

Teacher's Guide to
Mitkadem
Ramah 16 through Ramah 18

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Teacher's Guide

Ramah 16

עֲלֵינוּ

This רָמָה is light on grammar, as the prayer is relatively short and not repetitive in words. There are, however, many concepts to be discussed. It is particularly important in this רָמָה to make sure students understand the conceptual material as well as master the skill-building pieces.

The עֲלֵינוּ is a complicated prayer to teach, as it can appear in various versions in different prayer books, or even within one prayer book. If the version that is the focus of the רָמָה is not what is used in your school or synagogue, encourage your students to work with a prayer book next to them and apply what they are learning in the רָמָה to the other version as well. Differences in versions of prayers make for valuable discussions.

Objectives

The students will be able to:

1. Read the עֲלֵינוּ out loud (from עֲלֵינוּ to הוּא בְּרוּךְ, and then including the concluding lines beginning וְנֵאמָר) with no more than five errors.
2. Chant the עֲלֵינוּ fluently alone or with a friend.
3. Find the words that contain and translate the following roots: נ-ת-נ, ע-ש-ה, ש-ב-ח, ש-י-מ, א-מ-ר.
4. Find and translate words with the suffix נוּ; the prefix כִּ or כֵּ; and the plural endings ים and ות.
5. Identify and translate forms of the prepositions עַל and כְּמוֹ.
6. Articulate the tension that exists for Jews between the value of particularism (previously expressed as being “the Chosen People”) and the quest for universalism.
7. Classify the עֲלֵינוּ as a prayer of “thanks” and determine what we are thanking God for.
8. Describe the vision for the messianic era revealed in the last line of the prayer.
9. Compare this vision with that expressed in the עֲשֵׂה שְׁלוֹם.
10. Explain different Jewish ideas of the Messiah and messianic era.
11. Propose their own vision of a messianic era.

Additional Supplies

הקדמה Activity 1: green, blue, and purple pens, markers, or pencils

קריאה Activity 3: scissors; envelope for storage, or blank paper and glue

Flashcards

Teachers can copy the following pages on card stock for each student.

- **If your students are keeping a flashcard מילון**, they will use the cards in each רמה to build a מילון. (See page 12 of Teacher's Guide Introduction Packet under "Student Materials: *Milon*" for description.) You may notice that you begin to get duplicate words, because רמות sometimes repeat vocabulary. This is intentional, since each school has the option of choosing which רמות to cover. What may be a duplicate for one school will be a first-time vocabulary word for another. Just advise your students to discard any flashcards that are duplicates.
- **If your students are keeping a *machberet milon***, they can use the pages as flashcards to review and drill vocabulary.

Note that a copy of the flashcards for this רמה are also included as a bonus in the student pack.

Cut apart the words

כָּל, הַכֹּל

עַל

בְּרֵאשִׁית

יוֹצֵר

אֶרֶץ, אֲרָצוֹת

גִּוִּי

הַאֲדָמָה

מִשְׁפָּחוֹת

Cut apart the words

on, upon

all,
everything

create,
form

Creation

nations

land,
lands

families

the earth

Cut apart the words

פֹּרְעִים

אֲנַחְנוּ

מֶלֶךְ

מוֹדִים

יוֹם

לְתִקּוֹן עוֹלָם

Root

א-מ-ר

אֶחָד

Cut apart the words

we

we bend
the knee

we thank

ruler, king

to perfect
the world

day

one

Root

say

Cut apart the words

Root

ש-ב-ח

Root

נ-ת-נ

Root

ע-ש-ה

Root

ש-י-מ

Suffix

ות

Prefix

כ... or כ...

Suffix

ים

Suffix

נ

Cut apart the words

Root

give

Root

praise

Root

put, place,
grant

Root

do, make,
cause

prefix

like, as

suffix

*makes feminine
words plural*

Suffix

our, we,
us

suffix

*makes masculine
words plural*

Student _____ Date _____

מִבְּחֵן
עֲלֵינוּ
Ramah 16

1. Write the Hebrew names of three prayers whose themes are also found in the עֲלֵינוּ.

.1

.2

.3

USE THE COPY OF THE PRAYER ON PAGE 11 TO ANSWER QUESTIONS 2–5.

2. Choose **three** of the four שְׁרָשִׁים in the chart below. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
		ש-ב-ח
		נ-ת-נ
		ע-ש-ה
		ש-י-מ

3. Find two words that have the prefix that means “like” or “as.” Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

4. Find two words that have the suffix that makes feminine words plural. Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

5. Find three words that have the suffix that means “our,” “we,” or “us.” Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

Word _____ Translation _____

6. Give a literal translation of the following words:

עָלַי _____

עָלֵינוּ _____

עָלֶיךָ _____

7. Write the number of the Hebrew word in the space next to the matching English translation.

_____ our destiny 1. עָלֵינוּ

_____ we 2. עִשָּׂנוּ

_____ our portion 3. שָׁמְנוּ

_____ (he) made us 4. גָּרַלְנוּ

_____ (he) put us 5. הִלְקֵנוּ

_____ our God 6. אֲנַחְנוּ

_____ it is upon us 7. אֵלֵינוּ

8. Define the term תִּקּוּן עוֹלָם.

9. List three examples of תִּקּוּן עוֹלָם.

a) _____

b) _____

c) _____

עֲלֵינוּ

1. עֲלֵינוּ לְשִׁבְחָ לְאֲדוֹן הַכֹּל,
2. לְתֵת גְּדֻלָּה לְיוֹצֵר בְּרֵאשִׁית,
3. שְׁלֹא עֲשֶׂנוּ כְּגוֹיֵי הָאֲרָצוֹת,
4. וְלֹא שָׁמְנוּ כְּמִשְׁפָּחוֹת הָאֲדָמָה.
5. שְׁלֹא שָׁם חִלְקֵנוּ כָּהֶם,
6. וְגִדְלֵנוּ כְּכָל-הַמּוֹנִם.
7. וְאַנְחֵנוּ כּוֹרְעִים
8. וּמִשְׁתַּחֲוִים וּמוֹדִים
9. לְפָנֶי מֶלֶךְ מַלְכֵי הַמַּלְכִּים,
10. הַקְדוֹשׁ בְּרוּךְ הוּא.
11. עַל כֵּן נִקְנֶה לָךְ יְיָ אֱלֹהֵינוּ,
12. לְרֵאוֹת מְהֵרָה בְּתַפִּלָּתְךָ עֲנֵךְ,
13. לְתַקֵּן עוֹלָם בְּמַלְכוּת שִׁדְי.
14. וְנֶאמֶר,
15. יְהִי יְיָ לְמֶלֶךְ עַל-כָּל-הָאָרֶץ.
16. בַּיּוֹם הַהוּא יְהִי יְיָ אֶחָד
17. וְשִׁמוֹ אֶחָד.

ANSWER SHEET

מבֿחֿן עֲלִינוֹ Ramah 16

1. Write the Hebrew names of three prayers whose themes are also found in the עֲלִינוֹ.

1. שְׁמַע

2. יוֹצֵר אוֹר

3. אֶהְבֶּה רַבָּה

USE THE COPY OF THE PRAYER ON PAGE 11 TO ANSWER QUESTIONS 2–5.

2. Choose **three** of the four שְׁרָשִׁים in the chart below. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
לְשַׁבַּח	praise	ש-ב-ח
לָתֵת	give	נ-ת-נ
עֲשֵׂנוּ	do, make, cause	ע-ש-ה
שָׁמְנוּ שָׁם	put, place, grant	ש-י-מ

3. Find two words that have the prefix that means “like” or “as.” Write them below, and **translate the entire word**.

Word	כְּגוֹיִי	Translation	like the nations
Word	כְּכֹל	Translation	like everything or all
Word	כְּהֵם	Translation	like them
Word	כְּמִשְׁפּוּחוֹת	Translation	like the families

4. Find two words that have the suffix that makes feminine words plural. Write them below, and **translate the entire word**.

Word	<u>אַרְצוֹת</u>	Translation	<u>lands</u>
Word	<u>מִשְׁפָּחוֹת</u>	Translation	<u>families</u>

5. Find three words that have the suffix that means “our,” “we,” or “us.” Write them below, and translate the entire word.

Word	<u>עָלֵינוּ</u>	Translation	<u>it is on us</u>
Word	<u>עָשָׂנוּ</u>	Translation	<u>made or caused us</u>
Word	<u>שָׂמְנוּ</u>	Translation	<u>put, placed, or granted us</u>
Word	<u>גִּרְלָנוּ</u>	Translation	<u>our destiny</u>
Word	<u>אֱלֹהֵינוּ</u>	Translation	<u>our God</u>
Word	<u>חֶלְקֵנוּ</u>	Translation	<u>our portion</u>
Word	<u>אֲנֵחֵנוּ</u>	Translation	<u>we</u>

6. Give a literal translation of the following words:

עָלֵי	<u>it is on me</u>
עָלֵינוּ	<u>it is on us</u>
עָלֶיךָ	<u>it is on you</u>

7. Write the number of the Hebrew word in the space next to the matching English translation.

<u>4</u>	our destiny	1. עָלֵינוּ
<u>6</u>	we	2. עָשָׂנוּ
<u>5</u>	our portion	3. שָׂמְנוּ
<u>2</u>	(he) made us	4. גִּרְלָנוּ
<u>3</u>	(he) put us	5. חֶלְקֵנוּ
<u>7</u>	our God	6. אֱלֹהֵינוּ
<u>1</u>	it is upon us	7. אֲנֵחֵנוּ

8. Define the term תְּקוּן עוֹלָם.

To perfect the world

9. List three examples of תְּקוּן עוֹלָם.

The answer is up to each student. Possible answers include giving food to the homeless, giving *zedakah*, writing a letter to our congressperson about an issue that concerns us, volunteering our time.



ANSWERS TO: BRINGING IT ALL TOGETHER

The עֲלֵינוּ begins the section of concluding prayers. It does this by restating the themes that we've seen up to now. Match these themes that appear in the עֲלֵינוּ with the prayers that also express these themes.

1. We thank God for **Creation**



1. שְׁמַע

2. We thank God for giving us the **Torah**



2. יוֹצֵר אוֹר

3. We pray for **oneness** or unity in the world



3. אֶהְיֶה רַבָּה



ACTIVITY 1 CONTINUES ON NEXT PAGE



1. It is our duty to praise the God of all,
2. to praise the Creator of the universe,
3. who has not made us like the nations of the lands,
4. nor like other families of the earth.
5. God has not made our portion like theirs,
6. nor our lot like theirs.
7. So we bend the knee,
8. bow, and give thanks
9. before God, the King of kings,
10. the Holy and Blessed One.



11. Eternal our God, how we hope
12. to soon see the glory of Your power
13. when the world will be perfected under Your rule.

14. As it is written,
15. God will rule over all the earth.
16. On that day God will be One
17. and God's Name will be One.



עֲלֵינוּ

1. עֲלֵינוּ לְשַׁבַּח לְאֲדוֹן הַכֹּל,
2. לְתַת גְּדֻלָּה לְיוֹצֵר בְּרֵאשִׁית,
3. שֶׁלֹא עָשָׂנוּ כְּגוֹיֵי הָאָרְצוֹת,
4. וְלֹא שָׁמְנוּ כְּמִשְׁפְּחוֹת הָאֲדָמָה.
5. שֶׁלֹא שָׂם חֵלְקֵנוּ בָּהֶם,
6. וְגִרְלָנוּ כְּכָל־הַמּוֹנִם.
7. וְאִנְחָנוּ כּוֹרְעִים
8. וּמִשְׁתַּחֲוִים וּמוֹדִים
9. לִפְנֵי מֶלֶךְ מַלְכֵי הַמְּלָכִים,
10. הַקָּדוֹשׁ בְּרוּךְ הוּא.
11. עַל כֵּן נִקְוֶה לָךְ יְיָ אֱלֹהֵינוּ,
12. לְרֹאוֹת מְהֵרָה בְּתַפְאֶרֶת עֲזָךְ,
13. לְתַקֵּן עוֹלָם בְּמַלְכוּת שְׁדִי.

14. וְנֹאמַר,
15. וְהָיָה יְיָ לְמֶלֶךְ עַל־כָּל־הָאָרֶץ.
16. בַּיּוֹם הַהוּא יִהְיֶה יְיָ אֶחָד
17. וּשְׁמוֹ אֶחָד.



ANSWERS TO: עֲלֵינוּ MOVEMENTS

רמ"ה 16
Introduction
תקופה
Activity 2, Answers

There are special movements associated with the עֲלֵינוּ:

1. It is Jewish tradition to face east—toward Jerusalem—when we recite the עֲלֵינוּ. Find the eastern direction in your classroom. Find the eastern direction in the sanctuary of your synagogue. If it is not the custom to face east in your synagogue, find out why. Ask the rabbi, cantor, educator, or your teacher. Check off your congregation's custom:

- ☐ We face east in our sanctuary.
- ☐ We don't face east in our sanctuary, because _____.

2. When we get to the words וּמִשְׁתַּחֲוִים וּמוֹדִים, it is traditional to bow.

Translate the words וּמִשְׁתַּחֲוִים וּמוֹדִים:

So we bend the knee, bow, and give thanks

Now that you understand the meaning of this phrase, explain why we bow when reciting it:

We do the action at the same time that we describe it.

3. Using what you know about the choreography of the עֲלֵינוּ and other prayers, fill in each square in the chart below with "yes" or "no."

Do we bow during this prayer?	
yes	בָּרְכוּ
no	שְׁמַע
yes	אָבוֹת וְאִמֹּהוֹת
yes	עֲלֵינוּ

4. Practice bowing during the עֲלֵינוּ. Bow when you say וּמִשְׁתַּחֲוִים וּמוֹדִים and rise on כּוֹרְעִים.

When you have practiced, show your teacher and have your בְּרִית signed.





ANSWERS TO: VOCABULARY אוצר מילים

Vocabulary

Use your מלון and prayer sheet to:

1. Fill in missing words (English or Hebrew).
2. Add the words to your מלון.

on, upon	על
all, everything	כל, הכול
create, form	יוצר
Creation	בריאת
like, as	כ...
nations	גוים
land, lands	ארץ, ארצות
families	משפחות
the earth	האדמה
we	אנחנו
we bend the knee	כורעים
we thank	מודים
ruler, king	מלך
to perfect the world	לתקן עולם
day	יום
one	אחד



Prefix

like, as
1. ...כ or ...כ



Roots

Using your prayer sheet, find the required number of words with each root. Write them in the spaces.

say	אמר
1. ונאמר	
praise	שבח
1. לשבח	
give	נתן
1. לתת	
do, make, cause	עשה
1. עשנו	
put, place, grant	שם
1. שמנו	

Suffixes

Use your prayer sheet to write the required number of words with each suffix.

our, we, us	נו
עלינו עשנו שמנו וגדלנו	
חלקנו ואנחנו אלהינו	
Makes masculine words plural	ים
1. מלכים	
Makes feminine words plural	ות
1. ארצות 2. משפחות	



ACTIVITY 1 CONTINUES ON NEXT PAGE



ANSWERS TO: PHRASES

Use your מילון to fill in the missing English words.

It is our duty (literally: it is upon us)

עֲלֵינוּ

So we bend the knee, bow, and
give thanks

וְאֵנַחְנוּ כּוֹרְעִים וּמִשְׁתַּחֲוִים וּמוֹדִים

As it is written

וְנֹאמֵר

On that day God will be One and
God's Name will be One.

בַּיּוֹם הַהוּא יְהִיָּה יי אֶחָד וְשֵׁמוֹ אֶחָד.





ANSWERS TO: WHAT DOES עָלֵינוּ MEAN?

דף 16
Vocabulary
אוצר מילים
Activity 2, Answers

Use your מילון to translate the word עָלֵינוּ: _____ It is our duty

You might notice that the word עָלֵינוּ can be divided into two parts:

עַל means _____ on _____.

נֵנוּ means _____ our or us _____.

Now put these together. What is a more literal translation of the word עָלֵינוּ?

_____ It is on us _____

Can you see the connection between this literal translation and the translation that appears in the prayer book? In your own words, explain the meaning of the word עָלֵינוּ.

"It is on us" is talking about responsibility—the prayer describes our responsibility as
Jews to pray and make the world better.

Use your מילון to translate the following:

עָלַי _____ It is on me

עָלֶיךָ _____ It is on you





ANSWERS TO: REMEMBER: SAY THANKS!

16: דְּמִזָּה
Vocabulary
אֵיךְ מְלִים
Activity 3, Answers

An important word in the עֲלֵינוּ prayer is the word מוֹדִים. Use your מְלֶוֶן to translate the word מוֹדִים: _____ we thank

In Modern Hebrew the way to say "Thank you" is תוֹדָה. What letters do מוֹדִים and תוֹדָה have in common? _____ וּ דְ

As you may have noticed, many prayers are about saying thanks! Name five things we thank God for in the prayers we have studied in other רְמֻזִּים:

1. Here are some possible answers: the light of candles, food, fruit of the vine, _____
2. special days, Creation, blessings for our ancestors, God's love, receiving Torah, _____
3. light and darkness. _____
4. _____
5. _____

Why so much thanks? Here are two possible answers:

- A) We say thanks to express our gratitude for our many blessings.
- B) Jewish prayers contain many words of thanks to remind us to be grateful, because it is easy to forget.



Do you agree more with A or B, or both? Explain your answer. _____
(The answer is up to you, but here is an example.) I believe Jewish prayers contain many words of thanks because it is easy to forget. We are so busy—Jewish prayers remind us to take time to thank God for our many blessings. _____

Now look back at the עֲלֵינוּ.

In your own words, explain what we thank God for in this prayer:

Dear God,

תוֹדָה for Creation _____ and

תוֹדָה for making us special _____.



ANSWERS TO: ...כִּמוֹ MEANS "LIKE," PART 2

Fill in the blanks to help remember the following rules, which you learned in 10 דְּמָה:

The word כִּמוֹ means _____ like _____ or _____ as _____.

Instead of using the entire word כִּמוֹ, the prefix כִּ- or
כִּ- can also mean _____ like _____ or
_____ as _____.



Translate the following words from the עֲלֵינוּ:

כְּגוֹיִי _____ as nations

כְּמִשְׁפָּחוֹת _____ as families

כָּכָל _____ as all

כָּהֶם _____ as them

Using your מִלּוֹן, translate the following English phrases into Hebrew:

Like a day: _____ כִּיּוֹם

Like a king: _____ כְּמֶלֶךְ





ANSWERS TO: Nu?

Match up the words from the עָלֵינוּ with their translations.

our destiny	עָלֵינוּ
we	עָשָׂנוּ
our portion	שָׁמְנוּ
we did	גָּדְלָנוּ
we put	חָלַקְנוּ
our God	אֱנַחְנוּ
it is our duty	אֵלֵינוּ



ANSWERS TO: MAKING IT PLURAL

Circle the word which makes this sentence correct:

In Hebrew a **prefix** is one or more letters added at the beginning/end of a word.

In Hebrew a **suffix** is one or more letters added at the beginning/end of a word.

Fill in the translations of the words below, and indicate whether the Hebrew word is masculine or feminine.

	Hebrew Translation	Masculine or Feminine
families	מִשְׁפָּחוֹת	feminine
kings	מְלָכִים	masculine
lands	אֲרָצוֹת	feminine



ANSWERS TO: FIXING THE WORLD

16 תשובות
Words about Prayer
דברי תפילה
Activity 1, Answers

Indicate whether the following actions would be considered **תקון עולם** according to the modern definition:

- no Studying Torah
- yes Giving food to the homeless
- yes Giving *tzedakah*
- no Celebrating Jewish holidays
- yes Writing a letter to our congressperson about an issue that concerns us
- yes Volunteering our time



Name one thing you currently do that is **תקון עולם**. If you cannot think of anything, name one thing you would like to do. Think about something that is realistic for you to do. What problem in the world do you want to help address?



ANSWERS TO: HOW ARE WE SPECIAL?

דבורה 16
Words about Prayer
דבורה תפילה
Activity 2, Answers

The **עלינו** expresses two important ideas about the role of Jews in the world:

Particularism: We have a special relationship with God and are different from other peoples. We are chosen by God.

Universalism: All people are special, so that no group is more special than any other. All peoples should exist in harmony and equality.

Indicate whether the following lines from the **עלינו** are **particularistic** or **universalistic**:

particularistic

God has not made us like the nations of the lands, nor like other families of the earth.

universalistic

On that day God will be One and God's Name will be One.

particularistic

God has not made our portion like theirs, nor our lot like theirs.



ACTIVITY 2 CONTINUES ON NEXT PAGE



Name some ways that Jews are special or unique: We have our own
customs, traditions, and history. We follow the Torah and read it every
Shabbat.

Name some ways that Jews are like other peoples of the world: We are
human beings!

Can we be special and unique and also be similar to other peoples in the
world? Yes.

Does being special and unique come into conflict with being part of the
peoples of the world? How? (The answer is up to you, but here is an exam-
ple.) Sometimes, practicing our traditions comes into conflict with living with
other peoples. For example, observing kashrut may prevent us from eating
with other peoples. Or our traditions may cause us to disagree with the per-
spectives of other religions.

When you think about your own Jewish identity, do you consider yourself
to be more special and different, or similar to others? Explain.

The answer is up to you.



ANSWERS TO: עֲלֵינוּ : CONFLICT AND CHANGE

16. דבר
הפירה
דבר
Activity 3, Answers
Words about Prayer

Put the עֲלֵינוּ events below in order from 1 (happened first) to 6 (most recent).

5 The Prussian government forbids Jews to include the line "for they bow down to vanity and emptiness, and pray to a god that cannot save."

2 The עֲלֵינוּ is included in the prayer book for Shabbat and weekdays.

6 Virtually all non-Orthodox prayer books have excluded the line "for they bow down to vanity and emptiness, and pray to a god that cannot save."

4 During the Spanish Inquisition, Jews are killed and tortured by Church leaders who accuse them of reciting the עֲלֵינוּ prayer and thereby slandering Christianity.

1 The עֲלֵינוּ is first written, based partially on words from the Book of Isaiah.

3 Christians and Jewish converts to Christianity claim that the words of the עֲלֵינוּ are meant as a deliberate slur against Christianity.



Do you agree with the decision to exclude the words "for they bow down to vanity and emptiness, and pray to a god that cannot save"? Why or why not?

(The answer is up to you, but here is an example.) Yes, because it sounds as if we

do not respect people who follow other traditions.



ANSWERS TO: THE HOPE OF THE עָלֵינוּ

In the end, the עָלֵינוּ is about our hopes for a better world in the future. The time described in the עָלֵינוּ is referred to in Jewish tradition as the messianic era. Here are some ways this time has been described:

1. The prophet Zechariah:

And it shall come to pass in that day that living waters shall go out from Jerusalem: half of them toward the eastern sea, and half of them toward the western sea; in summer and in winter shall it be. And the Eternal will rule over all the earth; on that day the Eternal will be One and God's Name will be One.

(Zechariah 14:8–9)

2. עֲשֵׂה שְׁלוֹם prayer:

May the One who makes peace in God's high place make peace over us and over all Israel, and say, Amen.



3. Moses Maimonides (twelfth century):

In the Messiah's days there will be no hunger, nor war, nor jealousy, nor strife; there will be plenty for all, and the world's chief occupation will be to know the Eternal One.



What is similar about all of the above descriptions of the messianic era?

All involve God.

List four differences in these descriptions of the messianic era:

1. Zechariah—talks about the living waters.
2. עֲשֵׂה שְׁלוֹם—focused on peace among peoples.
3. Maimonides—focused on the experience of the people.
4. Our relationship to God is slightly different in each one.

Teacher's Guide

Ramah 17

קדיש

As the קדיש prayers are mostly in Aramaic, this unit does not introduce or review a lot of vocabulary. Only a few Hebrew words, from the Hebrew section of the prayer, are covered in this רָמָה. The grammar section is also fairly brief. However, the תַּפְלָה דְּבָרֵי section is long, since there are many important aspects of the content and contexts of the קדיש prayers.

This רָמָה explores the קדיש יְתוֹם, Mourner's *Kaddish*, which is recited at the death of a loved one. An effort was made to teach about the connection between the קדיש יְתוֹם and death in a direct way—see, for example, תַּפְלָה דְּבָרֵי activities 1 and 2. Most students are curious about Jewish rituals around death and appreciate a direct approach. However, for students who have had a recent loss, this material may bring up difficult or distressing memories. The teacher should be sensitive to possible reactions to this material.

Objectives

The students will be able to:

1. Read the קדיש יְתוֹם individually, with no more than seven errors.
2. Chant the קדיש חֲצִי fluently, alone or with a friend.
3. Find the words that contain and translate the following review roots: ש-ב-ח, א-מ-ר, ב-ר-כ, מ-ל-כ, ק-ד-ש.
4. Identify the prayers as Aramaic, and recognize the similarity between ten Aramaic words in the prayer and their Hebrew equivalents.
5. Search for examples of the third person reflexive verb form יִתְחַלֵּץ (יִתְחַלֵּץ).
6. Compare the two forms of the קדיש to discover how they differ. Conclude as to why a prayer for peace might be included at the end of the קדיש יְתוֹם.
7. Practice the bowing choreography for the concluding line of the קדיש יְתוֹם.
8. Examine various halachot and current customs regarding who says the קדיש יְתוֹם and when, and determine what the custom is in their synagogue.
9. Discover how the קדיש חֲצִי functions to divide sections of the service, and find out how/when it is used in their synagogue.

10. Explain the concept of *minyan*, its relation to public service, and why this is important to the recitation of the קריש.
11. Determine how saying a prayer that praises God's holiness and greatness (and does not mention death) might be comforting to mourners.
12. Explore the phrase וְיִמְלִיךָ מַלְכוּתֶךָ בְּחַיֵּינוּ וּבְיָמֵינוּ, "May God establish His kingdom in your lifetime and during your days," and express in writing or art form a vision of what that world might look like.

Additional Supplies

הקדמה Activity 1: green and red pens, markers, or pencils

הקדוק Activity 2: green, purple, and red pens, markers, or pencils

הפלה Activity 4: markers and crayons for those who want to draw a picture

Flashcards

Teachers can copy the following pages on card stock for each student.

- **If your students are keeping a flashcard מילון**, they will use the cards in each רמה to build a מילון. (See page 12 of Teacher's Guide Introduction Packet under "Student Materials: *Milon*" for description.) You may notice that you begin to get duplicate words, because רמות sometimes repeat vocabulary. This is intentional, since each school has the option of choosing which רמות to cover. What may be a duplicate for one school will be a first-time vocabulary word for another. Just advise your students to discard any flashcards that are duplicates.
- **If your students are keeping a *machberet milon***, they can use the pages as flashcards to review and drill vocabulary.

Note that a copy of the flashcards for this רמה are also included as a bonus in the student pack.

Cut apart the words

כָּל

וְעַל

עֲשֵׂה

שָׁלוֹם

עַל יְנוֹ

הוּא

Root

ק-ד-ש

Root

מ-ל-כ

Cut apart the words

and on

all

peace

make, do

he

upon us

Root

rule

Root

sanctify,
make holy

Cut apart the words

Root

א-מ-ר

Root

ש-ב-ח

Root

ב-ר-כ

Cut apart the words

Root

say

Root

ble**ss**

Root

prai**se**

Student _____ Date _____

מִבְּחֵן קַדִּישׁ 17 Ramah

1. What language are most of the words of the קַדִּישׁ written in?

2. List two differences between the קַדִּישׁ הַצֵּי and the קַדִּישׁ הַתּוֹם.

a) _____

b) _____

USE THE COPY OF THE PRAYERS ON PAGES 40–41 TO ANSWER QUESTIONS 3–6.

3. Choose **three** of the four שְׁרָשִׁים in the chart below. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
		ש-ב-ח
		א-מ-ר
		ק-ד-ש
		ב-ר-כ

4. For each of the Hebrew words in the chart below, find the word in the prayers that has the same meaning. Then fill in the definition.

Word in Hebrew	Word in the Prayer	Definition
בְּעוֹלָם		
בְּרָכוֹת		
בְּיָמֵינוּ		
שִׁירִים		
שָׁלוֹם		

5. Find two words that have the prefix that means “that” or “who.” Write them below.

Word _____

Word _____

6. Find two words that have the prefix that means “and.” Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

7. Fill in the שָׁרֵשׁ for the verb forms listed below:

שָׁרֵשׁ	Verb Form
ק-ד-שׁ	יִתְקַדֵּשׁ
	יִשְׁתַּבַּח
	יִתְרוֹמֵם
	יִתְנַשֵּׂא
	יִתְעַלֶּה

8. In your own words, list two main themes of the קַדִּישׁ יְתוֹם prayer.

- a) _____
- b) _____

9. Define the term *minyan*.

What is the purpose of having a *minyan* while reciting the קַדִּישׁ יְתוֹם?

קִדְיֵשׁ יְתוֹם

1. יִתְגַּדֵּל וַיִּתְקַדֵּשׁ שְׁמֵהּ רַבָּא
2. בְּעֻלְמָא דִּי-בְרָא כְרַעוּתֵיהּ,
3. וַיִּמְלִיךְ מַלְכוּתֵיהּ בְּחַיִּיכוּן וּבְיוֹמִיכוּן
4. וּבְחַיֵּי דְכָל-בֵּית יִשְׂרָאֵל,
5. בְּעֻגְלָא וּבְזֶמֶן קָרִיב, וְאָמְרוּ: אֱמֵן.
6. יְהֵא שְׁמֵהּ רַבָּא מְבָרַךְ
7. לְעָלָם וּלְעָלְמֵי עָלְמַיָּא.
8. יִתְבָּרַךְ וַיִּשְׁתַּבַּח, וַיִּתְפָּאֵר
9. וַיִּתְרוֹמֵם וַיִּתְנַשֵּׂא, וַיִּתְהַדָּר
10. וַיִּתְעַלֶּה וַיִּתְהַלֵּל שְׁמֵהּ דְקֻדְשָׁא, בְּרִיךְ הוּא,
11. לְעֵלָא מִן-כָּל-בְּרַכְתָּא וְשִׁירָתָא,
12. תְּשַׁבַּחְתָּא וְנַחֲמָתָא דְאִמְרֵין בְּעֻלְמָא,
13. וְאָמְרוּ: אֱמֵן.
14. יְהֵא שְׁלָמָא רַבָּא מִן-שְׁמַיָּא,
15. וְחַיִּים (טוֹבִים) עָלֵינוּ וְעַל-כָּל-יִשְׂרָאֵל,
16. וְאָמְרוּ: אֱמֵן.
17. עֲשֵׂה שְׁלוֹם בְּמִרוֹמָיו,
18. הוּא יַעֲשֶׂה שְׁלוֹם עָלֵינוּ
19. וְעַל כָּל-יִשְׂרָאֵל, וְאָמְרוּ: אֱמֵן.

חֲצִי קִדְיֵשׁ

1. יִתְגַּדֵּל וַיִּתְקַדֵּשׁ שְׁמֵהּ רַבָּא
2. בְּעֻלְמָא דִּי-בְרָא כְרַעוּתֵהּ,
3. וַיִּמְלִיךְ מַלְכוּתֵהּ בְּחַיֵּיכוֹן וּבְיוֹמֵיכוֹן
4. וּבְחַיֵּי דְכָל-בֵּית יִשְׂרָאֵל,
5. בְּעֻגְלָא וּבְזֶמֶן קָרִיב, וְאָמְרוּ: אָמֵן.
6. יְהֵא שְׁמֵהּ רַבָּא מְבָרַךְ
7. לְעָלָם וּלְעָלְמֵי עָלְמַיָּא.
8. יִתְבָּרַךְ וַיִּשְׁתַּבַּח, וַיִּתְפָּאֵר
9. וַיִּתְרוֹמֵם וַיִּתְנַשֵּׂא, וַיִּתְהַדָּר
10. וַיִּתְעַלֶּה וַיִּתְהַלֵּל שְׁמֵהּ דְקֻדְשָׁא, בְּרִיךְ הוּא,
11. לְעֵלָא מִן-כָּל-בְּרַכְתָּא וְשִׁירָתָא,
12. תְּשַׁבַּחְתָּא וְנִחַמְתָּא דְאִמְרֵן בְּעֻלְמָא,
13. וְאָמְרוּ: אָמֵן.

מבֿחֿן קֿדֿישֿ 17 Ramah

1. What language are most of the words of the קֿדֿישֿ written in?

Aramaic

2. List two differences between the קֿדֿישֿ הֿצֿי and the קֿדֿישֿ יִתּוּם.

a) הֿצֿי קֿדֿישֿ is used as a divider.

b) קֿדֿישֿ יִתּוּם is a prayer of mourning.

c) קֿדֿישֿ יִתּוּם contains additional verses.

USE THE COPY OF THE PRAYERS ON PAGES 40–41 TO ANSWER QUESTIONS 3–6.

3. Choose **three** of the four שִׁרְשֵׁים in the chart below. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
וְיִשְׁתַּבַּח תְּשַׁבְּחָתָא	praise	ש-ב-ח
וְאָמְרוּ דְאָמִירָן	say	א-מ-ר
וְיִתְקַדֵּשׁ דְּקִדְשָׁא	sanctify, make holy	ק-ד-ש
בְּרִיךְ מְבָרֵךְ יִתְבָּרֵךְ	bless	ב-ר-כ

4. For each of the Hebrew words in the chart below, find the word in the prayers that has the same meaning. Then fill in the definition.

Word in Hebrew	Word in the Prayer	Definition
בְּעוֹלָם	בְּעֶלְמָא	in the world
בְּרָכוֹת	בְּרַכְתָּא	blessings
בְּיָמֵינוּ	וּבְיָמֵינוּ	in your days
שִׁירִים	וְשִׁירָתָא	songs
שָׁלוֹם	שְׁלָמָא	peace

5. Find two words that have the prefix that means “that” or “who.” Write them below.

דְּאָמִירָן דְּקוּדְשָׁא דְּכָל

6. Find two words that have the prefix that means “and.” Write them below, and **translate the entire word**.

וְיִתְהַדָּר וְיִשְׁתַּבַּח וְיִתְפָּאֵר וְלְעַלְמֵי וּבְזִמְנָא וְאִמְרוּ וּבְחַיֵּי וְיִמְלִיךְ וּבְיָמֵינוּ וְיִתְקַדַּשׁ
וְחַיִּים וְעַל וְנַחֲמָתָא וְשִׁירָתָא וְיִתְעַלָּה וְיִתְחַלֵּל וְיִתְרוֹמֵם וְיִתְנַשָּׂא

7. Fill in the שָׁרָשׁ for the verb forms listed below.

שָׁרָשׁ	Verb Form
ק-ד-שׁ	יִתְקַדֵּשׁ
ש-ב-ח	יִשְׁתַּבַּח
ר-מ-מ	יִתְרוֹמֵם
נ-ש-א	יִתְנַשֵּׂא
ע-ל-ה	יִתְעַלֶּה

8. In your own words, list two main themes of the קַדִּישׁ יְתוֹם prayer.

a) We praise God's greatness.

b) We pray for peace.

9. Define the term *minyan*.

Ten or more Jewish men or women praying together.

What is the purpose of having a *minyan* while reciting the קַדִּישׁ יְתוֹם?

To comfort mourners. To keep them connected to community.



ANSWERS TO: THE קדיש TIMES TWO!

This קדמה studies the קדיש יתום and the קדיש תנאי, which both appear in the prayer service.

Compare the texts of the קדיש יתום and the קדיש תנאי below.

☆ Use your green pen to circle the lines that are the same in each prayer.

☆ Use your red pen to circle the lines that do not appear in both of the prayers.

Mourner's Kaddish



(1–5) Let the glory of God be extolled, let God's great Name be hallowed, in the world whose creation God willed. May God's reign soon prevail, in our own day, in our own lives, and in the life of all Israel, and let us say, Amen.

(6–7) Let God's great Name be blessed forever and ever.

(8–13) Let the Name of the Holy One of Blessing be glorified, exalted, and honored, though God is beyond all praises, songs, and adorations that we can utter, and let us say, Amen.

(14–16) For us and all Israel, may the blessing of peace and the promise of life come true, and let us say, Amen.

(17–19) May the One who causes peace to reign in the high heavens, let peace descend on us, and on all Israel, and on all the world, and let us say, Amen.

קדיש יתום

1. יתגדל ויתקדש שמה רבא
2. בעלמא דייברא כרעותיה.
3. וימליך מלכותה בתיכון וביומיכון
4. ובחיי דכל-בית ישראל.
5. בעגלא ובזמן קריב, ואמרו: אמן.
6. יהא שמה רבא מברך
7. לעלם ולעלמי עלמיא.
8. יתברך וישתבח, ויתפאר
9. ויתרום ויתנשא, ויתהדר
10. ויתעלה ויתהלל שמה דקודשא, בריך הוא,
11. לעלא מן-כל-ברכתא ושירתא.
12. תשבחתא ונחמתא דאמירן בעלמא,
13. ואמרו: אמן.
14. יהא שלמא רבא מן-שמיא,
15. ותיים (טובים) עלינו ועל-כל-ישראל,
16. ואמרו: אמן.
17. עשה שלום במרומי,
18. הוא יעשה שלום עלינו
19. ועל כל-ישראל, ואמרו: אמן.



ACTIVITY 1 CONTINUES ON NEXT PAGE

קדמה
Introduction
Activity 1, Answers



"Half Kaddish"

(1–5) Let the glory of God be extolled, let God's great Name be hallowed, in the world whose creation God willed. May God's reign soon prevail, in our own day, in our own lives, and in the life of all Israel, and let us say, Amen.

(6–7) Let God's great Name be blessed forever and ever.



(8–13) Let the Name of the Holy One of Blessing be glorified, exalted, and honored, though God is beyond all praises, songs, and adorations that we can utter, and let us say, Amen.

חצי קדיש

1. יתגדל ויתקדש שמה רבא
2. בעלמא דייברא כרעותה,
3. ומליך מלכותה בתיכון וביומיון
4. ובחיי דכל בית ישראל,
5. בעגלא ובזמן קריב, ואמרו: אמן.
6. יהא שמה רבא מברך
7. לעלם ולעלמי עלמיא.
8. יתברך וישתבח, ויתפאר
9. ויתרומם ויתנשא, ויתתדר
10. ויתעלה ויתהלל שמה דקודשא,
11. ברין הוא,
12. לעלא מן כל ברכתא ושירתא,
13. תשבחתא ונחמתא דאמירן בעלמא,
13. ואמרו: אמן.



Which lines appear in the קדיש יתום but not the חצי קדיש? 14–19

You can see that the קדיש יתום includes the words of עשה שלום, which you already studied in רמה 13. These words are also found at the conclusion of which section of the prayer service?

Amidah

What is the theme of עשה שלום? peace

Why might it be helpful for people who are mourning the death of a loved one to recite a prayer for peace? One possible answer: They are sad and so may not feel at peace. They pray for peace to help them find peace.

The next exercise will continue to explore the similarities and differences between these two forms of the קדיש.



ANSWERS TO: קדיש CUSTOMS

- 1 You may notice that the קדיש sounds different from the other prayers we've learned; it includes sounds that are not heard in other prayers. This is because **the קדיש is in Aramaic rather than Hebrew**. Aramaic was spoken by Jews from the time of the Babylonian exile (586 B.C.E.) until about the fifth century C.E. The phrase "Let God's Name be blessed now and forever" is considered to be a very important and special phrase in Judaism. How important? In the Talmud, we learn that, some rabbis even argued that the *only phrase that could interrupt Torah study* was "Let God's Name be blessed now and forever" (B'rachot 21a, 21b).

Find the lines in the קדיש that are similar to this line.

Write the line numbers here. 6-7



- 2 The קדיש (literally meaning the "Half Kaddish") is often called a "divider," since it is recited at the beginning and end of different parts of the service. Different congregations have a variety of customs regarding when the קדיש is recited. Here are some possible times:



- During the Friday night service:
 - Between Kabbalat Shabbat prayers and the ברכו.
 - Before the עמידה.
- During the Shabbat morning service:
 - Between Songs of Praise and the ברכו
 - Before the Torah service
 - At the end of the Torah service



Find out when the קדיש is recited in your congregation on Friday night and Saturday morning, and write it here:

The answer will depend on the customs of your congregation.



ACTIVITY 2 CONTINUES ON NEXT PAGE



- 3 The **קדיש יתום**, or Mourner's *Kaddish*, is traditionally recited at the conclusion of every service after the **עלינו**. The custom is for those who have lost a parent to recite the Mourner's *Kaddish* for eleven months or for a full year.

Find out the reason behind this custom and write it here (hint: ask your rabbi, cantor, or educator):

The answer will depend on the customs of your congregation.

In many congregations, everyone in the congregation stands with the mourners to express solidarity with them. However, in other congregations, the custom is that only the mourners stand.

Find out the custom in your congregation and write it here:

The answer will depend on the customs of your congregation.





ANSWERS TO: VOCABULARY אוצר מילים

ד"ר רחל
אוצר מילים
Activity 1, Answers

Vocabulary

Use your **מלון** and prayer sheet to:

1. Fill in missing words (English or Hebrew).
2. Add the words to your **מלון**.

do, make	עשה
peace	שלום
he	הוא
upon us	עלינו
and on	ועל
all	כל



Roots

Using your prayer sheet, find the required number of words with each root. Write them in the spaces.

say **אמר**
1. **ואמר** 2. **באמרו**

praise **שבח**
1. **וישבחו**

sanctify, make holy **קדש**
1. **ויקדשו**

rule **מלך**
1. **וימליך**

bless **ברך**
1. **יתברך** 2. **מברך** 3. **ברוך**






ANSWERS TO: THREE-COLUMN MATCHUP

As you learned in the introduction, most of the קדיש is written not in Hebrew, but rather in Aramaic.

Exception: one line of the קדיש יתום is written in Hebrew. Write the first three Hebrew words of that line here: עֲשֵׂה שְׁלוֹם בְּמִרוֹמָיו



English	Heb
soon	
songs	
that, who	
much, great	
in our days	
blessings	
peace	
in our life	
in the world	
name	



Many Aramaic words end with a certain letter. Often, we can recognize that a text is written in Aramaic because we find many words that end in this letter within the text. Looking at the chart above, what do you think is this letter? א

Match up the Aramaic words below from the קריש with their Hebrew equivalent. Then use your מלון to find the English translation. The first one is done for you.

Hint: Most of the Aramaic words look and sound very similar to their Hebrew equivalents.

Hebrew	Aramaic
שירים	שמה
בתינו	רבא
שם	בעלמא
בעולם	ד
רבה	שלמא
שלום	בתיכון
ברכות	וביומיכון
קרוב	ברכתא
ש	קריב
במינו	ושירתא





ANSWERS TO: THE REFLEXIVE FORM

Read through the קדִישׁ and fill in all the examples of the third person reflexive form in the chart below. You should find ten examples in the prayer. Then write the שֶׁנֶשׁ in the next column. The first one is done for you.

שֶׁנֶשׁ	Verb Form
גִּדְּלֵה	1. יִתְגַּדֵּל
קִדְּשׁ	2. יִתְקַדֵּשׁ
בִּרְכֵה	3. יִתְבָּרַךְ
שִׁבְּחֵה	4. יִשְׁתַּבַּח
פִּאֲדֵה	5. יִתְפַּאֵר
רִמֵּם	6. יִתְרוֹמֵם
נִשְׂאֵה	7. יִתְנַשֵּׂא
הִדְדֵה	8. יִתְהַדָּד
עֲלֵה	9. יִתְעַלֶּה
הִלֵּל	10. יִתְהַלָּל





ANSWERS TO: PREFIX POWER

- The prefix **ל** means _____ and _____.
 - It can show up with a *sh'va* vowel like this **ל**. Find the eighteen words with that prefix. **Circle** them in green.
 - This prefix also shows up as **ל**. **Circle** those four examples in purple.
- In Aramaic, the prefix **ל** is the same as the prefix **ל** in Hebrew, which means that or who.
 - Find the three words in the prayer with the prefix **ל**, and **circle** them in red.

11. לְעֵלָא מִן־כָּל־בְּרַכְתָּא וְשִׁירְתָּא.

12. תְּשַׁבַּחְתָּא וְנַחֲמַתָּא דְאִמְרִין

בְּעֵלְמָא.

13. וְאִמְרוּ: אָמֵן.

14. יְהֵא שְׁלָמָא רַבָּא מִן־שְׁמַיָּא.

15. וְחַיִּים (טוֹבִים) עֲלֵינוּ וְעַל־כָּל־

יִשְׂרָאֵל.

16. וְאִמְרוּ: אָמֵן.

17. עֲשֵׂה שְׁלוֹם בְּמִרוֹמֵינוּ.

18. הוּא יַעֲשֵׂה שְׁלוֹם עֲלֵינוּ.

19. וְעַל כָּל־יִשְׂרָאֵל. וְאִמְרוּ: אָמֵן.

1. יִתְגַּדֵּל וְיִתְקַדֵּשׁ שְׁמֵהּ רַבָּא

2. בְּעֵלְמָא דִּי־בְרָא כְרַעוּתָהּ.

3. וְיִמְלִיךְ מַלְכוּתָהּ בְּחַיִּיכוֹן

וּבְיִמְיִכוֹן

4. וּבְחַיֵּי דְכָל־בֵּית יִשְׂרָאֵל.

5. בְּעֵגְלָא וּבְזֶמֶן קָרִיב. וְאִמְרוּ: אָמֵן.

6. יְהֵא שְׁמֵהּ רַבָּא מְבָרַךְ

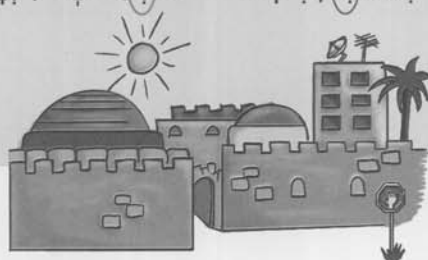
7. לְעָלְמָא וְלְעָלְמֵי עָלְמַיָּא.

8. יִתְבָּרַךְ וְיִשְׁתַּבַּח, וְיִתְפָּאֵר

9. וְיִתְרוֹמֵם וְיִתְנַשֵּׂא, וְיִתְהַדָּר

10. וְיִתְעַלֶּה וְיִתְהַלָּל שְׁמֵהּ דְקֻדְשָׁא.

בְּרִיךְ הוּא.





ANSWERS TO: THE COMFORT OF THE קדיש יתום

As we learned in the introduction, we say the קדיש in memory of a loved one who has died. Read over the words of the קדיש יתום in English. In your own words, list two main themes of the prayer:

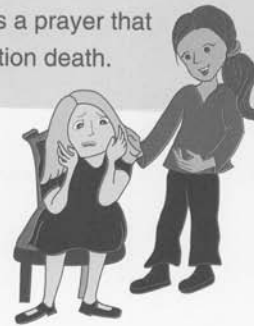
1. We praise God's greatness.
2. We pray for peace.

Important question: Do either of those themes have to do with death? No

This is a very important aspect of the קדיש יתום: although it is a prayer that is recited in memory of someone we have lost, it does not mention death.

Why doesn't the קדיש יתום mention death? Here are some possible answers:

- ☆ When we lose a loved one, we're sad, but we may not want to be reminded that we're so sad. So the קדיש יתום does not mention death specifically.
- ☆ When we lose a loved one, we don't know what to do or how to properly express that sadness. Reciting the קדיש יתום gives us an action that we can do to express our sadness.
- ☆ When we are sad, we often feel less connected to God. The קדיש יתום is a prayer that reminds us of our faith in God just when we might have the most trouble feeling it.



Why might it be comforting to praise God when we experience loss? The answer is up to you, but here is one idea: When someone dies, it is important to remember that God is there for us, even when this is hard to feel.



ACTIVITY 1 CONTINUES ON NEXT PAGE



Do you think the קדיש יתום helps mourners feel better? How? _____

Yes, by doing something. Also by being with other people, and being able to
stand up and let other people know that they are mourning.

Besides reciting the קדיש יתום, what else can we do to express our sadness and honor a beloved family member who has died? Some ideas: give
tzedakah in this person's memory, live in a way that would make this person
proud, complete a project that was important to them, go to a place that we
shared together, tell other people about this person and how special they
were.





ANSWERS TO: WHEN DO WE SAY קדיש יתום

דבר 17
Words about Prayer
דבר תפילה
Activity 2, Answers

You have just considered *why* we say the קדיש יתום. But *when* do we say it? Here is an explanation of the connection between the קדיש יתום and mourning times:

It is a *mitzvah* for mourners to recite the *Kaddish* in memory of the dead at home services during *shivah* [the first seven days after the funeral] and in synagogue thereafter. If there are no daily services in the vicinity, mourners may recite *Kaddish* at home or privately. For a parent, one says *Kaddish* for a full year; for other relatives, one recites *Kaddish* until the end of *sheloshim* [the first thirty days after the funeral]. The *mitzvah* is incumbent upon the mourners themselves and is not fulfilled by engaging someone else to recite *Kaddish* in one's place.

(From Mark Washofsky, *Jewish Living: A Guide to Contemporary Reform Practice* [New York: UAHC Press, 2001], 199)



Use the information in the paragraph above to answer the following questions:

When should mourners recite קדיש יתום at home? First 7 days after the funeral

When should mourners recite קדיש יתום in the synagogue? After the first 7 days

What should mourners do if there are no daily services close to home? Recite the קדיש at home.

How long does one say קדיש יתום for a relative other than a parent? 30 days

How long does one say קדיש יתום for a parent? 1 year

Can we hire someone to say קדיש יתום for us? In your opinion, what is the purpose of this rule? No! We have to do it ourselves; no one can do it for us.



ACTIVITY 2 CONTINUES ON NEXT PAGE

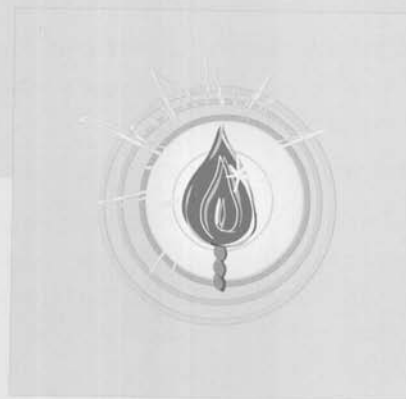


There are other times that we recite the קדיש יתום. Each year, on the anniversary of a death, we say קדיש יתום and light a *yahrzeit* candle, which burns for twenty-four hours. Also, during the *Yizkor* (remembrance) service, which is recited on Yom Kippur, the last day of Passover, Shavuot, and Sh'mini Atzeret/Simchat Torah, we recite the קדיש יתום.

Have you ever seen anyone in your family observing these customs?

Describe what he or she did. The answer is up to you.

Find out when the קדיש יתום is recited in your synagogue and who says it during those times. The answer depended on the customs in your synagogue.





ANSWERS TO: ALL ABOUT THE *MINYAN*

17 תשובות
Words about Prayer
דברי תפילה
Activity 3, Answers

Minyan comes from the Hebrew root that means "to count."

A *minyan* is a group of:

- ten or more
- Jewish men and women*
- praying together.

* Note that traditionally only Jewish men were counted in a *minyan*, as the story below indicates. However, many Jewish communities today now count women in a *minyan* as well.



Traditionally, a *minyan* was **required** to say certain prayers such as the קדיש תום.

Why is a *minyan* important? The following talmudic story gives one perspective:

Once Rabbi Yitzchak, a third-century Palestinian teacher, asked his Babylonian friend, Rav Nachman, why he had failed to come to the synagogue to pray.

"I couldn't," he responded.

"So you should have gathered ten men on your own to pray," scolded Rabbi Yitzchak.

"It was too much trouble."

"Well at least," needled Rabbi Yitzchak, "you should have had a synagogue official come to inform you when exactly the congregation would be praying [so that you might pray at the same time]."

At which point Rav Nachman protested, "What's this all about?"

"We have a tradition," asserted Rabbi Yitzchak, "that goes back to Rabbi Shimon ben Yochai [in the early second century] that this is the intent of the verse, 'As for me, may my prayer come to You, *Adonai*, at a favorable moment' [Psalm 69:14]. And what indeed constitutes that 'favorable moment'? It is when the congregation is absorbed in prayer."

—*Babylonian Talmud*, B'rachot 7b–8a



ACTIVITY 3 CONTINUES ON NEXT PAGE



In the story Rabbi Yitzchak encourages Rav Nachman to do three things. List them below:

1. Come to the synagogue to pray.
2. Gather ten men on his own.
3. Find out what time the service was happening, and pray at the same time.

Rabbi Yitzchak tells his friend that God will accept our prayers at a "favorable moment." According to the story, what is happening at this favorable moment?

God hears our prayers.

According to the story, what is the advantage of a *minyan*? _____

God is more likely to hear prayers.

Based on what you know about reciting the קדיש יתום, list at least two other benefits of a *minyan*: We come together as a community. We can
comfort mourners.



Teacher's Guide

Ramah 18

קריאת התורה

In this *ramah*, which introduces the Torah service, there is a lot to read. Teachers should have weaker students concentrate on what is important to their congregation. It is also important to note that congregations have different customs related to the Torah service. For this reason, none of the prayers or songs done during the *hakafah* are included, as there is such a range of norms from congregation to congregation. There was also an attempt to not make this *ramah* unreasonably long.

The main theme of this *ramah* is the “giving of the Torah.” This idea is explored throughout the different activities in the *ramah*. In addition to the liturgy, students will also be exposed to the unique choreography of the Torah service. Again, this can vary from congregation to congregation.

Objectives

The students will be able to:

1. Read selected parts of קריאת התורה with no more than ten errors.
2. Chant selected parts of קריאת התורה fluently alone or with a friend. (Each school should chose which sections they want their students to chant.)
3. Find the words that contain and translate the roots ג-ד-ל (new), מ-ל-כ, נ-ת-נ, ק-ד-ש (review).
4. Find and translate words with the prefixes ה, ב, ו, and י.
5. Identify occurrences of the suffixes ו and נ, and the feminine possessive ה suffix, which occurs in עץ חיים.
6. Find and translate in context the preposition כי.
7. Survey Jewish ideologies regarding what it means that “God gave the Torah at Sinai” and what “revelation” means.
8. Explore the different ways we use the word “Torah,” and apply those definitions to verses from קריאת התורה.
9. Examine the way the Torah service is composed of many pieces of biblical texts.
10. Analyze why it is important for us to read the Torah during public worship.

11. Practice the choreography on the *bimah* and for the congregation at their synagogue for removing the Torah from the ark, lifting after reading, and returning it.
12. Artistically express the varied images that different names for the Torah evoke.

Additional Supplies

הַקְדָּמָה Activity 1: a *Tanach* with Hebrew and English translation

קְרִיאָה Activity 4: the *siddur* that your congregation uses

תַּפְּלָה דְּבִרֵּי Activity 4: colored pens or pencils

Flashcards

Teachers can copy pages 65–72 on card stock for each student.

- **If your students are keeping a flashcard מִלּוֹן**, they will use the cards in each רָמָה to build a מִלּוֹן. (See page 12 of Teacher’s Guide Introduction to *Mitkadem* under “Student Materials: *Milon*” for description.) You may notice that you begin to get duplicate words, because רָמוֹת sometimes repeat vocabulary. This is intentional, since each school has the option of choosing which רָמוֹת to cover. What may be a duplicate for one school will be a first-time vocabulary word for another. Just advise your students to discard any flashcards that are duplicates.
- **If your students are keeping a *machberet milon***, they can use the pages as flashcards to review and drill vocabulary.

Cut apart the words

כְּמוֹ

אֵין

מַעֲשֵׂה

כָּל, הַכֹּל

דֹּר,
דֹּרוֹת

עֲמוֹ

רַחֲמִים

אֵב

Cut apart the words

there is
none

like

all,
everything

deed

his people

generation,
generations

father

compassion

Cut apart the words

כִּי

יְרוּשָׁלַיִם

דְּבַר

צִיּוֹן

אֲשֶׁר

זֹאת

לְקַח

בְּנֵי

Cut apart the words

Jerusalem

because,
so, for

Zion

word

this is

that

children

instruction

Cut apart the words

חַיִּים

עֵץ

יָד

אֶרֶץ

Root

ה-ל-ל

שָׁמַיִם

Root

מ-ל-כ

Root

ג-ד-ל

Cut apart the words

tree

life

land

hand

sky,
heavens

Root

praise

Root

declare
greatness

Root

rule,
reign

Cut apart the words

Root

שׁ-י-מ

Root

נ-ת-נ

Prefix

ה...

Prefix

ו... or ו...

Suffix

נ

Prefix

ב...

Suffix

ו

Suffix

ה

Cut apart the words

Root

give

Root

put, place

Prefix

and

Prefix

the

Prefix

in

Suffix

our, us

Suffix

feminine
possessive,
plural

Suffix

his

Student _____ Date _____

מבֿחַן קריאת התורה Ramah 18

1. The Torah service is often compared to an important event that occurred in the Book of Exodus. What is that event?

2. Name three similarities between the Torah service and the important event in question 1.

a) _____

b) _____

c) _____

3. Put the events of the Torah service, listed below, in order from 1–8.

_____ The ark is closed.

_____ Prayer leader marches around the congregation with the Torah. The congregation sings. It is customary to kiss the Torah when it comes close.

_____ Congregation stands, the ark is opened, and the Torah is taken out.

_____ After moving around the congregation, we read from the Torah.

_____ The Torah is put back in the ark.

_____ Prayer leader faces the ark, bows, and recites a verse.

_____ After the Torah reading, the Torah is lifted and a verse is recited. Then, the Torah is rolled and dressed.

_____ Prayer leader holds the Torah, faces the congregation, and recites some verses.

4. Fill in the definitions for the words below:

_____ 1. עֵץ

_____ 2. יְרוּשָׁלַיִם

_____ 3. שָׁמַיִם

_____ 4. תּוֹרָה

_____ 5. מֶלֶךְ

_____ 6. מוֹשֶׁה

_____ 7. יָד
 _____ 8. אֶרֶץ

USE THE COPY OF THE PRAYERS ON PAGES 75–76 TO ANSWER QUESTIONS 5–7.

5. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
		ה-ל-ל
		נ-ת-נ
		ג-ד-ל

6. Find two words that have the prefix that means “the.” Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

7. Find two words that end with the *feminine possessive form*. Write them below, and **translate the entire word**.

Word _____ Translation _____

Word _____ Translation _____

8. List three different meanings of the word “Torah.”

a) _____

b) _____

c) _____

9. List three reasons why Torah is called a “tree of life.”

a) _____

b) _____

c) _____

קריאת התורה

אין כמורך באֱלֹהִים אֲדֹנִי וְאֵין כַּמַּעֲשִׂיךְ.
מִלְכוּתְךָ מִלְכוּת כָּל-עֲלָמִים,
וּמִמְשָׁלְתְּךָ בְּכָל-דֶּר וְדָר.
יְיָ מֶלֶךְ, יְיָ מֶלֶךְ, יְיָ יִמְלֹךְ לְעֹלָם וָעֶד.
יְיָ עֹז לְעַמּוֹ יִתֵּן, יְיָ יְבָרֵךְ אֶת עַמּוֹ בְּשָׁלוֹם.

אב הַרְחָמִים, הִיטִיבָה בְּרָצוֹנְךָ אֶת צִיּוֹן,
תִּבְנֶה חוֹמוֹת יְרוּשָׁלָּיִם.
כִּי בָךְ לִבִּד בְּטַחְנוּ,
מֶלֶךְ אֵל רַם וְנִשְׂא, אֲדוֹן עוֹלָמִים.

כִּי מִצִּיּוֹן תֵּצֵא תוֹרָה,
וּדְבַר-יְיָ מִירוּשָׁלָּיִם.
בְּרוּךְ שָׁנַתְךָ תוֹרָה לְעַמּוֹ יִשְׂרָאֵל בְּקִדְשָׁתוֹ.

שִׁמְעַ יִשְׂרָאֵל, יְיָ אֱלֹהֵינוּ, יְיָ אֶחָד.
אֶחָד אֱלֹהֵינוּ, גָּדוֹל אֲדוֹנֵנוּ, קְדוֹשׁ שְׁמוֹ.
גָּדְלוֹ לֵי אֱתִי, וְנִרְוֹמָמָה שְׁמוֹ יִחְדּוּ.

הגבהה

וזאת התורה אֲשֶׁר שָׂם מֹשֶׁה
לִפְנֵי בְנֵי יִשְׂרָאֵל, עַל-פִּי יְיָ בֶּיֶד-מֹשֶׁה.

חֲזֶרֶת הַתּוֹרָה

יְהִלְלוּ אֶת שֵׁם יי, כִּי נִשְׁגָּב שְׁמוֹ לְבָדּוֹ.
הוֹדוּ עַל אֶרֶץ וְשָׁמַיִם. וַיָּרֶם קֶרֶן לְעַמּוֹ,
תְּהַלֵּה לְכָל-חֲסִידָיו,
לְבָנֵי יִשְׂרָאֵל עַם-קְרוֹבּוֹ. הִלְלוּ-יְהוָה!

כִּי לָקַח טוֹב נָתַתִּי לָכֶם,
תּוֹרַתִּי אֶל תַּעֲזָבוּ.
עֵץ חַיִּים הִיא לַמַּחְזִיקִים בָּהּ,
וְתַמְכֶּיהָ מֵאֲשֶׁר. דְּרָכֶיהָ דְרָכֵי נֶעֱם,
וְכָל-נְתִיבוֹתֶיהָ שְׁלוֹם.
הַשִּׁיבֵנוּ יי אֱלֹהֵינוּ וְנִשְׁוֹבָה, חֲדָשׁ יַמֵּינוּ כְּקֶדֶם.

מבָּחַן קְרִיאַת הַתּוֹרָה Ramah 18

1. The Torah service is often compared to an important event that occurred in the Book of Exodus. What is that event?

Giving of the Torah on Mount Sinai

2. Name three similarities between the Torah service and the important event in question 1.
- We prepare to receive the Torah (by reciting special prayers).
 - We rise. The Torah is taken out and usually held above the congregation so that everyone can see it.
 - A prayer leader leads the congregation in prayers over the Torah.
 - We respond together to the prayers for the Torah.
 - We read out loud from the Torah so that everyone can hear the words.

3. Put the events of the Torah service, listed below, in order from 1–8.

- 8 The ark is closed.
- 4 Prayer leader marches around the congregation with the Torah. The congregation sings. It is customary to kiss the Torah when it comes close.
- 1 Congregation stands, the ark is opened, and the Torah is taken out.
- 5 After moving around the congregation, we read from the Torah.
- 7 The Torah is put back in the ark.
- 3 Prayer leader faces the ark, bows, and recites a verse.
- 6 After the Torah reading, the Torah is lifted and a verse is recited. Then, the Torah is rolled and dressed.
- 2 Prayer leader holds the Torah, faces the congregation, and recites some verses.

4. Fill in the definitions for the words below:

<u>tree</u>	1. עֵץ
<u>Jerusalem</u>	2. יְרוּשָׁלַיִם
<u>sky, heavens</u>	3. שָׁמַיִם
<u>the Torah</u>	4. הַתּוֹרָה
<u>king, ruler</u>	5. מֶלֶךְ

Moses	6. מֹשֶׁה
hand	7. יָד
land	8. אֶרֶץ

USE THE COPY OF THE PRAYERS ON PAGES 75–76 TO ANSWER QUESTIONS 5–7.

5. Find words in the prayers with these roots, and fill in the chart.

Word in the Prayer	Meaning of the Root	Root
יְהַלְלוּ הַלְלוּ-יְה	let them praise praise God/halleluyah!	ה-ל-ל
שָׁנְתָן יִתֵּן נָתַתִּי	who gives he will give I gave	נ-ת-נ
גִּדְלוּ	declare the greatness	ג-ד-ל

6. Find two words that have the prefix that means “the.” Write them below, and **translate the entire word**.

Word הַתּוֹרָה Translation the Torah
 Word הַרְחֲמִים Translation the compassion

7. Find two words that end with the *feminine possessive form*. Write them below, and **translate the entire word**.

Word נְתִיבוֹתֶיהָ Translation her paths
 Word דְּרָכֶיהָ Translation her ways
 Word וְתַמְכֶיהָ Translation and her supporters

8. List three different meanings of the word “Torah.”

- Five Books of Moses
- Actual scroll we read from
- All of Jewish learning

9. List three reasons why Torah is called a “tree of life.”

Some possible answers: it sustains us, keeps us together as a community, is a
guide for how to be in the world, connects us to tradition.



ANSWERS TO: THE STORY OF THE TORAH SERVICE

Check each of the parts of the Torah service, listed below, that are similar to the story of receiving the Torah on Mount Sinai:

- ☒ We prepare to receive the Torah (by reciting special prayers).
- ☒ We rise. The Torah is taken out and usually held above the congregation so that everyone can see it.
- ☒ A prayer leader leads the congregation in prayers over the Torah.
- ☐ We march around the congregation with the Torah, and some people kiss the Torah.
- ☒ We respond together to the prayers for the Torah.
- ☒ We read out loud from the Torah so that everyone can hear the words.

Name two similarities between Ezra's reading of the Torah and the description of the Torah service above: (Any of the following answers are acceptable.)

1. 1. Ezra stands above the people; we hold the Torah above the congregation.
2. 2. The people stood up; so do we.
3. 3. Ezra read the Torah, so do we.
4. 4. The meaning of the words was important; it's important for us also.

According to the passage above, what are three purposes of reading Torah as a congregation?

To hear it, to learn, to feel awe for God, to observe the words of Torah.

Why is a public Torah reading especially important for the younger generation?

The Torah is read out loud so that children, who may not be familiar with the Torah, may hear and listen and feel awe for God.

Now that you understand where the Torah service comes from and why we enact it, the next activity will look at the actual verses of the service.



ANSWERS TO: VERSES OF THE TORAH SERVICE

רמ"ח: 18
Introduction
Activity 2, Answers

The Torah service is made up of many verses from the Bible strung together. Use your *Tanach* to look up the biblical verses listed below, and match them up with the different sections of the Torah service.

Verses: Exodus 15:18, Numbers 9:23, Deuteronomy 4:44, Deuteronomy 6:4, Isaiah 2:3, Micah 4:2, Psalm 29:11, Psalm 34:4, Psalm 51:20, Psalm 86:8, Psalm 145:13, Proverbs 3:17-18, Proverbs 4:2, Lamentations 5:21

Taking Out the Torah

- | | | |
|--|--------------------------|---|
| 1. There are no gods that compare to You, <i>Adonai</i> , and there are no deeds like Yours. | Psalm 86:8 | 1. אין כמוך באלהים
אדני, ואין כמעשיך. |
| 2. Your realm pervades all worlds,
3. and Your dominion endures from generation to generation. | Psalm 145:13 | 2. מלכותך מלכות כל-עלמים,
3. וממשלתך בכל-דור ודור. |
| 4. <i>Adonai</i> rules, <i>Adonai</i> has ruled,
<i>Adonai</i> will rule forever. | Exodus 15:18 | 4. יי מלך, יי מלך,
יי ימלך לעלם ועד. |
| 5. <i>Adonai</i> will give strength to God's (His) people,
may <i>Adonai</i> bless God's (His) people with peace. | Psalm 29:11 | 5. יי עז לעמו יתן,
יי יברך את עמו בשלום. |
| 6. Father of compassion, let Your goodness be a blessing to Zion,
7. let the walls of Jerusalem be rebuilt. | Psalm 51:20 | 6. אב הרחמים, היטיבה
ברצונך את ציון,
7. תבנה חומות ירושלים. |
| 8. For in You alone do we trust,
9. God, high and exalted,
Ruler of worlds. | | 8. כי כה לבד בטחנו,
9. מלך אל רם ונשא,
אדון עולמים. |
| 10. For from out of Zion will come the Torah,
11. And the word of <i>Adonai</i> from Jerusalem. | Isaiah 2:3,
Micha 4:2 | 10. כי מציון תצא תורה,
11. ודבר-יי מירושלים. |
| 12. Blessed is God who in holiness gave the Torah to God's (His) people Israel. | | 12. ברוך שנתן תורה לעמו
ישראל בקדשותו. |
| 13. Hear O Israel,
<i>Adonai</i> is our God, <i>Adonai</i> is One. | Deuteronomy 6:4 | 13. שמע ישראל,
יי אלהינו, יי אחד. |
| 14. Our God is One,
<i>Adonai</i> is great, holy is God's (His) Name. | | 14. אחד אלהינו,
גדול אדוננו, קדוש שמו. |
| 15. Declare the greatness of <i>Adonai</i> with me,
let us extol God's (His) Name together. | Psalm 34:4 | 15. גדלו ליי אתי, ונרוממה שמו יחדו. |
| 16. Let us declare the greatness of our God,
and give honor to the Torah. | | 16. הבו גדל לאלהינו, ותנו כבוד לתורה. |



ACTIVITY 2 CONTINUES ON NEXT PAGE



Verses: Exodus 15:18, Numbers 9:23, Deuteronomy 4:44, Deuteronomy 6:4, Isaiah 2:3, Micah 4:2, Psalm 29:11, Psalm 34:4, Psalm 51:20, Psalm 86:8, Psalm 145:13, Proverbs 3:17–18, Proverbs 4:2, Lamentations 5:21

Lifting the Torah

1. And this is the Torah that Moses put
2. before the Children of Israel, *Adonai's* word through the hand of Moses.

Deuteronomy
4:44,
Numbers
9:23

הגבהה

1. וזאת התורה אשר שם משה
2. לפני בני ישראל,
- על-פי יי ביד-משה.

Returning the Torah to the Ark

1. Let them praise the Name of *Adonai*, for God's (His) Name alone will be exalted!
2. God's majesty is above earth and heaven. And God is the strength of God's (His) people,
3. all the faithful ones will be praised,
4. the people Israel will be close to God. Halleluyah!

Proverbs 4:2

5. For I have given you a good instruction;
6. do not abandon My teaching.
7. She is a tree of life for those who hold fast to her,
8. and her supporters are content. Her ways are ways of pleasantness,
9. and all of her paths are peace.

Proverbs
3:17–18

10. Return us, *Adonai*, to You and we will return; renew our days as of old.

Lamentations
5:21

תזרת התורה

1. יהללו את שם יי,
- כי נשגב שמו לבדו.
2. הודו על ארץ ושמים.
3. וירם קרן לעמו.
4. תהלה לכל-חסידיהו,
- לבני ישראל עם-קרבו. תללי-יהו!
5. כי לקח טוב נתתי לכם,
- תורת אל תעזבו.
7. עץ חיים היא
- למתחזקים בה,
8. ותמכיה מאשר.
9. דרכיה דרכי נעים,
- וכל נתיבותיה שלום.
10. השיבנו יי אליה ונשובה,
- חדש ימינו כקדם.





ANSWERS TO: קריאת התורה CHOREOGRAPHY

The Torah service has many parts. Use your *siddur* to put the events of the Torah service in order, numbering them 1–8.



- 8 The ark is closed.
- 4 Prayer leader marches around the congregation with the Torah. The congregation sings the song below. It is customary to kiss the Torah when it comes close.
- 1 Congregation stands, ark is opened, and the Torah is taken out.
- 5 After moving around the congregation, we read from the Torah.
- 7 The Torah is put back in the ark.
- 3 Prayer leader faces the ark, bows, and recites the following verse:
- 6 After the Torah reading, the Torah is lifted and the verse below is recited. Then, the Torah is rolled and dressed.
- 2 Prayer leader holds the Torah, faces the congregation, and recites the following verses:

Note: Different congregations have slightly different traditions. Look at the prayer book that your congregation uses in order to figure out what your congregation's traditions are, ask the rabbi or cantor, or think about what you've seen at services. If you need to move one of the lines to reflect your congregation's practice, use an arrow to show where it should go.



ACTIVITY 4 CONTINUES ON NEXT PAGE



Now that you have put the parts of the Torah service in order:

1. Fill in the lines within the prayer, matching the numbers below to the numbers you filled in on the previous page (see #1 for an example).
Remember that some congregations have different customs.
2. Read the highlighted Hebrew phrases.

קריאת התורה

1. Congregation stands, ark is opened, and the Torah is taken out.

1. אין כְּמוֹד בְּאֱלֹהִים אֲדֹנֵי, וְאִין כְּמַעֲשֵׂיָהּ.

2. מְלָכוּתָהּ מְלָכוּת כָּל-עֲלָמִים,

3. וּמַמְשִׁלָתָהּ בְּכָל-דֹּד וְדוֹד.

4. יְיָ מֶלֶךְ, יְיָ מֶלֶךְ, יְיָ יִמְלֹךְ לְעֹלָם וָעֶד.

5. יְיָ עֹז לְעַמּוֹ יִתֵּן, יְיָ יִבְרַךְ אֶת עַמּוֹ בְּשָׁלוֹם.

6. אֲב הֶרְחַמְתָּם, הִיטִיבָה בְּרָצוֹנָהּ אֶת צִיּוֹן,

7. תִּבְנֶה חוֹמוֹת יְרוּשָׁלָּיִם.

8. כִּי בָהּ לְבַד בְּטַחְנוּ,

9. מֶלֶךְ אֵל רַם וְנֹשֵׂא, אֲדוֹן עוֹלָמִים.



2. Prayer leader holds the Torah, faces the congregation, and recites the following verses:

10. כִּי מִצִּיּוֹן תֵּצֵא תוֹרָה,

11. וְדִבַּר יְיָ מִירוּשָׁלָּיִם.

12. בְּרוּךְ שֶׁנָּתַן תוֹרָה לְעַמּוֹ יִשְׂרָאֵל בְּקִדְשָׁתוֹ.

13. שְׁמַע יִשְׂרָאֵל, יְיָ אֱלֹהֵינוּ, יְיָ אֶחָד.

14. אֶחָד אֱלֹהֵינוּ, גָּדוֹל אֲדוֹנֵנוּ, קְדוֹשׁ שְׁמוֹ.



3. Prayer leader faces the ark, bows, and recites the following verse:

15. גִּדְּלוּ לִי אֶתִּי, וְנִרְוַמְמָה שְׁמוֹ יִתְדוּ.

16. הָבוּ גִדְל לֵאלֹהֵינוּ, וְתִנּוּ כְבוֹד לַתּוֹרָה.



ACTIVITY 4 CONTINUES ON NEXT PAGE



4. Prayer leader marches around the congregation with the Torah. The congregation sings. It is customary to kiss the Torah when it comes close.
5. After moving around the congregation, we read from the Torah.
6. After the Torah reading, the Torah is lifted and the verse below is recited. Then, the Torah is rolled and dressed.



הגְּבֵהָה

1. וְזֹאת הַתּוֹרָה אֲשֶׁר שָׁם מֹשֶׁה
2. לִפְנֵי בְנֵי יִשְׂרָאֵל, עַל־פִּי יְיָ בְּיַד־מֹשֶׁה.



תּוֹרַת הַתּוֹרָה

1. יִתְּלֻהּ אֶת שֵׁם יְיָ, כִּי נִשְׁגָּב שְׁמוֹ לְבָדּוֹ.
2. הוֹדוּ עַל אֶרֶץ וּשְׁמַיִם. וַיֵּרָם קָרָן לְעַמּוֹ,
3. תְּהַלֶּה לְכָל־תַּחֲסִידָיו,
4. לְבְנֵי יִשְׂרָאֵל עִם־קָרְבוֹ. תִּלְלוּ־יָהּ!

7. The Torah is put back in the ark.



5. כִּי לָקַח טוֹב נָתַתִּי לָכֶם,
6. תּוֹרַתִּי אֵל תַּעֲזֹבוּ.
7. עֵץ חַיִּים הִיא לְמַחְזִיקִים בָּהּ,
8. וְתַמְכֶּיהָ מֵאֲשֶׁר. דְּרָכֶיהָ דְּרָכֵי נֹעַם,
9. וְכָל נְתִיבוֹתֶיהָ שְׁלוֹם.
10. הִשְׁיבֵנוּ יְיָ אֱלֹהֵינוּ וְנָשׁוּבָה, תִּדְּשׁ יְמֵינוּ כְּקֶדֶם.

8. The ark is closed.



ANSWERS TO: VOCABULARY אוצר מילים

Vocabulary

Use your **מלון** and prayer sheet to:

- Fill in missing words (English or Hebrew).
- Add the words to your **מלון**.

there is none	אין
like	כמו
deed	מעשה
all, everything	כל, הכל
generation, generations	דור, דורות
his people	עמו
father	אב
compassion	רחמים
Jerusalem	ירושלים
because, so, for	כי
Zion	ציון
word	דבר
this is	זאת
that	אשר
children	בני
instruction	לקח
tree	עץ
life	חיים



hand	יד
land	ארץ
sky, heavens	שמים



Roots

Using your prayer sheet, find the required number of words with each root. Write them in the spaces.

praise	הלל
1. יהללו	2. תלליה

declare greatness	גדל
1. גדלו	

Review Roots

rule, reign	מלכ	
1. מלך	2. מלך	3. ימלך

give	נָתַן	
1. שָׁנַתְּ	2. יָתַן	3. נָתַתִּי

put, place	שם
1. שם	



ACTIVITY 1 CONTINUES ON NEXT PAGE



Prefixes

Using your prayer sheet, find the required number of words with each prefix. Write them in the spaces.

- and ...ו or ...וּ
1. וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי
 2. וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי
 3. וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי וַיְהִי
- in ...ב
1. בְּיַד בְּשָׁלוֹם בְּכָל בְּאֵלֵהֶם
- the ...ה
1. הַרְחֵמֵם 2. הַתּוֹרָה

Suffixes

Using your prayer sheet, find the required number of words with each suffix. Write them in the spaces.

- our, us נוּ
1. יְמֵינוּ 2. אֲדוֹנֵנוּ 3. אֱלֹהֵינוּ 4. בְּטַחָנוּ
- his וּ
1. קָרְבוֹ 2. שְׁמוֹ 3. לְעַמּוֹ
- feminine possessive הָ
1. וַתְּמַכֶּיָּה 2. גְּתִיבֹתֶיהָ 3. דְּרָכֶיהָ



Phrases

Use your מָלוּן to fill in the missing English words.

- אֵין כְּמוֹךָ בְּאֵלֵהֶם אֲדֹנִי, וְאֵין כְּמַעֲשֶׂיךָ.
There are no gods that compare to You, Adonai, and there are no
deeds like Yours.
- כִּי מִצִּיּוֹן תֵּצֵא תּוֹרָה
For from out of Zion will come the Torah
- בְּרוּךְ שֶׁנָּתַן תּוֹרָה לְעַמּוֹ יִשְׂרָאֵל בְּקִדְשָׁתוֹ.
Blessed is God who in holiness gave the Torah to God's (His) people Israel.
- וְזֹאת הַתּוֹרָה אֲשֶׁר שָׂם מֹשֶׁה
And this is the Torah that Moses placed
- עֵץ חַיִּים הִיא
She is a tree of life



ANSWERS TO: THE PREPOSITION כִּי

The preposition כִּי appears a number of times in the Torah service, as seen in the examples below. Translate the lines below.

1. כִּי בַד לְבַד בְּטַחָנוּ

Translation: For In You alone do we trust

2. כִּי מִצִּיּוֹן תֵּצֵא תוֹרָה

Translation: For from out of Zion will come the Torah

3. כִּי נִשְׁגָּב שְׁמוֹ לְבַדּוֹ

Translation: For that God's (His) Name alone will be exalted

4. כִּי לָקַחְתִּי טוֹב לָכֶם

Translation: For I have given you a good instruction

Based on what you know now, what does כִּי mean? because, so, for





ANSWERS TO: PICTURE MATCHUP

The Torah service is filled with images. Match the correct word to each picture.



3



5



1



2



6



8



7



4

1. עץ
2. ירושלים
3. שמים
4. התורה
5. מלך
6. משה
7. יד
8. ארץ

דקה 18
Vocabulary
איך מקלים
Activity 3, Answers



ANSWERS TO: WHY READ TORAH?

18 דקות
Words about Prayer
דברי תפילה
Activity 3: Answers

Each time we read Torah, we are joining a chain of tradition that is thousands of years old. Everything else in the prayer service builds up to the Torah service; it is the high point of our worship as a community. But why have we continued to read Torah for thousands of years?

There are many answers to this question. The Jewish thinker Ahad Haam is quoted as saying, "More than Jews have kept Shabbat, Shabbat has kept the Jews." Many people would argue the same about Torah, if not more so!

In fact, there is another saying from Jewish tradition about Shabbat: "If it were not for the Torah, Israel would not be different from the other nations of the world!" (*Sifra* 112c).

Do you agree with this statement?

The answer is up to each student. One possible answer: Yes, I agree because
the Torah has determined the mitzvot we do and our unique belief system.

How does Torah make the Jews special?

It is our unique tradition.



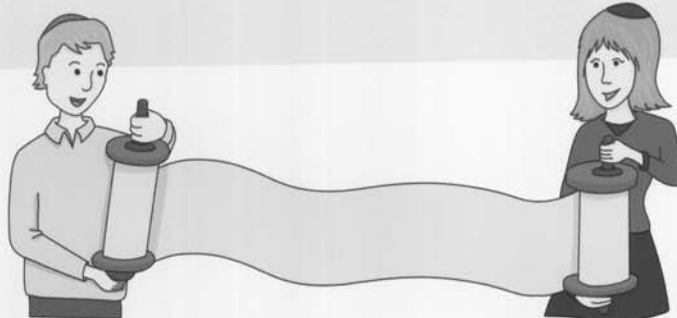
ACTIVITY 3 CONTINUES ON NEXT PAGE



ANSWERS TO: MATCH THEM UP

Use your מלון to help you match the English to the Hebrew from the Torah service.

- | | | |
|------------------|------------|----|
| 1. and this | לְעַמּוֹ | 7 |
| 2. the Torah | עַמּוֹ | 8 |
| 3. in peace | בְּשָׁלוֹם | 3 |
| 4. and the word | וְדָבָר | 4 |
| 5. to God | וְזֹאת | 1 |
| 6. in the hand | וּשְׁמַיִם | 9 |
| 7. to his people | וְכָל | 10 |
| 8. his people | בְּיָד | 6 |
| 9. and heavens | הַתּוֹרָה | 2 |
| 10. and all | לִי | 5 |





ANSWERS TO: RECEIVING THE TORAH

What do you think? What does revelation mean to you? Circle the sentences on the previous pages that you agree with. Below, write a few sentences about your understanding of the phrase "receiving Torah."

One possible answer: Whether the actual event of receiving the Torah at Sinai took place isn't so important. Instead, what is important is the relationship between people and God described in the story. The Torah was not necessarily written by God, but rather by people, and over time the stories acquired holiness as stories that are sacred to our people.



18:16
Words about Prayer
דברים
Activity 1, Answers

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ANSWERS TO: WHAT'S TORAH?

דבר 18
Words about Prayer
דברי תפילה
Activity 2, Answers

As you may have discovered, the word "Torah" has a few different meanings in Judaism.

Here are some possible definitions:

1. The Five Books of Moses
2. The actual scroll that we store in the ark and take out to read during the Torah service
3. All of Jewish learning—anything connected to studying a sacred text

Translate the verses below into English. Then indicate which of the above definitions of Torah apply to the verse.

כִּי מִצִּיּוֹן תֵּצֵא תוֹרָה, וְדְבַר-יְיָ מִירוּשָׁלַיִם.

For from out of Zion will come the Torah, and the word of *Adonai* from

Jerusalem. This relates to definition #1.

וְזֹאת הַתּוֹרָה אֲשֶׁר שָׂם מֹשֶׁה לִפְנֵי בְנֵי יִשְׂרָאֵל, עַל-פִּי יְיָ
בְיַד-מֹשֶׁה.

This is the Torah that Moses put before the Children of Israel, *Adonai*'s word through the hand of Moses. This relates to definition #2.

כִּי לָקַח טוֹב נָתַתִּי לָכֶם, תּוֹרָתִי אֵל תַּעֲזֹבוּ.

For I have given you a good instruction; do not abandon My teaching.

This relates to definition #3.





ANSWERS TO: FEMININE POSSESSIVE

Translate the following lines from the Torah service into English:

She is a tree of life for those who hold fast to her, עֵץ חַיִּים הִיא לַמַּחֲזִיקִים בָּהּ,

and her supporters are content. וְתַמְכֶּיהָ מְאֻשָּׁר.

Her ways are ways of pleasantness, דְּרָכֶיהָ דְּרָכֵי נֵעָם,

and all of her paths are peace. וְכָל נְתִיבוֹתֶיהָ שָׁלוֹם.

You may notice a word form that we haven't seen before. These words **end** with הָ.

This is a feminine possessive plural form. When we add הָ, the word means "her _____."

For example, the word תַּמְכִּים means "supporters."

The word וְתַמְכֶּיהָ means "and *her* supporters."



Fill in the table below:

Translation	Possessive Form in Hebrew
her paths	נְתִיבוֹתֶיהָ
her ways	דְּרָכֶיהָ



As the words of the Torah service tell us, Torah is sometimes called a “tree of life.” What does this mean? Here is a story that explains:

The Chasidic leader known as the Gerer Rebbe once related the following parable: A man fell from a boat into the sea. The captain of the boat threw him a rope and shouted: “Take hold of this rope, and do not let go. If you do, you will lose your life.”

“What is the meaning of this parable?” his students asked. The Gerer replied: “When we return the Torah to the ark, we say: ‘It is a tree of life to those who hold fast to it.’ If you let the Torah go, you will lose your life.”*



18 דבר
Words about Prayer
דבר תפילה
Activity 3, Answers

How does holding onto the Torah sustain us as individuals?

It can be a guide for how to act in the world. It brings us stories that help us better understand our own experiences as people. It reminds us of God's power in the world.

How does holding onto the Torah sustain us as a people?

We come together as a community and read Torah. This happens all around the world.

Do you think that holding onto the Torah helps us to stay alive? How?

Sometimes! Maybe we seek guidance from Torah. Maybe being with other Jews helps us.

Imagine: You are the Torah, sitting in the ark. What would you like to say to the Jews when they open the doors of the ark and lift you up?

One possible answer: Thanks for letting me out—it feels better to be close to you. Hey people! Pay attention! I have some wisdom to share...well, if you miss it this year, you can hear it next year. Respect me—I have been around for a very long time. I am holy because I represent the relationship between God and people—and each of you, by being here today, can be part of that relationship. I have something different for each one of you—it is up to you to open me up, turn me over, and listen to my words again and again. Don't be a stranger!

* Quoted from Harvey J. Fields, *B'chol L'avcha* (New York: UAHC Press, 2001), p. 175.

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