



PASSOVER ADVENTURE
A Study Guide by Fradle Freidenreich

Contents

-
- I. Notes on the Material**
 - II. Synopsis of the Videotape**
 - III. Key Words and Phrases**
 - IV. Concepts and Ideas**
 - V. Thoughts and Questions for Discussion**
 - VI. Activities**
 - VII. Additional Resources**
-

I. Notes on the Material

This 29-minute videotape, shot on location in Israel and the Sinai, is an entertaining and informative program for children (over 6) and adults. It centers on various aspects of the Passover holiday: history, symbols, rituals, and other issues of relevance to Jews today. We follow a modern odyssey that transfers us periodically to different times and different places.

This guide is intended for those who wish to enrich the viewing/learning experience, as a family, or as a group in formal or informal settings.

The group leader or teacher is urged to preview the videocassette and review the accompanying material carefully. If possible, refer to the background readings and references books listed, since this guide is not intended as a comprehensive sourcebook.

This video can be used in its entirety or in segments as a springboard for discussions about many topics, including, among others:

- Passover as a holiday
- the historical significance of freedom
- the significance of freedom for Jews now in oppressed lands
- sections of the Bible
- the Haggadah
- the symbols and rituals of Passover
- the geography of the Sinai Peninsula as it relates to the route of the Exodus
- some Passover mitzvot
- early Jewish history
- those elements of kibbutz lifestyle that embody important Passover values year round

Because of the above wide range of categories and the diversity they represent, the video can be shown well before, just prior to, during, or even after the holiday, depending on the intent to use it:

- to provide background information
- to teach facts and symbols
- to serve as a review
- to present possibilities for individual projects, etc.

Don't be afraid to try a variety of uses, e.g. leaving it continually play in the lobby of your building or making it available for home viewing.

Give careful consideration to the age-appropriateness of the activities, taking into account attention span, developmental characteristics and vocabulary level.

Note:

There are a number of scenes and issues (e.g., the kibbutz, Habad Hassidim) which, although presented as part of the video, are not central to Passover and (the specific goals of teaching the holiday).

A number of discussion questions and activities may include such references because they are referred to in the presentation, but the teacher/leader is advised that these should be dealt with in a supplemental manner rather than as an integral part of dealing with the holiday.

A Note on Transliteration

The following system is used throughout ai as in 'aisle' oi as in 'boil'

Vowels and Consonants for Special Notice ei as in veil a as in 'papa' (short) or 'father' (long) g
as in 'get'(hard 'g') e as in 'get' or 'the' (sheva) eh as in 'get' (used only at the end of a word)
i as in 'bit' (short) or 'machine' (long) u as in 'pull' (short) or 'rule' (long) o as in 'often'
kh as in Scottish 'loeh' or German 'ach' (representing the Hebrew letter khaf)
h as in Scottish 'loch' or German 'ach' (representing the Hebrew letter hei)

II. Synopsis

PASSOVER ADVENTURE relates the personal journey of an American-born Israeli reliving some portions of Jewish history.

The videotape follows Israeli actor Jonathan Segalle as he attempts to follow the route of the Exodus in order to celebrate Passover in a more active and exciting way.

We view a segment of "Jacob's Descent to Egypt" (from the Genesis Project) where Jacob meets with his son Joseph and the seeds of the Passover story are sown.

We witness how matzah is baked today in Israel, watch an *Aliyah L'Regel* (a pilgrimage to Jerusalem) and observe a seder being celebrated on a kibbutz in the Arava.

The program is accompanied by Passover music performed by Selah (formerly known as the Diaspora Yeshiva Band).

III. Key Words and Phrases

The following names, places, phrases, Passover expressions, symbols and concepts are introduced in the videotape. They should be reviewed and discussed as needed. Explanations are based on material from "The Passover Haggadah," edited by Nahum Glatzer.

Places

Beersheba
Egypt
Canaan
Goshen
Red Sea
Sinai (desert)
Mt. Sinai
Mediterranean Sea
Arava
Negev

Persons

Isaac
Jacob/Israel Joseph
Pharoah Moses

Passover Vocabulary

Aliyah L'Regel - Going up on foot. Literally, walking up (to Jerusalem). Passover is one of the three festivals where Jews made such pilgrimages. The other two are Sukkot and Shavuot.

Beitzah (egg) - Commemorating the festival offering made by the pilgrims to Jerusalem.

B'Khol dor vador - "In every generation..." The entire passage from the Haggadah reads: "In every generation, each person is required to view himself as if he personally came out of Egypt" The text is based on *Mishnah Pesachim* X:5. It is a passage of central importance: exodus and redemption are to be interpreted as a personal experience.

Book of Exodus (Shmot) Bread of Affliction Exodus

Fermentation

Freedom

Haggadah - Literally, narration of the Exodus story as recited at the Seder. Originally, a section within the prayerbook, later in 13th century Spain, made into a separate book.

Kneydlach (matzah balls)

Karpas - (greens, parsley, etc.) - the first vegetable to be dipped in salt water

L'Shanah Haba'ah B'Yerushalayim- next year in Jerusalem

Maror - bitter herbs (horseradish, endive, lettuce, etc.)

Matzah - wafer of unleavened bread

Plagues

Recline

Seder - Aramaic for "order" of the service; refers to the festival meal and home service.

Shmurah Matzah - Literally, "guarded matzah" This special handmade matzah is ritually supervised from the planting of the whole wheat grain through the baking of the wafer.

Slavery

V'higgadeta L'Vinkha - "And you shall tell our children" (of the Exodus from Egypt). Thus the story of the liberation was handed down from parent to child—each generation having to pass on the story to the next. This expression is the basis for the telling and retelling of the Passover story.

Wine

Z'roah - (shankbone) - symbolically representing the paschal lamb

Additional Vocabulary

Bedouin; Cloud of Smoke; Desert conservation; Eshel tree; Kneading; Leavening; Life-sustaining resources; Manna; Migrate; Mitzvah (commandment; good deed); Nomad; Oasis; Olivewood; Pillar of Fire; Quails; Spring Fever; Sukkah; Sukkot (temporary booth-like houses)

IV. Concepts and Ideas

The following concepts are referred to in the videotape:

1. "Doing" or performing a *mitzvah*, or *mitzvot*, especially the Passover *mitzvot* indicated in the videotape:
 - V'Higgadetah L'Vinkha*- ... By retelling your children out-loud the story of Passover, you are reliving the experience and transmitting this all-important story from generation to generation.
 - Aliyah L'Regel*- By participating in such a walking journey to Jerusalem, one is linked with our history and the mitzvah of *Shalosh Regalim* (walking to Jerusalem for the three Festivals).
 - L'Shana Haba'ah* -.This expression and song concludes the Haggadah and is the phrase chanted by Jews around the world and throughout time.. ."Next Year in Jerusalem."
2. "*B'Khol dor vador hayav adam lirot et atzmo ke'ilu hu yatzah mimitzrayim*" -
In every generation, each person must view himself as if he personally came out of Egypt. This important phrase from the Haggadah contemporizes for each generation, and personalizes for Jews everywhere the meaning of the story.
3. "And the children of Israel wandered in the desert for 40 years" This should be discussed after the text has been studied carefully (Numbers, 14:33). Read the entire chapter.
4. The exodus from Egypt ended a period of over 400 years of Jewish life in that country, only some of which was in bondage. The influences and customs of the host country and its people on the Jews is important to consider.
5. They became brick makers, pyramid builders and slaves, having been keepers of sheep and cattle.
6. Slavery and freedom. "Once we were slaves, now we are all free"
7. Good and evil. Punishment and reward.
8. Spring, rebirth and promise.
9. Ancient script; the importance of artifacts and archaeology; origins of writing; verification of history.
10. Customs and laws of Passover.
11. Wandering; nomadic life; migration.
12. The Seder: retelling the Haggadah; eating the special foods; performing the Seder customs. What all this means to modern Jews.
13. *Shmurah Matzah*, and what it represents.
14. Kibbutz living: values, new society, education of children

V. Thoughts and Questions for Discussion

The following questions and thoughts can be used in many different ways. Some are not particularly appropriate as phrased for younger children, yet the thoughts could be put into simpler language and still be used successfully.

If asked in a classroom setting, there might be an explanation of one kind; if discussed within a family multi-age level setting, the questions might be discussed differently. Determine which questions and language are suitable for your particular setting and age group.

1. What kind of "illness" is spring fever? Why does the narrator associate it with Passover?
2. Why does the narrator say that "reading the Haggadah to ourselves isn't enough... that the story must be told out loud?"
3. Why do you think the narrator says that there can be no hidden meanings or room for misinterpretation of such an important event?
4. There are many different forms of dress shown in the videotape. Describe some of those listed below and tell why such clothing is/was worn by that person(s). What significance do climate, tradition and custom play in the way people are dressed?

- Joseph
- Jacob and his sons
- a Hebrew slave
- American tourist
- Israeli hiker
- Habad Hassidim
- Kibbutz members

5. What is Matzah? Why do we eat it on Passover? Why is it called "the Bread of Affliction?" How is Matzah made and what conditions must prevail for the making of Passover Matzah? What is *Shmurah Matzah*? If you know any Hebrew, try and figure out where the word *shmura* comes from.
6. What do you think it was like to be a slave in Egypt? What do you know about the slaves that Jews had in Biblical times?

Note:

References and sources should be used for such a discussion. Participants need to have background knowledge in order to respond to such questions. For a complete, concise discussion of this topic, see Vol. 14 of the "Encyclopaedia Judaica," pp. 1656-9, and that article's bibliography, and the *Mishpatim* section of Exodus.

The "philosophy" of law and the attitude of Jew's towards slaves was always in the context of the injunction in Deuteronomy (5:15; 15:15; 16:12; 24:18) "...you shall remember that you were a bondsman in the land of Egypt"

After discussing "*B'khol Dor Vador*," have the group consider the concept of remembering that "it was we who were slaves. . .we who were strangers" and therefore we should not oppress a

stranger, for we know their feelings having ourselves been strangers in the land of Egypt.

Are there slaves today? Is there a difference in kinds of slavery?

7. What is meant in the video by "life-sustaining resources?" Can you name some? (Rocks for water conservation, quails, manna from the Eshel tree, etc.) What does the fact that the Bedouin call certain fruit "manna" tell you about people, history, the Bible? Do you recall something else mentioned in the video about a Bedouin legend that is reflected in the story of Passover?

8. What does the narrator use as his travel guide? (The Haggadah). Why does he use the Haggadah? What else besides a map might he use? (The Bible). Why might he use the Bible?

9. From the video, what can you tell about the climate, geography and topography of southern Israel and Egypt?

10. In the story of Joseph that we watched, we heard that Pharaoh had sent wagons to Canaan to bring Jacob and his family to Egypt. Later, Pharaoh settled these Jews in Goshen, the best of the land. What does that tell us about that particular Pharaoh and his relationship to Joseph and the Jews? Contrast that with the Pharaoh of Moses' time.

11. What is the significance of the generation that grew up while wandering in the desert? Would you say that the 40-year wandering period had any good points to it? This is another complex issue about which there are many differences of opinion. The teacher/leader should be prepared with sources and commentaries for such an informed discussion. (See "The Encyclopaedia Judaica" and Riskin's "The Passover Haggadah")

12. Why does the narrator wish he could see a "pillar of fire" or a "cloud of smoke"? Why do you think he used these particular expressions instead of road signs or a map?

13. What symbol of a holiday, other than Passover, is shown in the film? (Sukkot). What is the connection between this other holiday symbol and the story of Passover?

14. What is there about the life of the Bedouin today that is similar to that of the Jews when they left Egypt?

15. According to the leader of the Seder on the kibbutz, why is Passover's essential theme of freedom hard for present-day North Americans to understand? Do you think the message is an important one for us today?

16. From the brief segment on the kibbutz, can you get a feeling about life on such a place? What activities and places can you describe?

17. Name the Passover symbols described in the video and what they stand for.

18. Why do you think the film ends with the mitzvah of saying/singing *L'Shanah Haba'ah B' Yerushalayim*?

19. What are some experiences about Passover that you can share with others which describe the "flavor" of the holiday?

VI. Activities

These activities are suggested for children in classes and groups or families. Please select those most appropriate to the suitable age and grouping involved.

1. Map Study

a. Look at a map of the Middle East and/or Israel. Find the following places and put a colored pin or piece of yarn on the appropriate site.

- Israel
- Egypt
- Sinai
- Beersheba
- Arava
- Keturah

b. If you can get a map of the Middle East of Biblical times, locate Goshen and Canaan as well.

Try and trace routes for the Israelites:

- from Beersheba to Egypt
- from Egypt to the Promised Land

2. Draw and/or cut out symbols of spring and Passover. Put them together for a poster to be displayed. You can make this three dimensional by using art objects (paper plates, cups, flowers) as well as drawn items. The poster can be a collage, done individually or in groups.

3. Make a diorama of any scene from the videotape. You can use all kinds of things to help: pipe cleaners, clay, crayons, scissors, colored paper, yarn, cellophane, modeling clay, cotton, wire, tongue depressors, stones, etc. You can make a diorama of any size—from a small shoe box to a large appliance carton.

4. Prepare a radio script on the meaning of freedom: persons from history (e.g. Moses, Pharaoh) will be "interviewed" according to a predetermined list of questions. Tape record appropriate music for the background.

5. Prepare a newspaper from the time of Joseph or Moses. (Include feature articles, news headlines and stories, the weather, etc.) You will probably have to do research in order to have the reporting as accurate as possible.

6. Prepare some Passover foods. You can find recipes in the cookbooks listed in the last section of this guide (Additional Resources).

7. Write the following words and expressions in Hebrew. Use a dictionary and/or Haggadah and/or Bible for help.

- | | |
|------------------|-------------------------------|
| — <i>Israel</i> | — <i>Pharoah</i> |
| — <i>Pesah</i> | — <i>Sinai</i> |
| — <i>Matzah</i> | — <i>B'Khol dor vador</i> |
| — <i>Z'roah</i> | — <i>V'higgadeta L'vinkha</i> |
| — <i>Beitzah</i> | — <i>Karpas</i> |
| — <i>Maror</i> | — <i>L'Shana Haba'ah</i> |

8. Look at a Haggadah and locate the following important words and phrases. Figure out the Hebrew root and other words related to that root (e.g. *Haggadah-l'haggid, maggid, aggadah*, etc.).

- | | |
|------------------|---|
| — <i>Shmurah</i> | — <i>Lahma</i> (as in the Aramaic <i>Ha Lahma Anyah</i>) |
| — <i>Kiddush</i> | — <i>Maggid</i> |
| — <i>Brakha</i> | — <i>Avadim</i> |
| — <i>Urhatz</i> | — <i>Amdah may</i> (as in <i>V'hee She'amdah</i>) |
| | — <i>Hallel</i> |

*9. Before viewing the videotape, make a chart like the one below. Write down everything you associate with Passover, alone, or with other students or family members.

Name/Item	Event	Custom (if any)	Idea or Concept

After viewing the videotape, add new items to the chart. Compare you list with the lists of other class/ groups or family members.

10. Freedom and slavery mean many things to different people, (e.g. "a slave to your job," "freedom of the press;" etc.) Make a list of the various types of freedom and slavery and what they mean to you.

11. Read the paragraph in the Haggadah that begins, “*B'khol dor vador...*” Have someone make certain it is letter perfect. Then read it with deliberate mistakes to the class/group. See how many errors can be detected. This exercise can also be done in writing.

12. Write a "letter" to someone your age in another country and/or from another period in history who is not Jewish and knows nothing about Passover. Include at least: three persons from the story; five symbols of the holiday; two songs; and three customs. Prepare a quiz based on your letter. Determine whether or not enough facts about what you wrote were learned by the reader.

13. Tell the story of Passover, stopping at important junctures for participants to “rewrite” history.

Discuss the possibilities that might have come to pass if the "pretend" course of action would actually have transpired. The following might be good points at which to "stop the story"

- a. when Joseph sends for his father
- b. when Moses is rescued from the Nile
- c. when Moses smites the Egyptian
- d. when Pharoah hardens his heart
- e. when the plagues are sent
- f. when the Israelites come to the Red Sea

A variation of this activity is the “Completion Game”:

The leader begins a sentence appropriate to the video and/or the Passover story or Seder. Someone in the group must complete the sentence—e.g. “To get into Israel from Egypt, you must _____”

14. In the video, at the kibbutz Seder, reference is made to the addition which many families make in reading the Haggadah regarding Soviet Jews. Many families also include readings and songs about the Holocaust and other oppressed Jews. Have members of the group create additions for the modern Seder related to the above: poetry, prose, music, art, prayer, etc.

15. Prepare an exhibit about Passover. Have group members bring or create ritual objects, different Haggadot, food displays, literature, recipes, and source material about the holiday. This can become a stationary exhibit viewed by visitors, or a traveling exhibit brought to other classes/groups. If possible, create an exhibit guide with annotated listings, or an in-person guide to accompany the exhibit.
16. Role-play can take many forms (sociodrama, acting out written parts, etc.). Have members of the group play characters from the videotape. Write out, or improvise the part(s) (e.g., the narrator, Joseph and Jacob, the kibbutz Seder leader, etc.).
17. Research the ways Passover has been and is celebrated among different Jewish communities, past and present, and in different parts of the world. Chart the differences and similarities among the various groups.
18. List as many Passover songs as you can. Include: those passages in the Haggadah which have melodies; spring songs; and others which are appropriate to the holiday.
19. Have each group member select a passage from the Haggadah or a Passover ritual. Have them describe, discuss and quote from it. Ask them to write about its significance in history and its relevance today.
20. Have group members select topics for individual projects about Passover which they can complete (even within the month after the holiday is celebrated). The project should involve reading and research but can take a variety of forms: art, reporting, essay, poetry, music, drama, lecture presentation, multimedia, etc. The completed projects can then become the basis for an assembly presentation; a final program for end-of-the-year activities; a videotape; a traveling show; etc.

"This activity is adapted with permission, from a "Family Viewing Guide" for LIGHTS, BJE, Baltimore, Maryland.

VII. Additional Resources

Encyclopaedia Judaica, Keter Publishing House, Jerusalem, 1973.

Glatzer, Nahum N. (ed.), *The Passover Haggadah*, N.Y., Schocken Books, 1979.

Greenfeld, Howard, *Passover*, Holt, Rinehart, Winston, N.Y., 1978, grades 6-10.

Lubavitch Women's Organization, *The Spice and Spirit of Kosher Passover Cooking*, Lubavitch Women's Organization, N.Y., 1981.

Marcus, Audrey F. and Raymond A. Zwerin, *But This Night is Different... A Seder Experience*, Union of American Hebrew Congregations, N.Y., Teacher's Guide, grades 1-3.

Nathan, Joan *The Jewish Holiday Cookbook*, Schocken Books, N.Y., 1979.

Pesach Panorama, Hadassah, Women's Zionist Organization, N.Y.

Riskin, Shlomo, *The Passover Haggadah*, Ktav Publishing House, Inc., N.Y., 1983.

Yerushalmi, Yosef, *Haggadah in History*, Jewish Publication Society, Philadelphia, PA, 1975.