PORTLAND JEWISH ACADEMY

Think for Yourself, Work for the World.



AMY KATZ HEBREW & JEWISH STUDIES TEACHER

Portland Jewish Academy



MICHAEL HYDE **STEAM & MAKER** INTEGRATOR

Portland Jewish Academy





Our new makerspace is a specialized classroom for STEAM integration and team teaching.

MISHKAN PRE-TEACHING: (AMY KATZ)

- As part of their Torah curriculum, 4th grade students studied the construction of the mishkan (tabernacle).
- In hevrutah (partners) they examined the text related to: the Tent, Enclosure, Holy Ark, Tabernacle, Table, Menorah, Alter as described in the book of Exodus.
- Each hevrutah studied the materials and purpose for their assigned section of the mishkan. For example, one pair studied the ark, while a different pair studied the alter, etc..
- Each hevrutah built a small model of their component using materials found in the classroom, and shared their learning with the class.

MAKERSPACE PRE-TEACHING

- students participated in safety and behavior agreements for working in the maker space.
- students participated in an "orientation" to the maker space.
- students were taught how to safely move materials across the room.

COLLABORATION: BUILD A MISHKAN

- How can we deepen our connection to the text by making something?
- ► How can we make a holy space?
- How can we open up the idea of what it means to teach and learn?
- How can we team-teach and collaborate?

MAKER MOVEMENT CONCEPTS IN EDUCATION

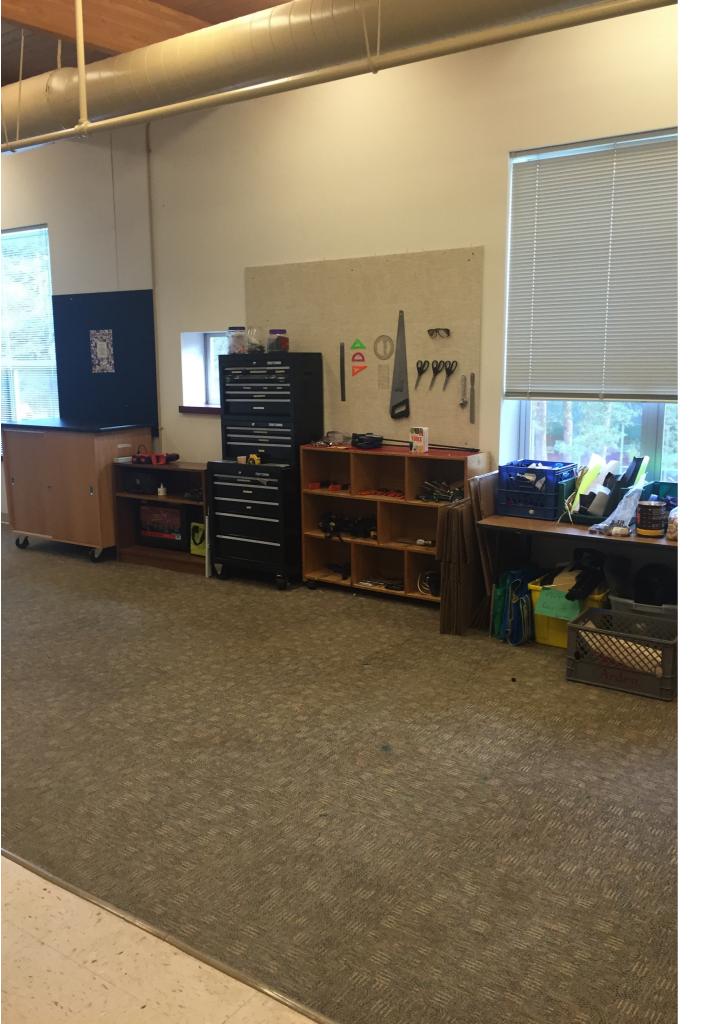
- ► kids learn through experience.
- * "making something" generates an experience that can be examined, reflected upon, and shared. We learn when we connect experience and ideas. (constructivism: Piaget)
- kids love to solve problems, discover and investigate, and make connections between their growing range of experiences.
- Creating something meaningful generates problems that will unlock past knowledge and build new knowledge. (constructionism: Papert)

DESIGN PROBLEMS, NOT PROJECTS



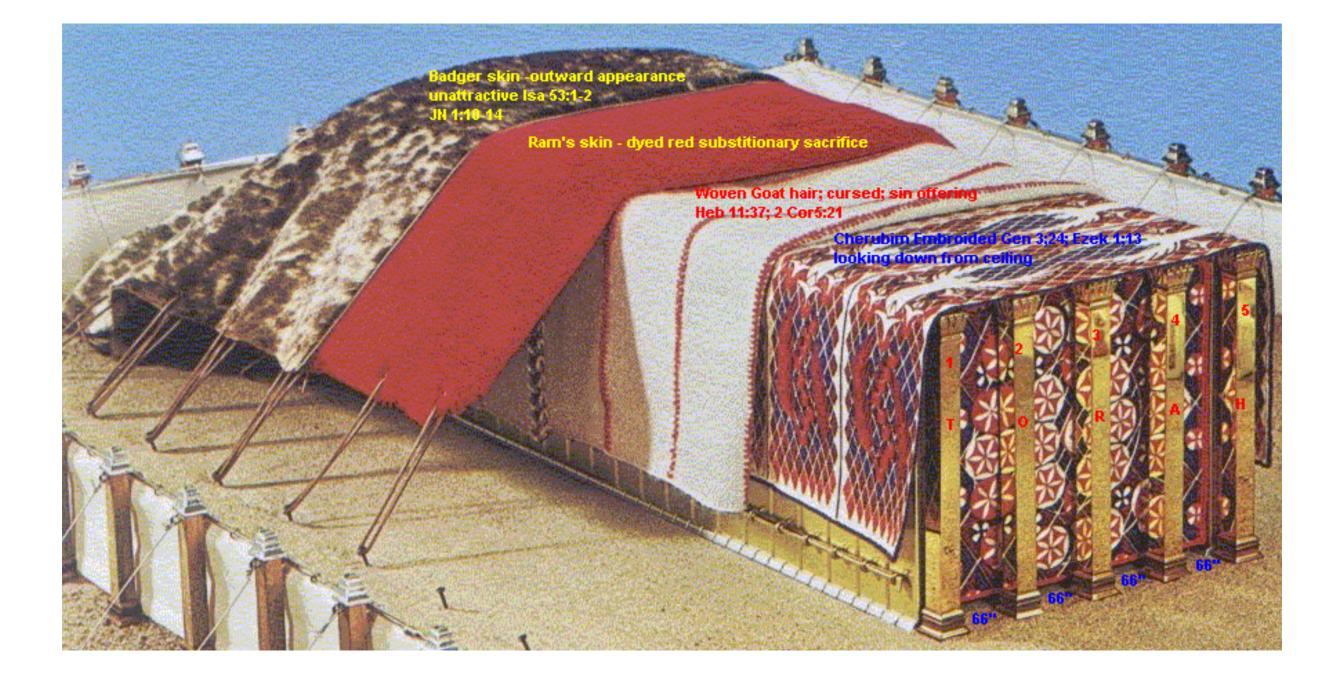
OUR MISHKAN DESIGN CHALLENGE

- ► build a full-size Mishkan in the spirit of a "living room" fort.
- ► must be temporary.
- ► limited to specific materials (set out on worktable).
- ► can only use clamps and tape.
- materials cannot be cut or reduced; everything must be returned in it's original form.
- must be kosher (contain all the elements of a Mishkan, in the right place).

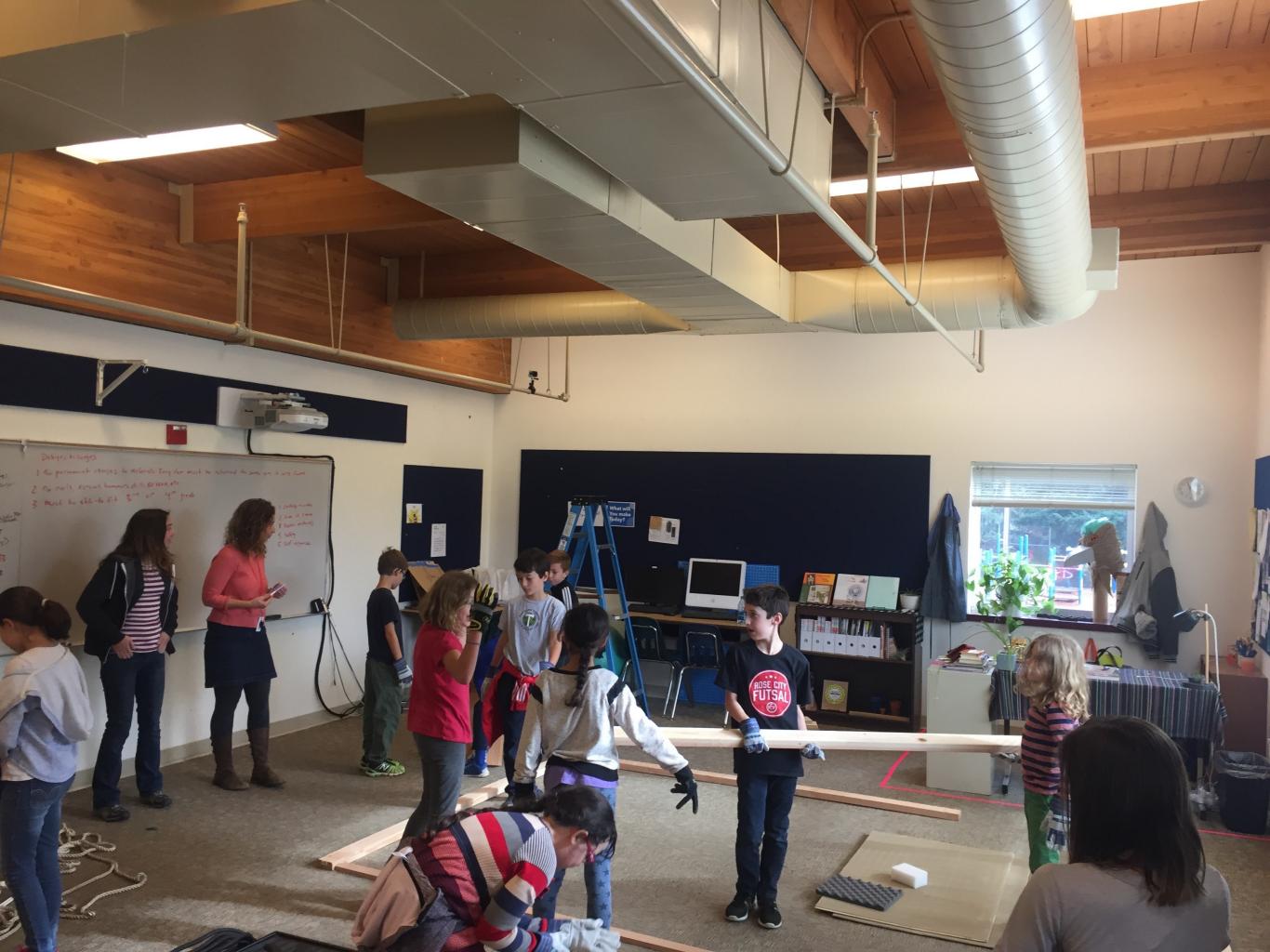


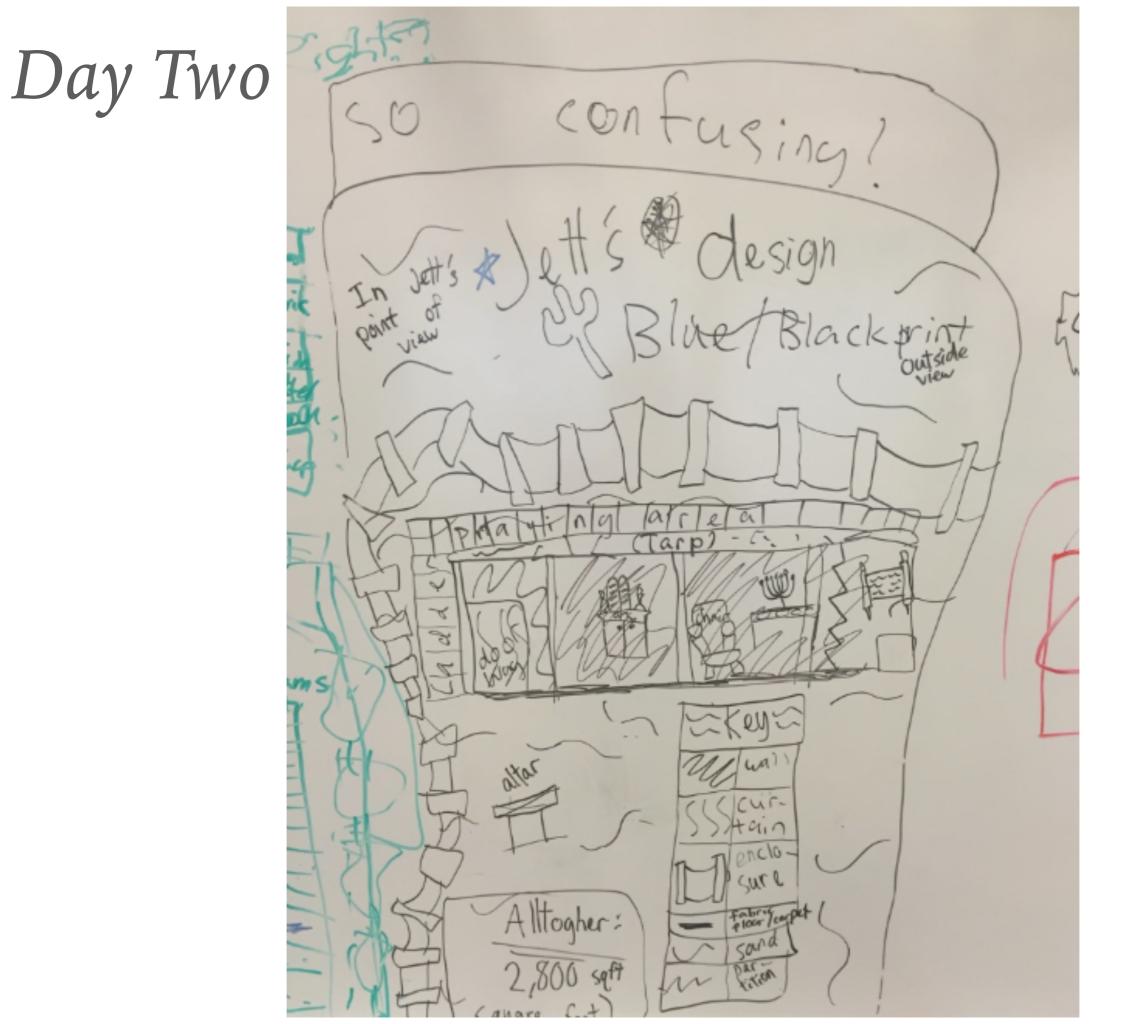
OTHER FACTORS

- there was very little in the space yet, besides scavenged materials and tools from a tool sale.
- with limited materials and a lot of room, we decided on a large-scale design challenge.
- with no consumables budget, I knew I wanted to preserve as many of the materials as possible.

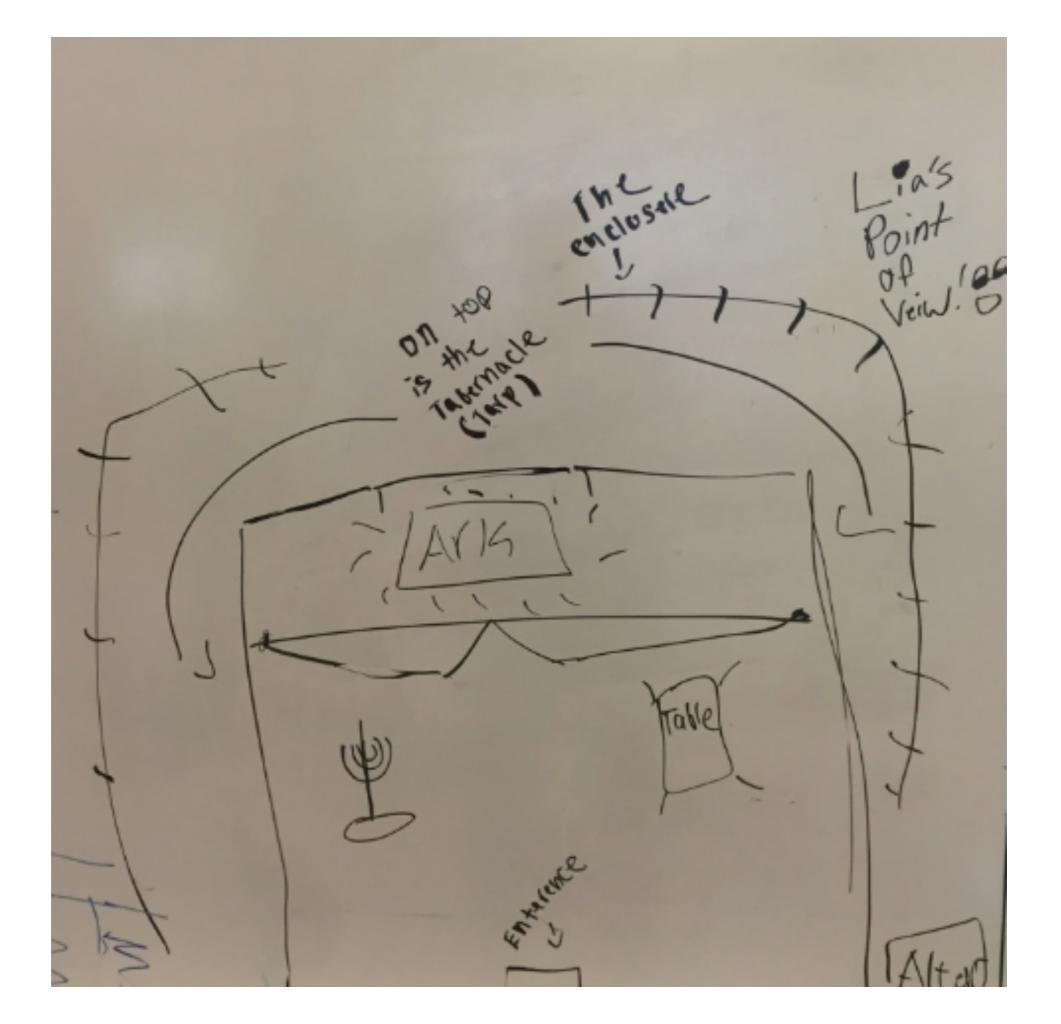


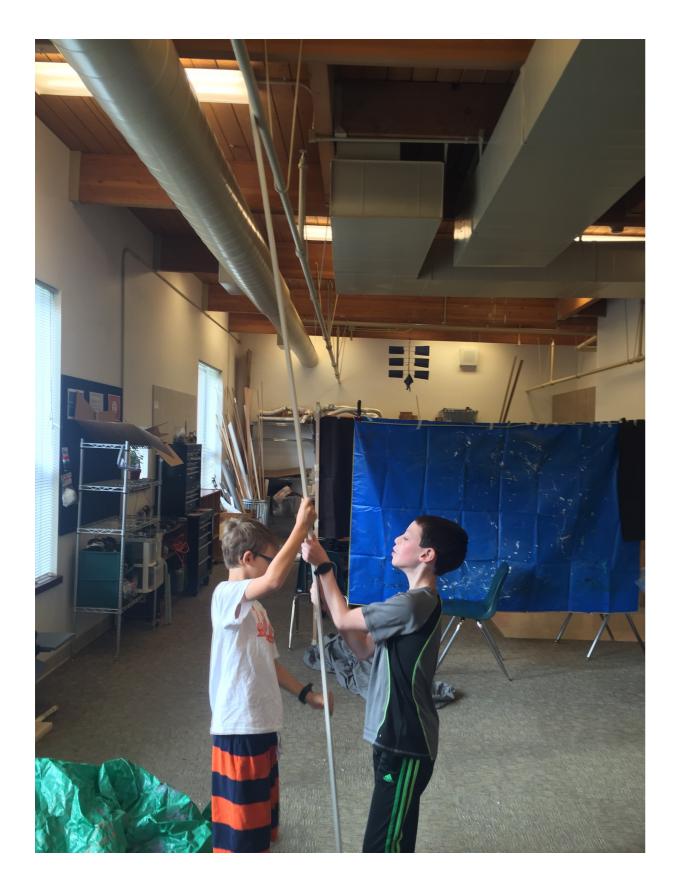




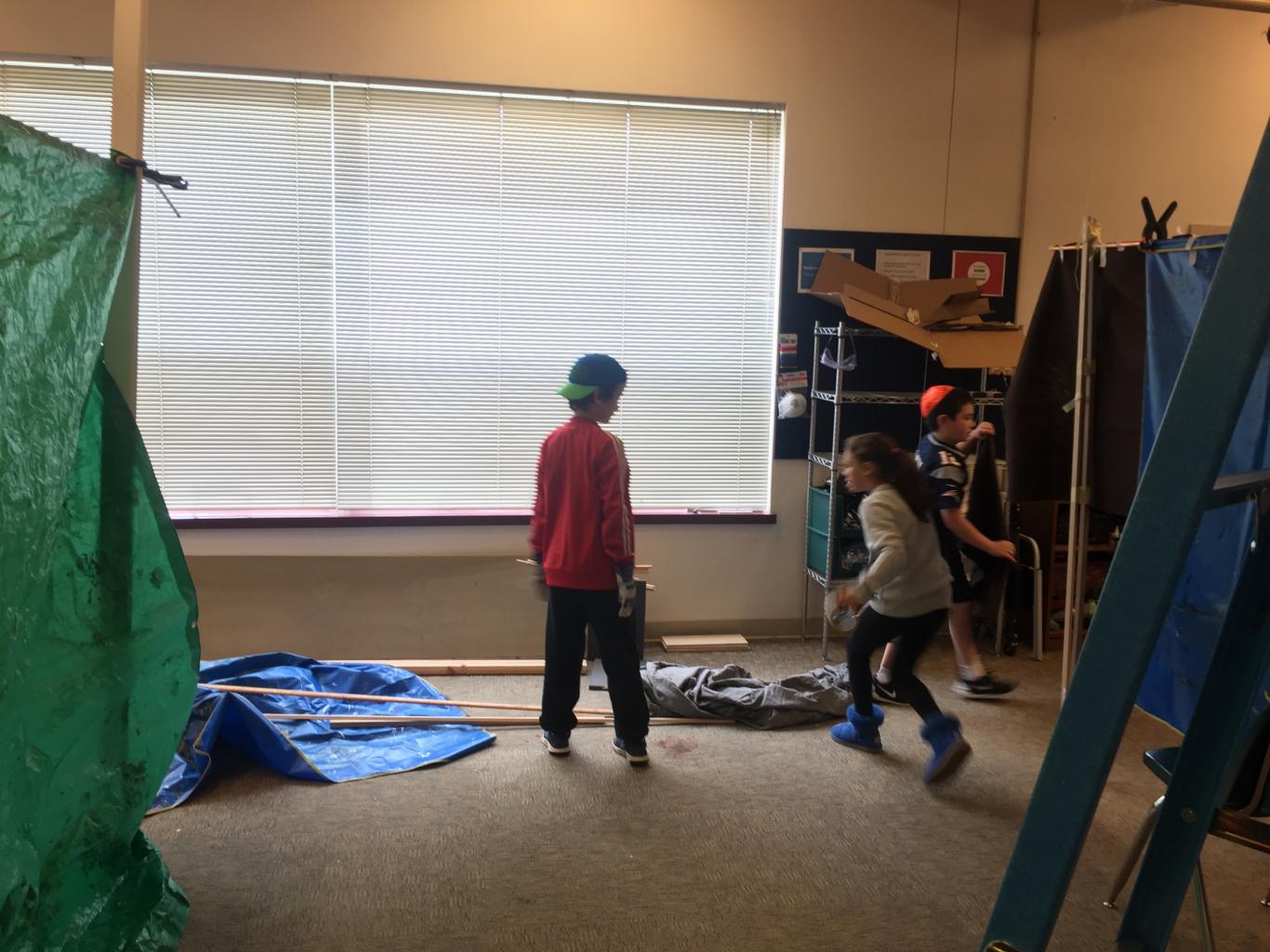


orfasing. 50 S. over Think Tarp of Think Tor of So r Dea point D Bo 30 beam S atta Altogher 2

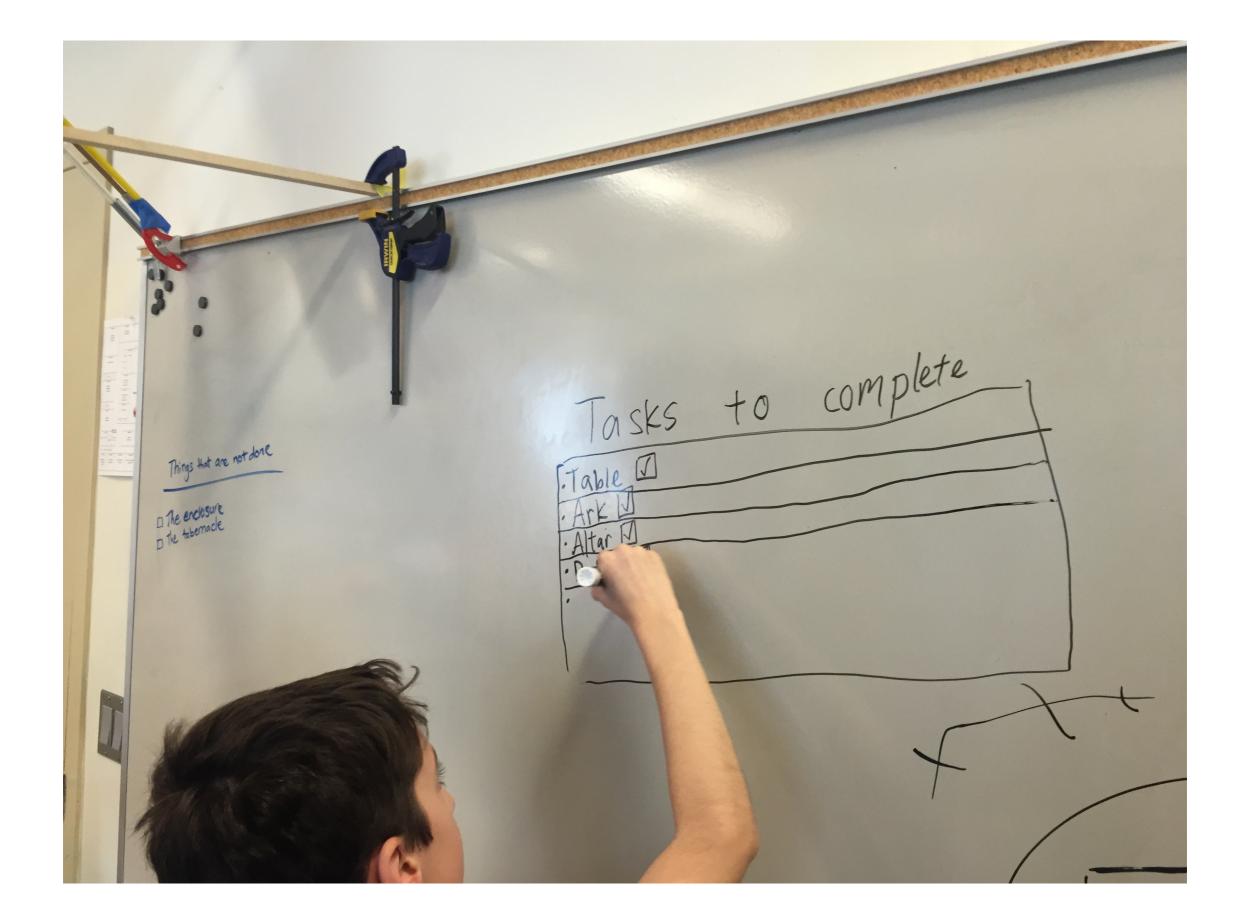




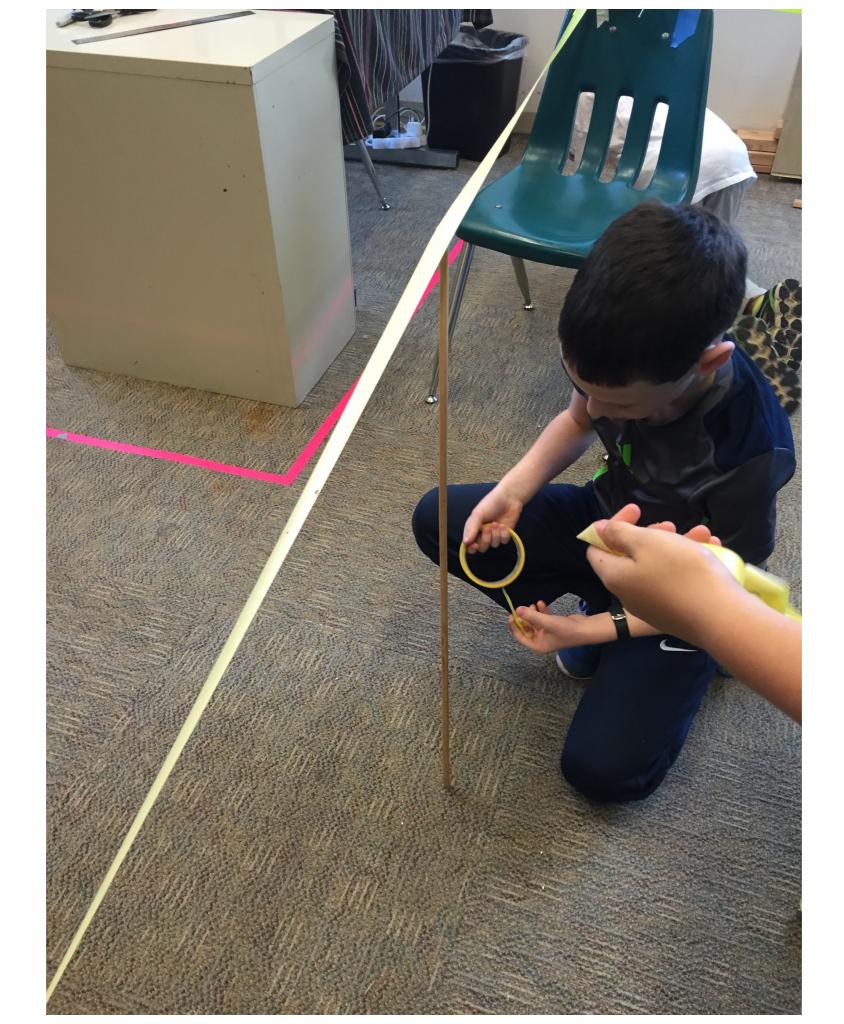








Tasks Completed Ark Altar Partition Table Menorah 10 they need alot they need so they help uld of should you then! une like when it's done:

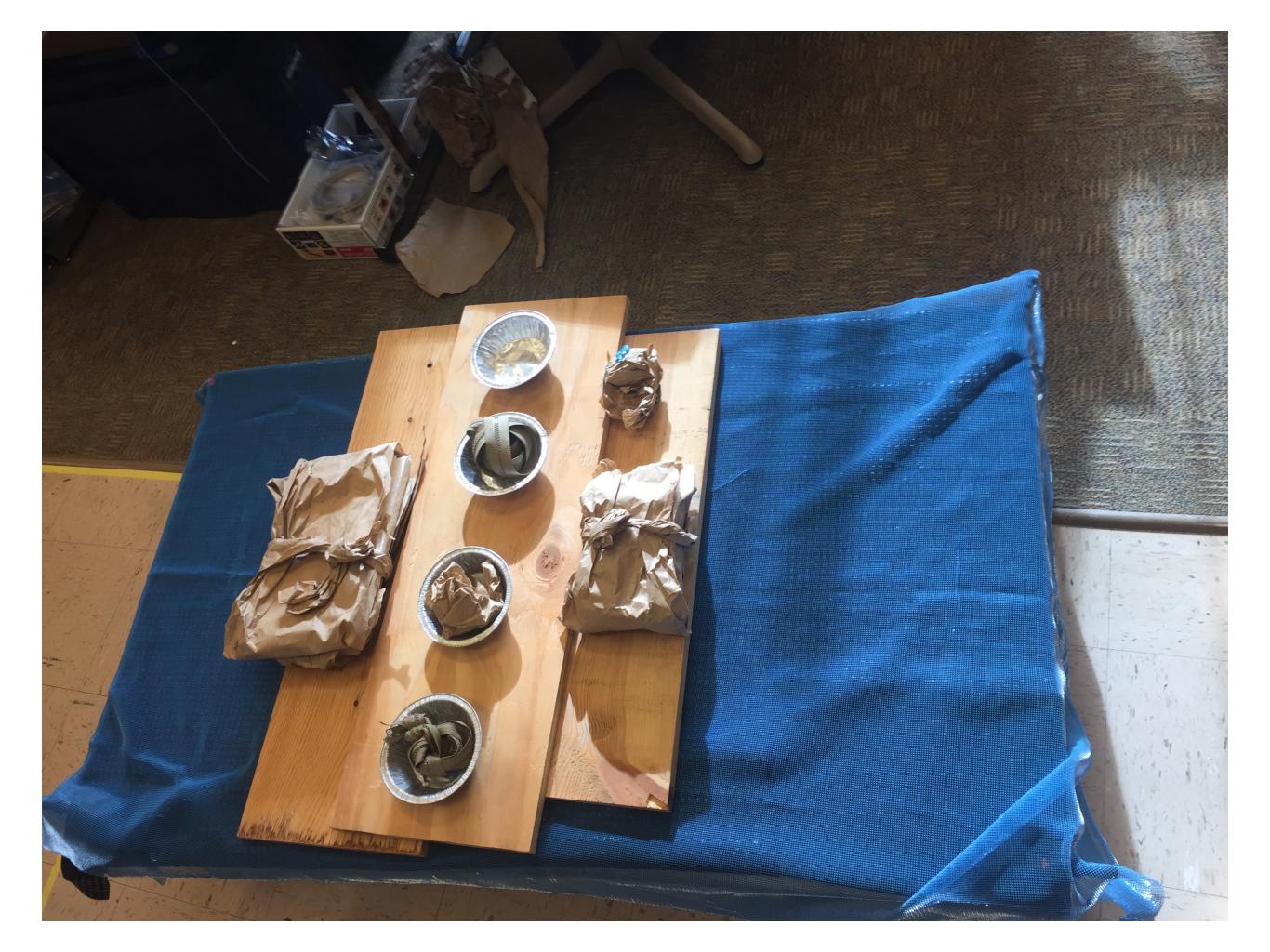




Day Three Completed Tasks Ark Altar Partition Table Menorah they need alot they need so help help ald should then, you then, help

Any Ass IF YOU DO NOT HAVE ANYTHING TO DO, Complete DO THESE THINGS Portland Jewish Upper Le 2015-201 Fire Evacual Route Liney Mill Test Ark Acres 284 Altar Total Line Partition The tabernade Menorah alot they need of help you she he ९0 Show nela











WHAT WE LEARNED

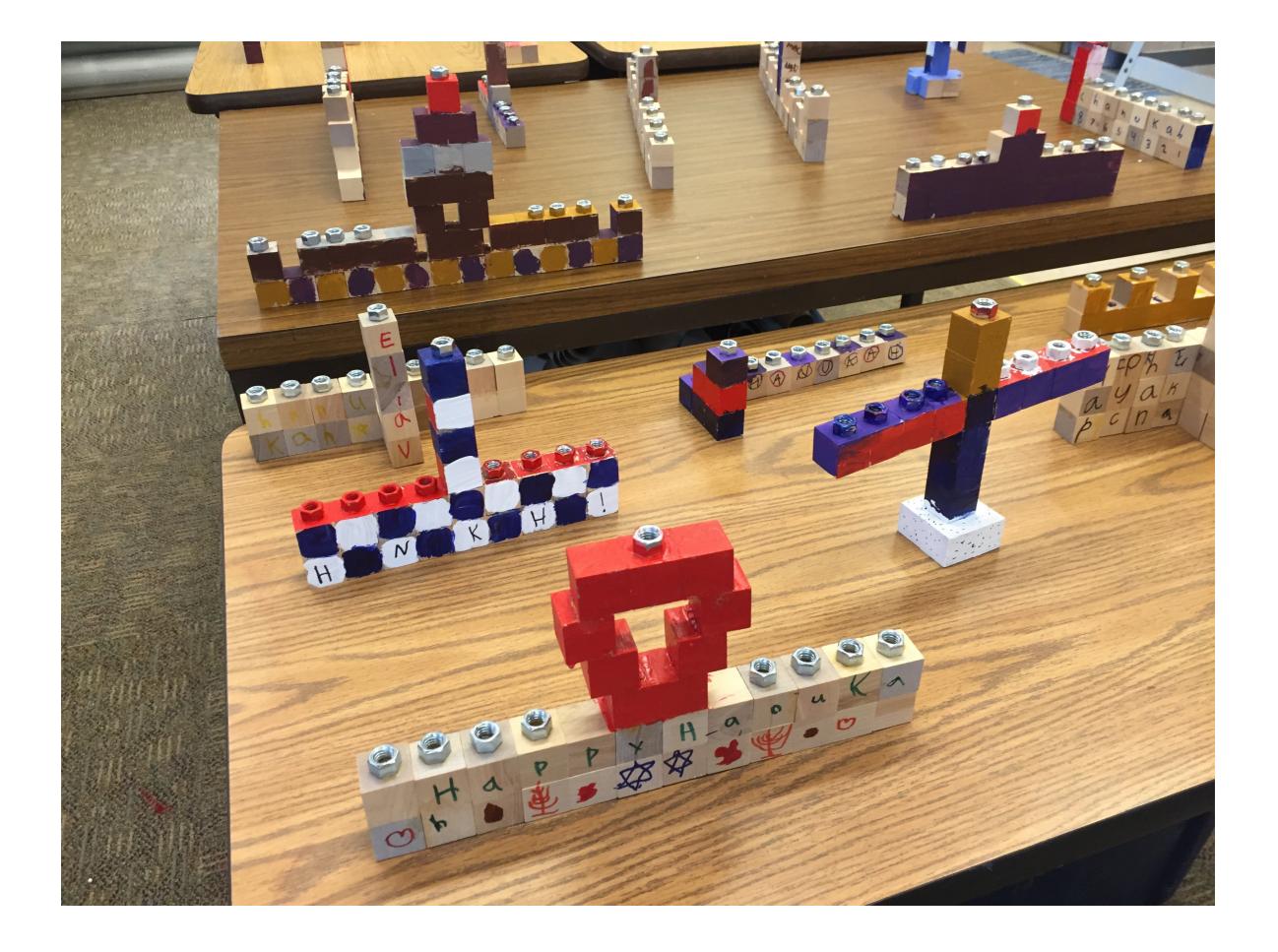
- ➤ Design Problems, Not Projects.
- ► Stop helping and they stop asking for help.
- ► Let Go of: Process, Outcomes, Control.
- ► Ask questions, don't give answers.
- ► Take Time.











Amy Katz

Hebrew & Jewish Studies Portland Jewish Academy akatz@pjaproud.org

Michael Hyde Steam and Maker Integrator Portland Jewish Academy Tinkercamp.org @edtechteaching mhyde@pjaproud.net michael@tinkercamp.org