

My Twitter Haggadah #Passover

Name _____

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Seder Plate

B'dikat Chametz

Bi'ur Chametz

Kadesh Urchatz

Kadesh

Urchatz

Karpas

Yachatz

Magid

Ha Lachma Anya

The story

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Four Questions

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V'hi She'amda

Dayenu

Ten Plagues

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Second Cup

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Opening the door for Elijah

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Who Knows One

Chad Gadya

Teacher's Guide

The idea behind the Twitter Haggadah is that students should learn about Twitter and do activities to learn about each step of the seder; students then create tweets (complete with hashtags) as a way of processing their learning about Passover.

In its most basic form, students would write a “tweet” in their copy of the packet and then the class moves on. This allows a teacher maximum time to do other things and requires no technology access. The teacher would circulate while tweeting is happening and make sure that students are writing something relevant and appropriate to the learning that has happened. The Twitter Haggadahs could be kept in the classroom to minimize the chances of being forgotten; this would also allow the teacher to peruse the tweets at other times if desired.

There are other ways to expand the Twitter nature of this unit if a teacher wants to spend more time on it in a class period. For instance, the tweets could be “posted” publicly by everybody having the chance to read their tweet out loud. Students could be given 2 post-it notes and have to “reply” to 2 tweets each time (delivering their reply by hand). Alternatively, if students are in groups, they could pass their Twitter Haggadahs around to each person in the group (switching every minute or two as you determine) and silently reply to each other in writing.

Depending on the technology available and the age of the students, this could go in a different direction as well. With high school students, you might be able to get them to use their phones and have them set up Twitter accounts so that they can actually tweet online as you go through the Passover activities. Alternatively, with just a computer, you can create a single tweet as a class and then send it out to the world. This will work much better if you have made personal connections with other Jewish educators (ideally with classes of their own, but even educators who don't have their own classes would be great for this) so that you can get responses and share them with your students. In both cases, not only will you need to get your principal on board with this (not likely to be an issue) but you will need to get the parents to agree (or at least not oppose this) in advance. When doing a single class tweet each time, parents are likely to be OK with this as long as there aren't pictures of the kids going out and no child's name is used. Parents of high schoolers are more likely to be on board with their kid having an individual Twitter account if you start with a lesson on safe social media usage.

This Twitter Haggadah approach to learning about Passover works even better when interactive activities are used to learn about the steps of the seder. What follows is a set of suggested activities for teaching about Passover; the Twitter Haggadah can be used in conjunction with any, all, or none of these activities.

Suggested activities for the steps of the seder prior to tweeting

1. Opening unit activity – Plague Tower Air Raid: This is a command game based on something played at some camps to determine who refills pitchers at meals. If the leader calls “tower”, and everybody has to stand up. If the leader calls “air raid”, everybody has to duck. The last person to do these things is out, assuming you are playing with outs. If these things fail to produce somebody who stands out, the leader can call “freeze”, and the first person to move is out. That's the basic structure of Tower Air Raid. To play “Plague Tower Air Raid”, the leader calls out the name of each plague, and teaches motions to go with that plague. After each plague, it helps to call out each of the plagues taught in a mixed-up order to help the kids remember them all. Once all plagues have been taught in order, the

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leader can call out any plague in any order. This is a good activity to start a Passover unit with, because whenever you have a free minute in class you can just call a plague and they have to do it, thus adding some physical activity.

2. Seder Plate – Matching: Give the kids slips with the objects of the Seder plate and with the symbolism of the objects for them to match together. To make it more challenging, instead of giving them slips with the Hebrew and English together, give them a set of Hebrew slips and a set of English slips along with a set of symbolism slips. This activity can be an icebreaker or a physical activity if you give each kid a slip and they have to find their match.
3. B'dikat Chametz – Scavenger Hunt: After explaining chametz, give each group a piece of paper with a feather on it, a piece of paper with a wooden spoon on it, a bag, and a flashlight. Scatter slips of paper with different foods on them. The kids have to scoop up each slip with the “feather” paper onto the “wooden spoon” paper, and then deposit it into the bag. Once all the paper has been collected, the kids should sort their findings into chametz and Pesadik foods – they get 2 points for every chametz food they find, and 1 point for every Pesadik food they find.
4. Bi'ur Chametz – Disposal: Put the slips in the recycling bin.
5. Kadesh – Holiness Differential Game: Give the kids slips of paper with activities for different holidays on them; they have to decide what makes Passover different/special/holy. It helps to make the holiday activities seem different than how they are usually presented, like “Making noise in synagogue every time a particular word is said”, or “Opening the door for an invisible guy.”
6. Kadesh – Kiddush: Teach the kids how to sing the Passover Kiddush. To reinforce it, every time they want to ask to go to the bathroom or get water, you can have them ask in the tune of the first line (arguably the most important part since it comes up 3 more times in the Seder).
7. Urchatz – Washing hands: Have the kids go wash their hands in the bathroom. If continuing on to Karpas immediately, they shouldn't talk when they come back. If you don't wash your hands, you can still talk as the teacher.
8. Karpas – Taste Test: Bring in various green vegetables (cucumber slices, green peppers, broccoli, spinach, parsley, etc.) and potatoes. The kids should be in groups and they should get enough of each food that all members can try some. Each group should then come to a consensus on the following question: If your group was running a seder, which of these would you definitely want as karpas, which of these would your group definitely not want as karpas, and which would you might want as a karpas? Everything should get put in one of these three categories. If the kids question why they have to do this, you can explain that when they go to college or beyond they will most likely have to run their own seder and thus they should practice making decisions now.
9. Yachatz – Karate chop: Each kid should hold up their left hand as if they are holding the middle matzah in it, and raise up their right hand above their head. Then, on the count of three (or “shalosh”, you want to include more Hebrew), they should all bring down their right hand as if they are chopping the matzah in half while simultaneously should “Ha-yachatz!”

10. Ha Lachma Anya – Discussion: When did the Israelites first eat matzah – when leaving Egypt as the Torah says, making them the bread of freedom, or when they were slaves as the song says, making them the bread of poverty? And what does it mean “Let all who are hungry come and eat?” Do we really mean this, and if not, what do we mean by this?
11. Ha Lachma Anya – Singing: Teach how to sing this song.
12. The Passover Story – Paper bag dramatics: Divide the kids into groups, and give each group a section of the Passover story in bullet point format. Each group should also choose a random object from a bag which they then need to use in some way in their performance, though they need not use it the way it is meant originally (it's good to either have one more object than group, or let the last group decide between the object and the bag). The groups then present in order of the story.
13. Four Questions – Multi-lingual singing: Review how to sing “Ma Nishtana” - they will potentially need this within a few weeks. Then try singing it in different languages.
14. Four Children – Singing: Sing “The Ballad of the Four Sons” by Ben Aronin
15. Four Children – Art Gallery Walk: Make copies of the Four Children artwork from the haggadah “A Different Night” (<http://www.haggadahrus.com/4childrenGallery1.htm>). Post these around the classroom. Students should examine all of them and then stand by the one that appeals to them the most. Then either each kid or each group should get to share why they like their choice.
16. Four Children – Bedroom Design: The kids should be put in 4 groups. Each group should then be assigned one of the Four Children to make a bedroom for. The bedroom designs should all include the 10 plagues, so it might help to give each group a haggadah or another listing of the plagues.
17. V'hi She'amda – Discussion: Talk about why people in every generation have hated the Jews (generally involves fearing those who are different and not understood).
18. V'hi She'amda – Singing: Teach to sing the song.
19. Dayenu – Singing: Teach to sing the song. Depending on how traditional your community is, you'll either want to teach the entirety of the song, or just the refrain and the better known 3 verses (taking out of Egypt, Shabbat, and Torah).
20. Ten Plagues – Charades: You point to a plague and the kid acts it out. The first one to guess goes next. If they already went, they choose the next person to go. Alternatively, put them in 3 groups and each group gets one plague. Each group goes, and the first of the other 2 groups to guess within a minute gets a point. If neither of the other groups gets it within a minute (and it was a reasonable reenactment), then the acting group gets the point. Do three rounds of this, and then in the 4th round all groups get to act out the tenth plague.

21. Ten Plagues – Plague Idol: Put the kids in groups. Each group has to create a parody using all 10 plagues in order. You can decide if you want to make them include the Hebrew names for the plagues. Come up with awards for the groups to give after they present – most together, best choreography, most memorized, etc.

22. Ten Plagues – Graphic Novel: Give the kids unlined paper and have them make a graphic novel of the plagues. You might want to have an example on hand to show them how this works. You might also want to do this in pairs.

23. Pesach/Matzah/Maror – Sequencing: Rabban Gamliel says that these represents the steps of the Exodus, but not necessarily in order. What are the steps? (Maror = Bitterness of slavery, Pesach = Passover offering = G-d taking us out, Matzah = Bread created during the actual exodus)

24. Second Cup – Drinking: Sing the blessing and drink grape juice.

25. Rachatza – Washing hands: Have the kids go wash their hands in the bathroom. Coach them through the blessing when they all get back. They should not talk if you are planning on going on to Motzi and Matzah immediately thereafter.

26. Motzi – Blessing: Say the Motzi together.

27. Matzah – Eating: Say the matzah blessing and give out matzah – offer the kids a whole, half, quarter, or egg-sized bit of matzah (all the matzah you have to eat on Passover is a bit of matzah the size of an egg during the seder).

28. Maror – Slavery: Find something that needs to be done and have the kids all do it while acting stern and not letting them get water. See if they can figure out why you have switched into taskmaster mode. Afterwards, introduce them to the idea that in every generation we must see ourselves as if we left Egypt. If you want to, connect this to African-American slavery and bring up the idea of Freedom Seders where African-American and Jewish communities come together to discuss freedom.

29. Koreich – Commercials: Discuss where one finds commercials and what goes into a successful commercial. Next talk about the origin of the sandwich (In the 1700s, John Montague, the 4th Earl of Sandwich, asked for his chef to put his lunch meat between 2 pieces of bread so he wouldn't get his fingers greasy while either working for the British Navy or gambling with cards). Then explain that Jews invented the sandwich 1700 years before John Montague existed when Rabbi Hillel put matzah together with maror and charoset to make the Hillel Sandwich. Tell the kids that the Hillel Sandwich isn't selling very well, and they have to come up with a 30-second commercial about the product. Present.

30. Shulchan Oreich – Menu Making: Talk about Kashrut for Pesach, explaining chametz and kitniyot. Also talk about Shmirat HaGuf (taking care of the body) and the different food groups. Then have the kids get in groups and create a menu for the Shulchan Oreich step of the meal. The menus should 1. Be kosher (not mixing meat and milk and only having kosher animals if meat) 2. Be kosher for Passover 3. Have soup/salad/appetizers, main dish, 2-3 sides, and dessert 4. Include all of the food groups. Groups should then present.

31. Tzafun – Memory Hunt: If you want, you can talk about the 4 directions in Hebrew and where their names come from: East is “mizrach”, the direction from which the sun starts to “zarach” (shine), West is “ma'arav”, the direction where the sun goes in the “erev” (evening), South in Biblical Hebrew is “negba”, toward the Negev, and North is “tzafon”, toward the mountains in Lebanon that “hide” what is beyond. If you do this, you can then connect it to the step of Tzafun, where we search for what is “hidden”. See if the kids can tell you what “afikomen” means and where it is from (Greek for “dessert”). Explain that it is to be the last thing eaten and must be eaten before midnight (which helps limit how long seders can go, or at least how long they go before eating).

For the activity, rather than hide matzah (though you could hide cards with clues and on the back of each card put a letter that spells “afikomen”, thus leading to the final cracking of the puzzle), you can tell the kids that in their school there are afikomen memories. [You will want to pre-approve this with other teachers in your school.] Then assign groups of your kids to go to different classes and interview kids about their memories of finding the afikomen. Groups should then return and report to everybody.

32. Bareich – Singing/Pantomiming: Come up with hand motions for some of the key words in the first paragraph of Birkat HaMazon and/or Kakatuv. Teach the kids to sing the first paragraph of Birkat HaMazon (and more if you want) and then teach the kids to relevant motions. If you are doing the next activity also, perhaps teach relevant parts now.

33. Bareich - Birkat HaMazon Murals: Divide the class into 4 groups. Break up Birkat HaMazon into 4 sections based on the blessings. Give each group their section in English along with paper (ideally poster board) and drawing things (ideally markers). The groups should then make murals of their section of Birkat HaMazon.

34. Third Cup – Drinking: Sing the blessing and drink grape juice.

35. Miriam's Cup – BioPoem: Talk about how some people put a cup of water for Miriam on the Seder table. This is because in Numbers it says that she died and the next verse says that there was no water, so the Rabbis concluded that in her merit there was a well that followed the Israelites until she died.

Next, put the kids in 3 groups and give them English translations of the following sections of the Torah – 1. When Miriam is watching baby Moses 2. When Miriam is dancing at the Sea of Reeds 3. When Miriam is complaining about Tzipporah. Give each group the following questions: 1. List 3-4 adjectives to describe Miriam in this situation 2. Who else in this story is Miriam related to? 3. Name 2 things, people, or ideas that you think Miriam loves based on this story. 4. List 3 feelings you think Miriam may have felt during this story. 5. What's 1-2 fears Miriam may have had during this story? 6. What does Miriam seem to have accomplished in this story? 7. Based on this story, what are 2-3 things that you think Miriam wanted to see happen or experience? 8. Where do you think Miriam lives during this story? 9. What is Miriam's last name? (You'll need to help them with this; it would be “bat Amram”, the daughter of Amram, since that was how last names worked until the 1700s or so).

Once the groups have finished their questions, they should form new groups with at least one representative from each of the first groups. They should then compile their answers in order to create a biopoem. There are 10 lines in a Biopoem and you should give them the format: Line 1: First name Line 2: 3-4 adjectives that describe the person Line 3: Important relationship (daughter of ____, mother of ____, etc.) Line 4: 2-3 things, people, or ideas that the person loved Line 5: 3 feelings the person experienced Line 6: 3 fears the person experienced Line 7: Accomplishments Line 8: 2-3 things the person wanted to see happen/experience Line 10: Residence Line 11: Last name.

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36. Elijah plays – Creating/Acting: Talk about Elijah's cup and why we open the door for Elijah. Then give the kids bullet points from a few episodes of Elijah's life: 1. Elijah and the Ravens/Widow (1 Kings 17) 2. Showdown at Mt. Carmel (1 Kings 18) 3. Elijah and Ahab (1 Kings 21) 4. Elijah and Elisha (1 Kings 19:19-21, 2 Kings 2:1-15). Have the kids turn them into skits and perform them for their classmates.

37. Hallel – Singing: Sing Passover parodies that you find online.

38. L'shana HaBa'a – Singing: Teach to sing it; talk about importance of Israel in Jewish life for the last 2000 years.

39. Who Knows One – Dance creation: Go over what each verse is and what it is talking about. Show the kids the dance Alvin Ailey made for it (search: “Echad Mi Yodea” + “Alvin Ailey”). Have the kids make up their own version.

40. Chad Gadya – Baseball cards/puppets: Teach the kids how to sing the song. They might enjoy trying to do each verse in one breath. Then give the kids white printer paper, scissors, pencils and/or markers, glue sticks/ bottles, construction paper, popsicle sticks, and more construction paper. The kids should fold/ divide their printer paper into 8 squares, then illustrate each step of Chad Gadya on a separate square (they will need more than one sheet – you can also pre-cut all needed squares for this project). Then they glue the white square onto a slightly larger construction paper square, glue a popsicle stick onto that, and then put another piece of construction paper on the back of this popsicle stick. That's the puppet route. You can also make them into baseball cards by putting facts on the back of the last piece of construction paper. To keep them in order, their baseball “number” should be on the back of the card, and/or the number should go on the popsicle stick. These puppets can then be held up at a seder every time that animal/thing is mentioned.

Bonus 1- Pesach Bingo: Make 5x5 Bingo sheets (Bet-Yud-Nun-Gimel-Vav) and give them to the kids. “Chofshi” (free) they can put in the middle spot. Then give them 24 key words you want to emphasize from the unit – they can put these words wherever they want. Call out words (and keep track of what you called out) and they have to mark if they have them. When somebody thinks they have Bingo, they have to explain what each thing is to win. If you want to play multiple rounds on the same board you can avoid extra “markers” by having the kids put dots in specific corners of each square.

Bonus 2 – Micrography: Give the kids white paper and well-sharpened pencils. Tell them about the Jewish art of micrography, whereby sometimes entire books of the Torah will be written in really small print to create a scene. This is their chance to try it with Pesach. They should think of something connected with Passover – maybe it's something on the seder table, or maybe it's something from the Passover story. They should then draw it out lightly in pencil. After that, they should write a relevant Hebrew text in very small print on the lines, or they can do the same thing filling up inside the lines. The relevant text can either be just one or two words that refer to the same thing in Hebrew, or it might be one or more lines of Hebrew. If there's time, they can then add color, perhaps using colored pencils or marker so long as the Hebrew is still legible.

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Bonus 3 - Song parodies: Show the kids one or more Passover parodies on Youtube. Then have them create their own. With a very advanced group, you can also find the 2009 or 2010 Facebook Haggadah and go through that with the kids. With any group you can also show the Youtube video “Google Exodus”. Go through it once and watch it (it is only about 2 minutes). Then go through it again and get every piece of meaning out of – there are tons of references tucked away which can add to the kids' understanding of Passover.

For questions or other ideas (that you want or have), e-mail me, David Schwartz, at: dischwar@gmail.com