**Name of Lesson Plan** **Why Does Your Sukkah Look Like That?**

**Short description** <for catalogue result page> In this lesson students will compare and contrast sukkot that were built in different countries at different times. They will discuss the environmental and societal factors that may have influenced the design of the sukkot and use their observations to learn about each community.

**Lesson Information**

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| --- | --- |
| Introduction of Lesson(for lesson homepage and top of lesson) | Dwelling in a sukkah is the focal point of the festival of Sukkot. Wherever Jews have lived, they have built sukkot for the festival. The materials that were used for the sukkot or the places where they were built depended on a variety of factors, such as the climate and living conditions.In this lesson, students will analyse and compare three depictions of sukkot from around the world.They will end the lesson with a creative writing assignment that allows them to reflect on sukkot in their own communities or imagine what life was like in the communities that they studied. |
| Enduring Understanding  | The design of a sukkah reflects the environmental and societal factors of the community in which it was built. |
| Learning Outcomes  | * Students can connect the verse in Leviticus to the sukkot that are built.
* Students can compare various sukkot and present their opinions of what the sukkot say about the communities that built them.
* Students can imagine what it was like to live in the sukkot that they studied.
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| Age Group  | * Primary school
* Junior high
* Informal education
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| Length of Activity  | * One lesson
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| Materials, Equipment, and Preparations | Computers with internet accessORCopies of the resources and worksheetsCopies of the Venn diagram worksheet |
| Themes  | * **Communities**
	+ Europe – Eastern
	+ Europe – Western
* **The Jewish Bookshelf**
	+ Torah
* **Current Affairs**
	+ Jews in the Diaspora
	+ Judaism in Israel
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| Jewish Calendar | * Sukkot and Simchat Torah
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| Historical Period | * 18th –19th Centuries
* 20th –21th Centuries
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| Primary Sources from the NLI Collections | * Postcard, Sukkahs in Russia, 1916 <http://bit.ly/2XzZo6a>
* Sukkot in the Mea Shearim Neighbourhood of Jerusalem <http://beta.nli.org.il/en/archives/NNL_ARCHIVE_AL003704937/NLI#$FL16156442>
* Sukkot, Moritz Daniel Oppenheim, 1867 <http://bit.ly/2XDG7jX>
 |
| Background Information  | * What is a Sukkah?, *My Jewish Learning* <<https://www.myjewishlearning.com/article/the-sukkah/>[/](https://www.myjewishlearning.com/article/sukkot-101/)>
* Moritz Daniel Oppenheim, *Jewish Virtual Library* <<https://www.jewishvirtuallibrary.org/moritz-daniel-oppenheim>>
* Mea Shearim, Jerusalem, Every Day Life of a City Within a City, *YouTube* <<https://www.youtube.com/watch?v=julISTzHzkU>>
* Leviticus 23:42-43, *Sefaria* <<https://www.sefaria.org/Leviticus.23.42-43?lang=bi&with=all&lang2=bi>>
 |

<Attached files - for NLI use >

1. <file name- Sukkah on a Balcony
2. <file name-Sukkot in Frankfurt
3. <file name-Sukkot in Russia
4. <file name-Venn Diagram

**Lesson Plan**

**Lesson One**

1. **Introduction**
	1. Read with the students the following verses about sukkot from Vayikra *(*Leviticus) 23:42–43:

|  |  |
| --- | --- |
| For a seven-day period you shall live in booths. Every resident among the Israelites shall live in booths, | בַּסֻּכֹּ֥ת תֵּֽשְׁב֖וּ שִׁבְעַ֣ת יָמִ֑ים כָּל־הָֽאֶזְרָח֙ בְּיִשְׂרָאֵ֔ל יֵֽשְׁב֖וּ בַּסֻּכֹּֽת: |
| In order that your [ensuing] generations should know that I had the children of Israel live in booths when I took them out of the land of Egypt. I am the Lord, your God. | לְמַ֘עַן֘ יֵֽדְע֣וּ דֹרֹֽתֵיכֶם֒ כִּ֣י בַסֻּכּ֗וֹת הוֹשַׁ֨בְתִּי֙ אֶת־בְּנֵ֣י יִשְׂרָאֵ֔ל בְּהֽוֹצִיאִ֥י אוֹתָ֖ם מֵאֶ֣רֶץ מִצְרָ֑יִם אֲנִ֖י ה' אֱלֹֽהֵיכֶֽם: |

* 1. Ask the students the following questions:
* If everyone bases their sukkah on the same verse, why would they look different in different places and at different times?
* What environmental and societal factors might influence what the sukkah looks like?

You might wish to use a collaborative online platform to collect the student’s answers, e.g., [AnswerGarden](https://answergarden.ch/) or [Padlet](https://padlet.com). If so, remember to prepare the page before the lesson.

* 1. Explain that in this lesson you will be comparing three different depictions of sukkot to see what you can learn about the time and place where they were built.
1. **Analysing One Sukkah – Group work (First grouping)**
	1. Assign each of the students a letter: A, B or C.
	2. The students form groups according to their letter, i.e., all those with the letter A form one group etc.
	3. Each group analyses one depiction of a sukkah.
	4. **Computer option –** The students analyse their resource using DocsTeach.(I will add links to docsteach after they are edited)

**Non-computer option –** The students receive printed copies of the resource and worksheet.

1. **Compare Sukkot – Group work (Second grouping)**
	1. New groups are formed comprising one student from each of the A, B, and C groups.
	Each person in the group presents their resource and explains what they have learned about it.
	2. Students complete a Venn diagram <link to worksheet> comparing the three types of sukkot.
2. **Putting It All Together – Individual activity (May be done as homework)**

Students choose from the following activities:

* 1. Write a journal entry for someone who visited one of the sukkot examined.
	2. Draw or describe your family's sukkah or a sukkah in your community. Explain how it reflects the environment and society in which you live.
	3. Write a short story that takes place in one of the sukkot examined.

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**Sukkah on a Balcony**



Sukkot in the Mea She’arim Neighbourhood of Jerusalem

<logo – לקטלג גם כל תמונה + דף עבודה בנפרד ולא רק בתוך מערך השיעור הזה>

(Note: The questions are from the DocsTeach activities. Once they are edited, I will make the changes on DocsTeach and send Liat the links)

**Sukkah on a Balcony – Worksheet**

**Meet the photo**

* Take a brief look at the photo. What do you notice first?
* Type of photo (check all that apply):
* Portrait
* Landscape
* Aerial/
Satellite
* Action
* Architectural
* Event
* Family
* Panoramic
* Posed
* Candid
* Documentary
* Selfie
* Other
\_\_\_\_\_\_\_\_\_\_
* Is there a caption?
* What is the main focus of the photograph?

**Observe its parts**

* Describe the people in the photograph.
* Describe the surroundings.
* Write one sentence summarizing this photo.

**Make sense of it**

* During which festival was this photograph taken?
What aspect of the photograph led you to this conclusion?
* What are the buildings on the balconies?
* What are some of the specifications for building a sukkah?
Which of these are illustrated in the photograph?
* Why do you think the sukkot were built on the balconies and not on the street?
* In what neighbourhood was this photograph taken? (Hint: The caption may help.)
* When was this neighbourhood established?
Which community lives in this neighbourhood?

**Use it as historical evidence**

* What did you find out from this photo that you might not learn anywhere else?
* How does the sukkah reflect its specific environment and society?
* What other documents, photos, or historical evidence will you use to help you understand this event or topic?

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**Sukkot in Frankfurt, Germany**



Sukkot, Moritz Daniel Oppenheim, 1867

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(Note: The questions are from the DocsTeach activities. Once they are edited, I will make the changes on DocsTeach and send Liat the links)

**Sukkot in Frankfurt, Germany – Worksheet**

**Meet the photo**

* Take a brief look at the picture. What do you notice first?
* Is there a caption?
What language is it in?
What does it say?

**Observe its parts**

* List the people you see.
* List the objects you see.
* List the activities you see.
* Write one sentence summarizing this picture.

**Make sense of it**

* Who is the artist ?
* Where does the scene take place? When?
* What festival is depicted in the picture?
* Who do you think all of the people in the picture are?
Who is Jewish? Who might not be Jewish?
* What types of materials were used to build and decorate the sukkah?
* According to the picture, how do you think life was for the Jews living in Germany at the time?
* How do you think that the environment and society in Germany in the 1860s influenced the type of sukkahs that the Jews built?
* Do you think that this is a realistic or idealised depiction?
What makes you say that?

**Use it as historical evidence**

* What did you find out from this photo that you might not learn anywhere else?
* What other documents, photos, or historical evidence will you use to help you understand this event or topic?

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**Sukkot in Russia**



Postcard, Sukkot in Russia, 1916

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(Note: The questions are from the DocsTeach activities. Once they are edited, I will make the changes on DocsTeach and send Liat the links)

**Sukkot in Russia, 1916 – Worksheet**

**Meet the photo**

* Take a brief look at the photo. What do you notice first?
* Type of photo (check all that apply):
* Portrait
* Landscape
* Aerial/
Satellite
* Action
* Architectural
* Event
* Family
* Panoramic
* Posed
* Candid
* Documentary
* Selfie
* Other
\_\_\_\_\_\_\_\_\_\_
* Is there a caption?
* What is the main focus of the photograph?

**Observe its parts**

* Describe the street.
* Describe the buildings.
* What is unusual about the houses?
* Write one sentence summarizing this photo.

**Make sense of it**

* What festival do think is being celebrated at the time that the photograph was taken?
* The photograph was taken in Russia in 1916.
What was life like for Jews at that time?
* Is it permissible, according to Jewish law, to build a sukkah like the ones in the photograph?
* What are some advantages of having a sukkah in your own home?
* What are some disadvantages of having a sukkah in your own home?
* Considering the physical environment of the street and the Jew’s social situation in Russia at that time, suggest three reasons why the sukkot were constructed in the way that you see in the photograph.

**Use it as historical evidence**

* What did you find out from this photo that you might not learn anywhere else?
* What other documents, photos, or historical evidence will you use to help you understand this event or topic?

<logo – redesign the diagram>

**What is Similar and What is Different**

Using the Venn diagram below, write the features of the sukkot that are similar to or different from the others.

