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PESACH POINTERS

A LOWER ELEMENTARY GUIDE TO TEACHING PESACH



The essence

and חוב of teaching יציאת מצרים, and the Seder in general, is to give over, see, and teach יסוד האמונה.

The lesson of פסח is the יסוד החינוך.

When we teach about פסח, we are imparting to our students the revelation of Hashem's sovereignty of the world - השגחה גלויה.

הרמבן: כי לא יעשה אות ומופת לעיני כל רשע וכופר

”אין לנו חלק בתורת משה עד שנאמין שכל דברינו ומקרינו אין בהם טבע ומנהגו של עולם”

When did we see this open revelation of Hashem's power?

השגחה גלויה בספור יציאת מצרים:

דם, צפרדע, כינים- משגיח על העולם

ערוב, דבר, חושך- משגיח על בנ”א וחיות

ברד, ארבה חושך בכורות- משנה סדרי בראשית

The entire purpose of פסח is to know that Hashem is the Only Power in the world. At the time of the Egyptian bondage and Redemption, Hashem's power was openly revealed. Yet, we have to live with the realization that Hashem is 'היה הווה ויהי', and He rules the world with the same power today. The goal of פסח is 'ידיעות ה'.

This is referenced in two פסוקים:

פרשת וארא: "ובכן אמור לבני ישראל 'אני ד'... היה הווה ויהי'"

The two questions below highlight the עיקרים of פסח:

A. What is the מצוה of מצרים מצרים?

The מצוה is to tell over the הגדה in order to connect the person's neshama to Hakadosh Baruch Hu through אמונה חושית.

B. Why is מצוה מצרים such an important מצוה?

1. כדי שיהא כח לכל הדורות להנחיל אמונת ה'.

When Moshe gave over the story to his children, he put the כח into all future דורות to do so. He gave us the ability to instill אמונת ה' in our children.

2. להשריש אמונה וגם אהבת ה' בלבן של בנות ישראל.

Additionally, we see and feel the tremendous אהבה Hakadosh Baruch Hu showed us at מצרים גאולת מצרים.

“או הנסה לאלקים לבוא לקחת לו גוי מקרב גוי במסות באותות...”
(דברים, ד, לד)

We want to impart this אהבה to our children.

Rav Shamshon Rephael Hirsch asks,

“Why is מצרים מצרים different than מתן תורה and קריעת ים סוף?”

At the moment of מצרים מצרים, בני ישראל became a nation. Until then, in מצרים, we were under the rule of another nation; we did not have the ability to fulfill our own needs and desires. When we left, we were free to follow our own rule. Thus, we received the Torah with laws and rules to follow.




source:

הרב מתתיהו סולומן

Pre-Pesach event for
Mechanchim,
Torah Umesorah,
March 2009

Elements of Teaching Pesach

- 1. ידיעות 
- 2. השקפה 
- 3. Skills 

	1. ידיעות		
	Give over the facts through well-structured, passionate lessons.		
	עניני דיומא	ליל הסדר	הגדה
	2. השקפה		
	Infuse lessons on ידיעות with the underlying השקפות.		
	Hashkafos	Setting the Tone	Personal Takeaway
	3. SKILLS		
	Ensure that students are familiar with:		
	Key Concepts	Key Phrases	Timeline of the הגדה

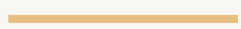
ידיעות





What are some **ידיעות** of the חג that I want to impart to my students?

<p>מצה</p> <ul style="list-style-type: none"> מהו מצה? מצה שמורה/מצה פשוטה מצות מצוה/ מצות רשות עשיית המצות - the process 	<p>חודש ניסן</p> <ul style="list-style-type: none"> הקדמה: לוח חודש ניסן - שנת 2448 מה קרה בכל יום? א' ניסן - ראש השנה מנהגי חודש ניסן: חז"ל "גדולה תשובה שמקרבת את הגאולה" - קמחא דפסחא ברכת אילנות מזל החודש
<p>ערב פסח</p> <ul style="list-style-type: none"> תענית בכורים הלכות ומנהגים אחר חצות 	<p>שבת הגדול</p> <ul style="list-style-type: none"> מתי? למה נקרא בשם זה מנהגי שבת הגדול
<p>חג הפסח</p> <ul style="list-style-type: none"> שמות החג חשיבות החג מנהגי החג חול המועד שביעי של פסח אחרון של פסח אסרו חג תפילות לחג הפסח חשבון הנפש 	<p>חמץ</p> <ul style="list-style-type: none"> מן התורה: "שבעת ימים שאר לא ימצא בבתיכם" (שמות, י"ב:י"ט) "ולא יאכל חמץ" (שמות, י"ג: ג) "ולא יראה לך חמץ..." (שמות, י"ג: ז') מהו חמץ? (חמשת מיני דגן....) איסור חמץ בשלש אופנים עונש למי שאוכל חמץ בדיקת חמץ, ביטול חמץ, ביעור חמץ, מכירת חמץ
<p>ליל סדר</p> <ul style="list-style-type: none"> מצוות ליל הסדר - מן התורה מנהגי ליל הסדר הקערה ארבע כוסות ליל שמורים ספירת העומר 	
<p>הגדה</p>	



השקפה



How will I make Pesach meaningful and relevant to my students?

Hashkafa

Students feel a connection to a יום טוב when they find a deeper meaning applicable to their daily lives. When teaching the ידיעות of פסח, it is important to draw out the inherent השקפות. In this way, students learn not just a series of events that occurred 3,333 years ago, but the eternal messages connected to this special זמן.

Setting the Tone

The topics surrounding the יום טוב of פסח are beautiful, deep and meaningful. Yet, it is up to you, the teacher, to add the passion and excitement to your lessons.

Some practical ideas to set the tone in your classroom:

1. Set up a seder table in your classroom and ask your students what this table makes them feel like.
2. Give students a designated amount of time to perform an activity that really requires more time. Keep pressuring the students to work faster and harder to finish the task. When time is up, explain that the pressure and tension in מצרים was way more intense.
3. Use guided imagery when explaining the שעבוד and the subsequent מכות.
4. Visual aids that depict the scenes discussed in the הגדה will stir up emotions thus giving your students the feeling of what transpired.

Visual Aids of שריפת חמץ, בדיקת חמץ, סימני הסדר, מכות, מצרים, גלות מצרים etc. are available at TU.

Personal Takeaway

This closure activity inspires students to reflect on the message of the lesson and to think of an action with which they can integrate the message into their own lives.

For example, Matzah symbolizes ענווה. Write a thought you can repeat to yourself when you need to act with עניווה.

Skills





Which skills should I focus on when teaching הגדה?

Key Concepts

Key Concepts:

Ideas and terms that are central to the טוב יום.

Examples:

חמץ\מצה
יציאת מצרים

Key Phrases

Key Phrases:

A פסוק or חזל that encompasses an entire ענין or a specific לימוד

Examples:

פסח, מצה, מרור
חייב אדם לראות את עצמו כאילו הוא יצא ממצרים

These phrases are taught and reinforced with repetition, visual aids, etc. so students retain the information.

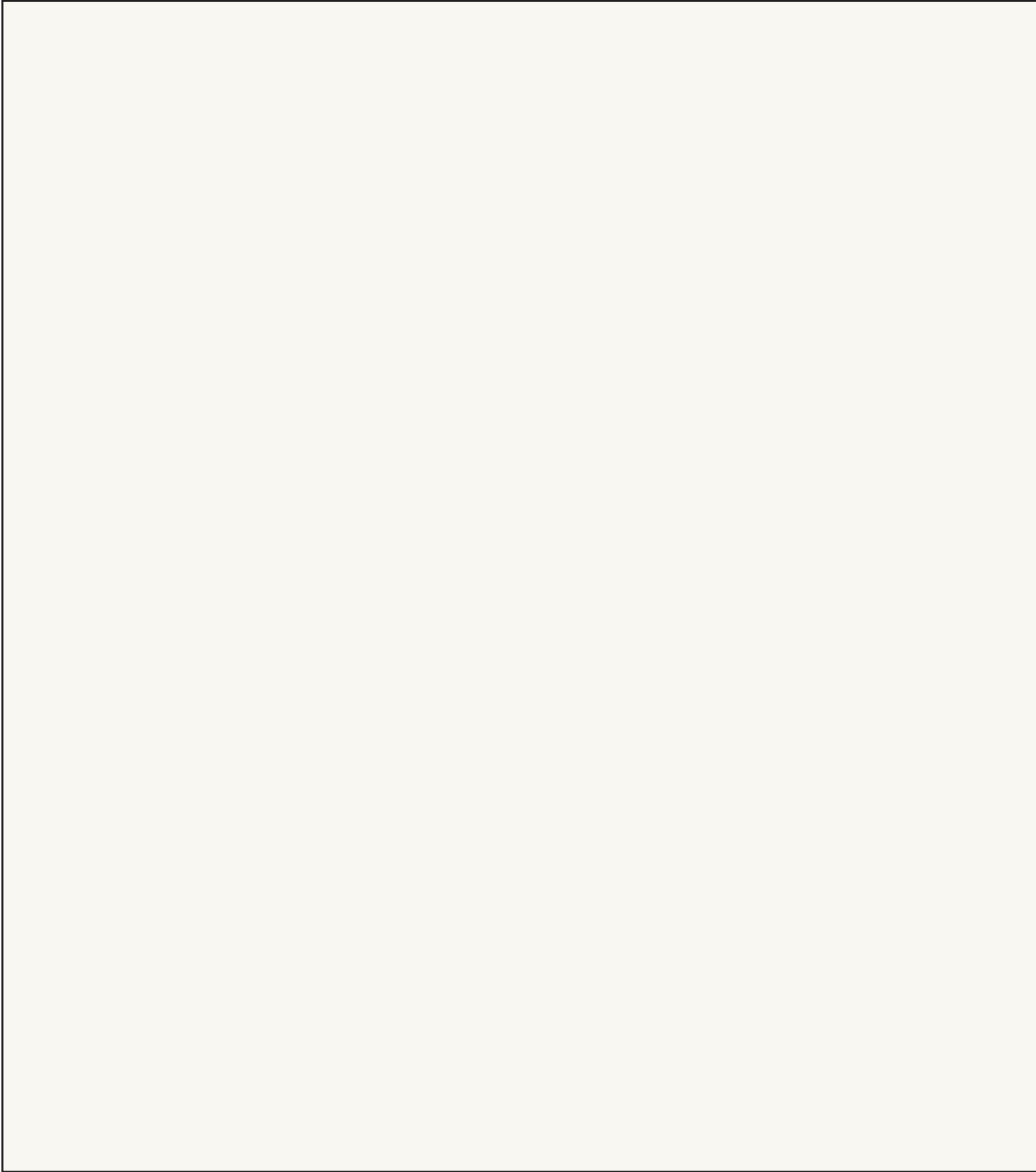
When teaching the הגדה, choose a Key Phrase for each paragraph. Use this phrase to explore the main topic of the paragraph. Then, have students compose their own sentence summarizing the paragraph.

Timeline

Timeline:

Students should be familiar with the sequence of the haggadah.

Timelines available at the Teacher Center:
Yetzias Mitzrayim Timeline
Maggid Timeline



So What Now?

Bringing It Into Your Classroom

Big-picture Planning

Unit planning will ensure that you distribute the material evenly, and cover all the different aspects of Pesach. If you aim to teach too much your students will end up knowing a few topics in great detail and will be missing many important concepts. Ask yourself:

What is the level I want to reach?

What challenges will I need to overcome to reach my goals?

- Establish realistic goals so that you can cover all the material in an organized fashion.
- Create objectives for each lesson so that your goal is clearly defined.
- There is a limitless amount of beautiful Divrei Torah to teach. Choose an appropriate amount - don't overdo it in class.
- Prepare wisely- remember to keep it to your student's level. The goal of teaching the Haggadah is so that they can participate in the Seder and ultimately strengthen their Emunah.
- Keep in mind assemblies and "days off" before Pesach when scheduling your lessons.

Sample Schedule

אדר ב' - ניסן תשפ"ב

יום ראשון	יום שני	יום שלישי	יום רביעי	יום חמישי	יום ששי	יום שבת
ז	זח Activator activity: how much do they remember? הקדמה לחדש ניסן: שמות החדש... הקדמה לסיפור יציאת מצרים לוח חדש ניסן 2448 Distribute calendars 2448/5769	זט פרשת פרה עניני חדש ניסן, מנהגי החדש	זכ שמות החג מעות חיטים איסור חמץ מהו חמץ מהו האיסור	זכא בדיקת חמץ, ביעור חמץ, חמץ שעבר עליו הפסח הכשרת כלים דיני חמץ other	זכב מצות אכילת מצה עניני מצה	זכג
זכד	זכה Preparing for the סדר מגיד: Start introduction	זכו פרשת החדש- ענין ראש חדש	זכז סימני הסדר	זכח מגיד	זכט מגיד	זכא
זכב	זכג מגיד	זכד מגיד	זכה ראש חדש הגדה של פסח	זכו ותן טל ומטר תפילות החג ספירת העומר הגדה של פסח	זכז	זכח



Sample Lesson

Connecting "Hook"

If I want to convince you that EVERYONE needs to speak about the story of יציאת מצרים by giving an example of people who did so, what kind of people will I tell you about?

ואפילו כלנו חכמים, כלנו נבונים, כלנו זקנים, כלנו יודעים finishes with עבדים היינו את התורה מצוה עלינו לספר ביציאת מצרים

Now the haggadah will bring proof of big tzadikim who spent the entire night talking about יציאת מצרים.

Input

See next page

Engagement

Think-Pair-Share: Students think about a question for one minute, turn to a partner and exchange answers, then share answers with the class.
Why did these Tzaddikim spend the entire night discussing יציאת מצרים?

Thumbs Up/Thumbs Down - Students show a thumbs up or a thumbs down if they understand the concept, if they agree/disagree, etc.

Do you think they kept on talking because there were more details they didn't know yet? Thumbs up for yes, down for no.

Quick Write - Students jot down the answer to a question before sharing with the class.

כזו you meet your friend from camp whom you didn't see for months, how long would you spend talking to her?

Lesson Planning

Each topic in עניני דיומא and paragraph of the הגדה is typically taught as a mini-lesson, with several mini-lessons being taught each day.

Try to include these three elements in each mini-lesson to clarify the flow and keep your students engaged.

1. Connecting “Hook”

Begin each mini-lesson with a brief “hook” (or anticipatory set) that helps students keep the flow of the haggadah.

Examples:

- a. Ask students to connect the new paragraph to the previous.
- b. Explain this paragraph’s place in the הגדה.
- c. Focus on an interesting word/phrase.

2. Input

Give thought to the input strategy - how you will give over the information. Frontal teaching can be used, especially when pressed for time as before Pesach, but don’t forget about other valuable techniques that will keep your students focused and learning.

Examples:

- a. The “Discovery Method” is a highly effective way to help students understand the text of the Haggadah. See page 18.
- b. Storytelling
- c. Graphic Organizers
- d. Visual Aids
- e. Role Playing

3. Engagement

Include an engagement technique in each mini-lesson.

Examples:

- a. Think-Pair-Share
- b. Thumb up/Thumb down
- c. Quick Write

Page at a Glance

Discovery Method

Give your students the gift of a truly meaningful Pesach experience!
Guide students to discover the meaning of the Haggadah for themselves,
for deeper, lasting learning.

Discovery, Step by Step

1. **Post questions** on the board.
2. **Read for fluency** - read through the text without stopping for explanation.
3. **Find details** - lead students through the text using the question cards as a guide and prompting as necessary.
4. **Highlight Hashkafa** - Read through the text one more time, stopping to note the Hashkafa message you want to give over.
5. **"Take it to Heart"** closure: how can we apply the message to our lives?

Your board will look like this:

מַעֲשֵׂה בְּרַבִּי אֱלֹהֵינוּ, וְרַבִּי יְהוֹשֻׁעַ, וְרַבִּי אֱלֶעָזָר בֶּן עֲזַרְיָה,	מי
וְרַבִּי עֲקִיבָא, וְרַבִּי טַרְפוֹן	
שֶׁהָיוּ מְסַבִּין בְּבֵית הַרְבֵּי	איפה
מְסַפְּרִים בִּיצֵאת מִצְרַיִם	מה
כֹּל אֹתוֹ הַלֵּילָה	כמה
מַעֲשֵׂה בְּרַבִּי אֱלֹהֵינוּ	השקפה

Find Details: Here's How It Looks

This is told of R' Eliezer, R' Yehoshua, R' Elazar ben Azaryah, R' Akiva, and R' Tarfon: One time, they sat in Bnei Brak and spoke about מצרים all that night, until their students came and told them, "our teachers, the time has come to say the morning Shema!"

מעשה ברבי אליעזר, ורבי יהושע, ורבי אלעזר
ברעזריה, ורבי עקיבא, ורבי טרפון, שהיו מסבין
בבני ברק, והיו מספרים ביציאת מצרים, כל
אותו הלילה, עד שבאו תלמידיהם ואמרו להם:
רבותינו, הגיע זמן קריאת שמע של שחרית:

מי

Who were these צדיקים?

They were חורבן בית שני תנאים who lived during.

איפה

Where were they?

Where were these five תנאים sitting? Was anyone in this class ever in ארץ ישראל?
What are some cities that you know in ארץ ישראל?

In Bnei Brak in Eretz Yisrael. The Bnei Brak of today is named after that Bnei Brak.

מה

What were they doing?

They were talking about the נסים of מצרים

זמן

How long were they discussing מצרים?

That entire night.

השקפה

הגיע זמן קריאת שמע של שחרית

These Tzaddikim were so excited to do the מצוה of מצרים that they kept talking until the morning.

When we are happy and excited to do mitzvos, we don't rush! We want to take the time to it properly, with כונה.

Use a Mashal: When you meet your friend from camp in middle of the winter, you want to keep talking... and talking... and talking! When something is exciting, you don't rush to finish.



Take it to heart

We can also feel the excitement of doing מצוה, if we take some time to think about the importance and the meaning behind each מצוה.

Ask students to think of one מצוה (ex. תפילה) and think of one or two ways that this מצוה is special (a time to connect with Hashem).



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