

# The First Cincinnati Haggadah Online

## Educational Uses of this CD-ROM

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There are many ways to use this CD-ROM including: Adult Education classes, Family Education workshops, Congregational School lessons and a range of other educational activities. One of the most useful applications is to create personal, family, or congregational *haggadot* using the Hebrew text and colorful illustrations on the CD-ROM. Each individual page can be printed on a standard color printer, while close-ups of the illustrations can be either printed or captured electronically for use with word processing and desktop publishing software.

For instructions on how to print and capture the pages and illustrations of this *haggadah*, be sure to read the **Tutorial** or **FAQ (Frequently Asked Questions)**.

There is also a myriad of learning opportunities that educators can structure around the CD-ROM itself as an electronic and educational resource. First, some general suggestions about THEMES/ACTIVITIES and SETTINGS:

### THEMES and ACTIVITIES

#### Art History

Exploring the illustrations is a journey in itself! Why did the artist depict the four children in the way he did? Is there a *tallit* (prayer shawl) covering the *matzah* on page 2b? Why is a “\_are hunt”\_present in this *haggadah*? How are the ten plagues interpreted and what is the significance of a snake-like cloud?

#### Detective Mysteries

Questions abound before one even opens the cover! Why is there a word repeated twice on the cover? What is the round stain-like mark on the cover (perhaps a wine or water glass)? Remember, this *haggadah* was used!

#### Hebrew Study

This *haggadah* offers a unique opportunity for Hebrew reading without translation, yet in a familiar context. The illustrations and obvious hallmarks of the Passover *seder* help students to find their way through the *haggadah*. Reading a familiar passage (four questions), a prayer (blessings over each cup of wine) or a song (*dayyenu*), can thrust a student from initial uncertainty to eventual mastery. Attempting to read and decipher the Hebrew text lends itself quite well to the next two activities. (While we would usually recommend these Hebrew activities for older students and adults, the *haggadah* can be used for younger grades as well, e.g., a Hebrew/symbol scavenger hunt.)

#### The Seder (or “Order”) of the Seder

Using the “Passover Seder Index,” one is able to navigate the *haggadah* and see how the order of the *seder* unfolds. The “Passover Seder Index” not only links to each “official” section of the *haggadah*, but also divides the *Maggid* (the telling of the Passover story), which is the longest section of the *seder*, into its recognizable parts. While students are

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searching for the exact spot on a page where a particular section begins, they are learning the divisions and “order” of the *seder*.

### “What’s the same...What’s different?”

The text of the *haggadah* has evolved over time and there are some striking differences between this fifteenth century manuscript and modern *haggadot*. In particular, it is interesting to note the changes in the text which were made in Reform *haggadot* over the last fifty years. This is both an excellent way of exploring the Hebrew text page-by-page and carefully analyzing each individual section. This activity is particularly well-suited to a multi-session adult education class.

### Adapting to and Adopting the Surrounding Cultures

While maintaining their distinctiveness, the Jewish people have usually adapted to and often adopted customs and art from the cultures and environments in which they lived. Examining the *First Cincinnati Haggadah* as a fifteenth century German manuscript leaves no doubt as to a strong contemporary influence. This theme integrates well with the Art History approach at the beginning of this section.

## SETTINGS

### Individual Student vs. Whole Classroom Use

The *First Cincinnati Haggadah* can be comfortably viewed by up to two older students or, at most, three younger students on a standard computer screen (preferably 17-inch). However, it can also be viewed by an entire class or workshop with a computer projector. As a projected image, the *haggadah* will allow the class to participate more effectively as a group in a number of the activities listed above.

Individual computer use requires thoughtful and guided activities to take advantage of the information that one encounters in the CD-ROM. It is the best method for students to be exposed to and acquire the rich array of detailed information available. All-class viewing with a projector, on the other hand, allows for more spontaneous, teacher-guided inquiry and active discussion.

There are number of different settings in which the *First Cincinnati Haggadah* can be effectively used. They include:

#### **Congregational Schools**

#### **Day Schools (Elementary and Secondary)**

#### **Adult Education**

#### **Family Education**

To learn more about each of these settings and to see sample lesson plans, please be sure to continue to visit the **First Cincinnati Haggadah Online** as these items will be added in the future.