not be able to correct every weakness, but we can persevere to create a meaningful life in spite of them.

Lesson 3: Cleaning out Chametz

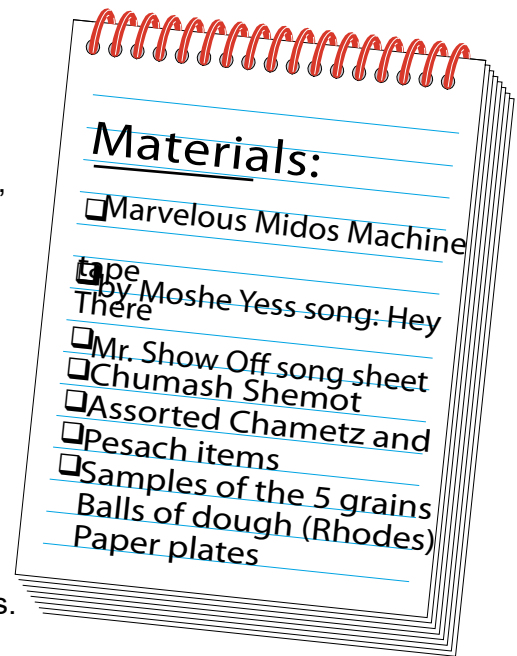
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Opening

- ◆ Music - Mr. Show Off: Students follow along on song sheet as they listen to the music. (Song will be discussed later on in lesson.)
- ◆ First step in our journey: Pass out Chumashim and students will look up. Perek 13 Passuk 3. Translate passuk together.
- ◆ We learn from this passuk that, according to the Torah, in order to remember the day we went out of Mitzrayim, we need to clean out our Chametz.

Part 1

- ◆ *What is Chametz?*
- ◆ Display different foods. Examples: crackers, cookies, pasta, cereal, and marked kosher for Pesach items: e.g. Pesach cereals, matzah, Pesach cookies
- ◆ Each student will choose one chametz item or Pesach item and take to his/her desk.
- ◆ Each student will identify the item as a chametz or Pesach item and explain why he/she thinks so. Some tricky items will lead to discussion; for example, the difference between chametz cookie and Pesach cookie.
- ◆ Teacher presents the Halachic definition of Chametz:
Chametz = water + grain combined for more than 18 minutes.
Take out grain samples: Grain = **B**arley, **R**ye, **O**ats, **W**heat, and **S**pelt
- ◆ Show the students how to find the Kosher for Pesach label. Then share some tricky examples with the class so that they understand that many items need clarification from an expert.
 - a) Regular flour has been washed before packaging and thus has come in contact with water.
 - b) Vinegar is made out of wheat.
 - c) Licorice has flour as one of its ingredients.
- ◆ Complete journal pages 11 & 12 (homework)



Part 2

- ◆ Students will take out their index cards and review the essential question.
- ◆ Pass out dough balls and paper plates to keep on desks during entire lesson.

continued on next page.

Lesson 3: Cleaning out Chametz *continued*

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

- ◆ Take a look at your dough. *Has there been any change since the beginning of the lesson?* Illustrate changes in journal page 13. *Is this dough chametz?* Students will conclude that the dough has risen, is full of air, and takes up more space than before. This is chametz according to the formula.
- ◆ Show a matzah and a loaf of bread. Discuss the differences. Make a Venn diagram. (Puffy, takes up more space, full of air and flat, timing, ingredients) Ask the students what type of person is a chametz person? (Puffy, haughty, full of themselves, takes up a lot of space, does not leave room for others) What kind of person is a matzah person? (flat, humble, does not take up a lot of space, leaves room for others). Write these differences in the bubbles on journal page 14.

Challenge

- ◆ Moshol of Meoros Hagedolim:

Story of Rhizener and the seesaw —

Reb Yisrael Rhizener, as a young child, refused to play the seesaw game because he was like matzah, very humble. He explained that to play the game my friend must go down in order for me to go up. He did not want to take up someone else's space. This is an example of a true matzah man. (We understand that he was a great tzadik, and so careful with his own actions even during play.) Students write the lesson the story on journal page 15.

Look at Moshe Rabbeinu. How could he be so humble? He accomplished so much! He should feel so big and take up so much space! However, Moshe was humble like matzah. He did not say, "I accomplished so much." He understood that his talents were all gifts from Hashem.

When we behave like a chametz person, full of ourselves, we cannot begin to improve or get out of our limits, meitzarim. Therefore step number one in our journey from Mitzrayim (meitzarim) is to get rid of the chametz, the puffiness, and haughtiness.

Let us look at the last three words of the passuk on page 11 of our journals. Students will explain why this is the first step in leaving mitzrayim, meitzarim, limits.

- ◆ Compare and contrast a matzah man, Moshe and a chametz man, Pharoah on journal page 16.

Closing

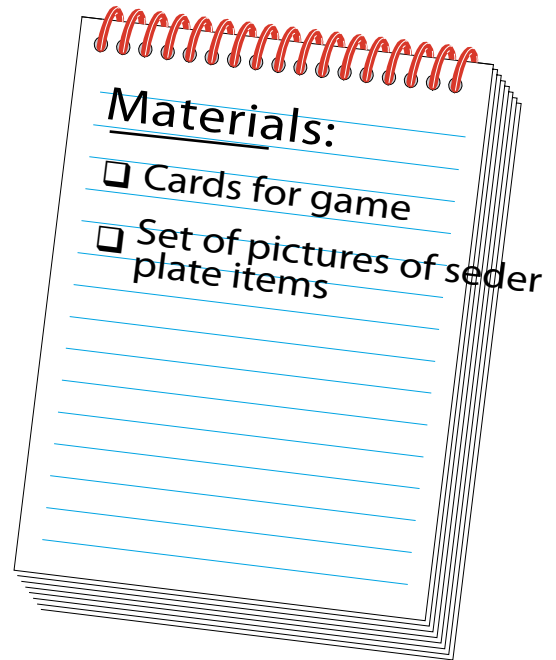
- ◆ Reflect and listen to Mr. Show Off.
- ◆ Move dough to Science center and let it sit till the end of the school day. Come around at the end of the day to see how puffy the dough got!
- ◆ Complete journal pages 13-16 for homework.

Lesson 4: Preparing the Seder table

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Opening

- ◆ Teacher announces imaginary trip to Disney World. *Children, are you ready to go?*
- ◆ Students ask: *Do we have tickets, reservations, money, and luggage?*
- ◆ Teacher: Yes, children, this is a big problem. If we do not prepare, we will not be able to go.
- ◆ **Complete journal page 17.**
- ◆ Teacher: Now let's think of what the Jewish People packed when going out of Mitzrayim.
- ◆ Please complete the list on the top of journal page 18.
- ◆ When we make a Seder at home, we also need to make preparations.
- ◆ **Complete the second list of journal page 18.**



Part 1

- ◆ Seder Plate game:

Game pieces include three sets of cards. One set is the Hebrew name of each of the six items on the Seder plate. The second set is pictures of the six items. The third set is the symbolic reason for each of the items.

Hand a necklace to each student with a card on it. Tell him/her to hang it on his/her back without looking at the card. Students may see everyone else's card, but not their own. Students may not tell each other what is on his/her card, they may only tell each other in what group they belong.

The object of the game is for the students to group themselves so that each Seder plate item is matched with its picture and symbolic reason. See how quickly students can be matched correctly.

(Ideally played with 12 or 18 students. For 12 students, Hebrew name of Seder plate item and picture may be combined. For larger groups, add other items from the Seder table; e.g. salt water, cup of Elijah, matzah, four cups of wine, etc.)

At the end of the game each group presents their cards to the class as a review of all the Seder items.

Part 2

- ◆ Students glue pictures of Seder items on **journal page 19** and label with Hebrew name and symbolic reason. Reflect and **complete journal page 20**.

Closing

Now that we have reviewed the items on the Seder plate, we are better prepared for the Seder.

Lesson 5: Kadesh, Urchatz, Karpas, Yachatz

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Activity:

Relay races with steps one through four of the Seder.

- ◆ Today we will have a Haggadah-thon. We will make the Haggadah come to life with a relay race! *By the way, do you know why it is called a Haggadah?* There will be a prize for the first one who can tell me the answer tomorrow.
- ◆ Divide students into teams.
- ◆ Object of the race is for each of the students on the team to race across an open area and complete all four steps of the Seder. Then the student runs back and tags the next member of his team. First team to complete all of the steps wins.

Kadesh: Student fills disposable cup with grape juice. Open Haggadah to the kiddush page and read the kiddush. Drink the grape juice while reclining to the left.

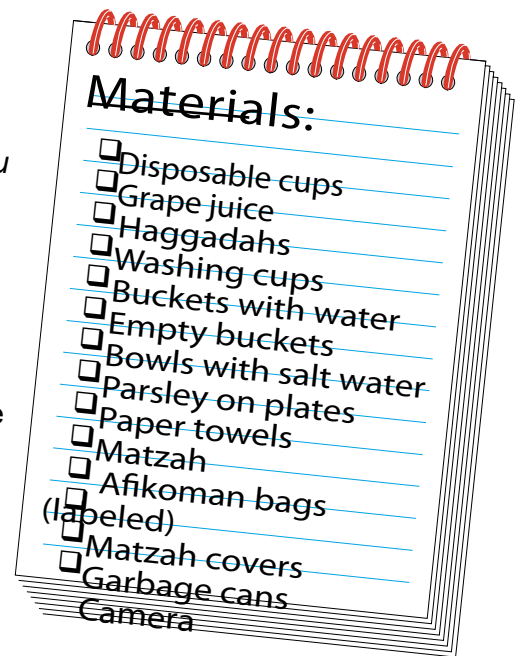
Urchatz: Fill washing cup with water. Wash and dry hands.

Karpas: Take vegetable and dip in salt water. Say Bracha Boree Pri Ha'adamah and eat.

Yachatz: Take out middle matzah. Break into two parts. Put the larger part in the afikoman bag and the smaller part between the two matzot.

After student completes Yachatz, he resets all four steps for the next teammate (e.g. replace broken Matzah with whole Matzah)

- ◆ Teacher will be referee to make sure steps are completed properly.
- ◆ Appoint photographer to take picture of each student to paste in journal.



Lesson 6: Maggid – Avadim Hayinu

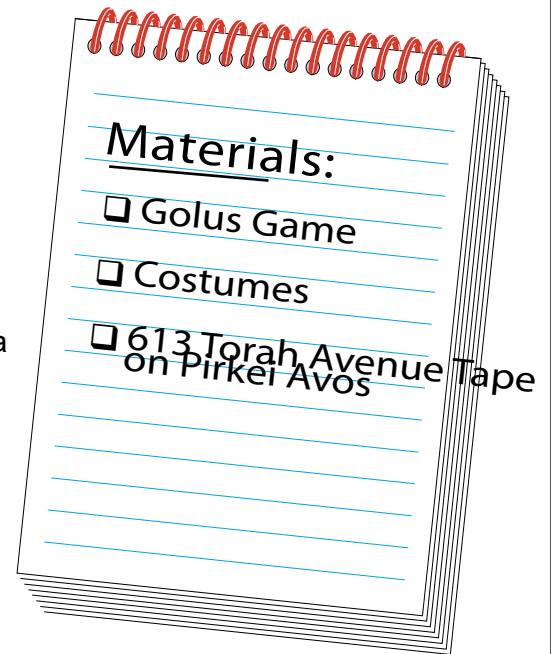
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Opening

- ◆ Play Galut Game.

Part 1

- ◆ Set up ethical dilemma: A girl is being left out of a game.
Should you pretend you didn't notice she was left out, or should you include her?
- ◆ Give out costumes. One person plays Pharaoh/ Yetzer Hara and the other person plays Moshe/Yetzer Tov.
- ◆ Pharaoh/ Yetzer Hara and Moshe/Yetzer Tov advise.
- ◆ Children, you see that we have a Pharaoh inside of us. We don't want to be avadim/slaves to the Pharaoh inside of us.



Part 2

- ◆ Teacher sets up T-chart and asks students to help complete.

THEN	NOW
Mitzrayim	Limits
Pharaoh	Yetzer Hara
Moshe	Yetzer Tov
Hashem	Hashem
Overcoming Pharaoh	Overcoming Yetzer Hara
Following Hasehm's directives	Mitzvot

- ◆ When you put effort into fighting the Pharaoh — Yetzer Hora, Hashem will help you just like he took us out of Mitzrayim.
- ◆ Our weapons are the mitzvot.
- ◆ **Complete journal pages 25-28.**

Closing

Song from 613 Torah Avenue about being a Ben Chorin.

Lesson 7: The four sons/daughters and the fifth son/daughter

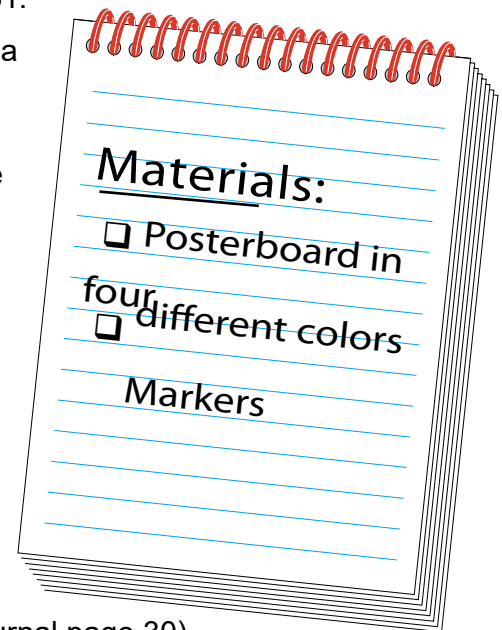
Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Opening

- ◆ Imagine there is a family with four kids. One is in college, one is in high school, one is at the day school, and one is a preschooler. The parents have the mitzvah to explain Yetziat Mitzrayim to each of their children. They obviously have to talk to each one in a different way.
- ◆ The Torah tells us that there are four kinds of children that attend the Seder; the wise one, the wicked one, the simple one, and the one that does not know how to ask. The parents have the mitzvah to explain Yetziat Mitzrayim to each of their kids. Remember what Haggadah means, to tell the story to each of the four children in a way that they can understand. By the way, it is not only children; all Jews need to learn the story of Pesach and can be one of the four types.
- ◆ Speak about each son and ask the children to draw a picture of the four sons in their book.

Part 1

- ◆ Because you are the Chacham, you need to reach out and teach others what you have learned. For homework you will share with your family or a friend something that you learned in Chumash or in Judaica. Write what you shared in your journal on page 31.
- ◆ Divide into four groups. (Chacham, Rasha, Tam, She'aino Yodai'a Lish'ol) Each group gets ten minutes to write up what they would tell the child that is assigned to them.
- ◆ Explain to the students that they have to put themselves in the shoes of the child they are addressing. For example: the Rasha will not be impressed by a lecture on the laws of Pesach. Each group should brainstorm on how to reach their child best.
- ◆ Write it on a poster and present it to the class.
- ◆ After the presentations ask the children to draw their own impression of the four sons on journal page 29.
Which of the four types do you think you are?
Guess what? You are all Chachamim because you go to a Jewish day school! Each one of you is a Chacham! Look how much you have learned about Pesach!
- ◆ Make a button for your puppet saying "I am a Chacham." (journal page 30)



Part 2

- ◆ *So how many sons/daughters are there ?* Four. Right, there are four sons/daughters at the Seder. Not every Seder has someone from every type, and unfortunately, not every Jewish person attends the Seder. The fifth son/daughter doesn't even come. It is not that he/she doesn't want to come; he/she may not have had a chance to learn what a Seder is. That is where you come in!
- ◆ We are all going to make an invitation for the fifth son/daughter to come to the Seder. Complete journal pages 32 and 33

Closing

Take out your index cards with the essential question. How can you interest the fifth child in a Seder with this question in mind?

Lesson 8: Rachtza, Motzi, Matzah — Matzah for Emunah

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Opening

- ◆ Bring out a carton of orange juice. *What does orange juice give you?* Vitamin C, of course.
- ◆ Give other examples.
- ◆ *What do carrots give you?* etc.
- ◆ *What does Matzah give you?* Some may say “a mitzvah.”
- ◆ Every time you eat an orange, you get vitamin c. Every time you eat matzah, you get vitamins for your Neshama. *What is it called?* Emunah (Faith). Complete journal pages 35-36.

Part 1

- ◆ Remind the students how the Jewish people went out of Mitzrayim and followed Hashem into the desert with nothing more than some flat dough and not knowing if there would be food or water.
- ◆ In order to bring out this point, have the children interview their puppets by asking the questions mentioned in their journals (page 38).
- ◆ Conclusion: They showed their emunah in Hashem.

Part 2

- ◆ Let's understand emunah:

Why are you in school?

Children will say: to learn, to go to college, to get a degree, to get a great job, and to make lots of money.

So if you do all this, are you guaranteed to make a lot of money? Yes!

*What about someone who didn't get an education?
Are they guaranteed to succeed?*

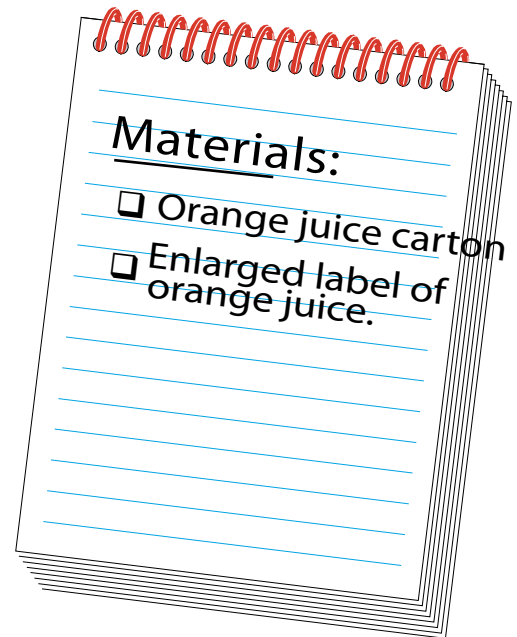
*Who has more money, an employee at Harris Teeter or
the director of a bank?*

Children will say: “director of the bank.”

Not necessarily. The bank could collapse tomorrow, and the Harris Teeter employee could win the lottery! How much money you have does not depend on how smart you are. It is all in Hashem's hands. Hashem decides on Rosh Hashana how much you are going to make this year and that is all.

We are all totally dependent on Hashem. Complete journal page 37 for homework.

How can we come to have emunah in Hashem like the Jewish people had at the time of Yetziat Mitzrayim? By eating matzah!



Closing

Look at the label of the orange juice carton. It tells you what nutrients orange juice gives you. **Now design a label for a matzah box using the information you just learned about matzah.** (Journal page 39.)

Lesson 9: Marmor, Korech, Shulchan Orech

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

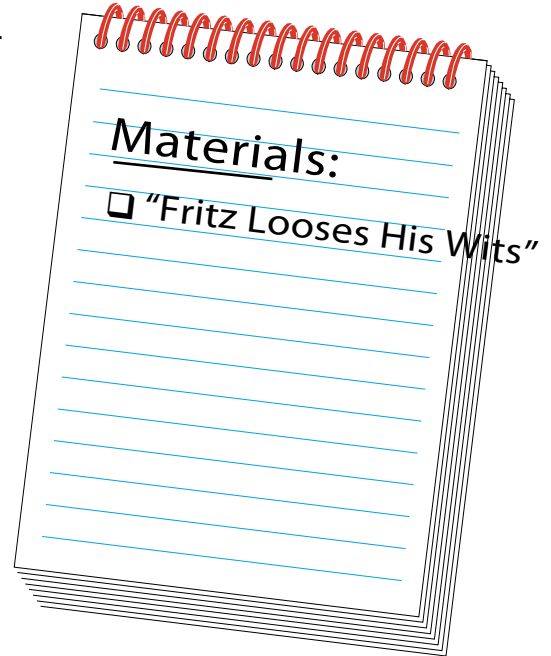
Opening

- ◆ We are going to act out a Seder without any props. We will be having a special guest. Teacher leaves room and comes back in as “Fritz.”

(see “Fritz Loses His Wits” published by Breslov Hassidim).

Part 1

- ◆ Teacher acts out story of Fritz (disregard the epilogue).
- ◆ Fritz was never at a Seder, before and has many questions about the Seder especially “*When will we finally eat?*” He hardly appreciates the matzah, and the last straw is the marmor, with which he politely leaves. He gave up too soon.
- ◆ Students enjoy attempting to help the teacher (Fritz) understand the Seder.



Part 2

- ◆ Discuss: *Can you think of a time when you gave up right before the end?*
- ◆ When we try to get out of our limits, this includes having the patience and determination to accomplish our goals despite the difficulties that we may encounter along the way.
Example: The B’nei Yisrael had to experience the bitterness of slavery in Mitzrayim to ultimately receive the Torah on Har Sinai.

Closing

- ◆ Complete journal page 41

Lesson 10: Tzafun, Berach, Hallel, Nirtza

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Opening

- ◆ Nirtza is the vision for the future.
- ◆ Discuss and apply to limitation the class is working on.
- ◆ Complete journal pages 43-46

Part 1

- ◆ Students take out index cards with the essential question.
- ◆ Discuss with a partner how the question has been answered.
- ◆ Write down ideas and prepare a presentation for the school psychologist.
- ◆ Refer the students to the big assessment handout and rubric that was given to them in one of the first lessons. Explain that there will also be other assessments that will be done while each student is presenting individually to the psychologist.

Closing

Review instructions for assessments

Lesson 11: Assessments

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

- ◆ One student presents to the school psychologist and the teacher, while the other students complete the other written assessments quietly.
- ◆ Each student should hand in all written notes that were prepared for the oral presentation.
- ◆ Both written and oral components of the presentation will be graded.
- ◆ **The preparation for the big assessment may take several days.**

Lesson 12: Celebration

Essential question: *How can we really see ourselves as if we came out of Mitzrayim?*

Discuss:

What you learned?

Which lesson you liked best?

What made the biggest impression on you?

Why are you excited about Pesach / the Seder?

How have you changed after this journey?

Serve food – Kosher for Pesach treats

Give out prizes