

5/3/19

Passover Lesson Plan

Lesson Topic: Passover Music

Grade Level: 6-7

Materials Needed:

- Guitar, tuner, capo, pick
- Songsheets
- Music stand

Timeline:

| <u>Minutes</u> | <u>Activity</u> |
|-------------------|---------------------------|
| 2 | Introduction |
| 10 | Make Those Waters Part |
| 10 | Yatzah Mimitzrayim |
| 5 | Water in the Well |
| 3 | Closing Activity- Dayeinu |
| Total: 30 minutes | |

Big Ideas/Enduring Understandings:

- Passover is one of the most important holidays of the Jewish year
- Through the Exodus story that we retell every year, we can learn about our Jewish values of freedom, justice, and a shared heritage
- As Jews, we have a responsibility to fight injustice in the world today

Essential/Inquiry Questions:

- Why do we retell the Passover story every year? What does “*B’chol Dor Vador*” mean?
- What can we learn from the Exodus story?
- How should our Jewish values and heritage influence our reaction to the injustice we see in the world today?

Student Objectives: *Students should be able to....*

- **Knowing:** Understand the basic Exodus story and name one or two Passover songs (either traditional or the new ones we learn together)

- **Doing:** Explain some of the basic themes of Passover (from slavery to freedom, retelling the story in every generation, modern-day forms of slavery), sing at least one of the Passover songs we learn together
- **Believing:** Our Jewish tradition has relevance to contemporary problems in the world, and following our Jewish values can help us make the world a better place
- **Belonging:** We are part of the Hevreh Jewish community and a global Jewish people that all celebrate the Passover holiday, which in turn helps us have compassion for all oppressed people in the world

Performance Tasks: *What will the students do in order to demonstrate that they have achieved your objectives?*

- Sing the music that we learned at our all-school Passover celebration on April 7th
- Be able to speak about the Passover story and themes at their own seder celebrations

| | Song | Composer | Source | Themes |
|---|------------------------|-----------------|---------|---|
| T | Make Those Waters Part | Doug Mishkin | MLA-Pa | Feminism, contemporary examples of slavery, and the Passover story |
| T | Yatzah Mimitzrayim | Arian/Aronson | Website | |
| T | Water in the Well | Debbie Friedman | DFA | |
| R | Dayeinu | Folk | JHIS | |

Introduction: “Good morning! Today, we are going to prepare for Passover, which we will be celebrating as a community next week! Since you are the oldest grades at religious school, you already know a lot of the Passover music. Therefore, we will be learning some of the newer, more non-traditional pieces today that you will then be able to help me lead next week.”

Make Those Waters Part:

- Read through the text together
- What does the title of this piece refer to? (Review the Exodus story briefly)
- Verse 1: Why do you think it’s a mitzvah to retell the story every year?
- Verse 2: What happened in Selma? How does the story of American slavery relate to our Passover story?
- Verse 3: How are we “slaves in our own time”?
- What can we do about the injustice that we see around us today?
- Sing through the piece
 - Start with chorus, then go through each verse
 - Repeat line by line

Yatzah Mimitzrayim:

- Read through the text and translation in partners, answering the questions on the songsheet
- Come back together as a class and have each group share one word from their discussion
- Teach the piece
 1. A (with A2 echo)
 2. B section
 3. C section- English

Water in the Well: (based on Debbie Friedman teaching this piece in concert!)

- Count off and break up into three groups
- Assign each group one verse
- Think about: How does this piece relate to the Passover songs we’ve done so far?
- Come back together and each group summarize their verse
- Teach the song:
 - Start by speaking through the chorus in rhythm
 - Then sing the chorus together, first slow then up tempo

- I sing the verses, then the students come in with the chorus

Closing activity: Dayeinu!

- Review the music together
- What does “dayeinu” mean? Why do we sing it on Passover?
- What are the things that we are grateful to God for in our lives