

# TARTAK LEARNING CENTER

## RESOURCES RENEWED

## מקורות מתחדשים

Volume 6, Issue 1

October 2007

### Where can I find...?

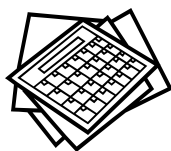
#### Navigating the Tartak Learning Center

- Materials in the Tartak Learning Center are filed by subject.
- There are small charts in blue frames above each bookcase, listing the contents of that case. Each "cell" on the chart represents one shelf section.
- Within each shelf section, the items are not in any particular order.
- Video materials (VHS and DVD) are on their own spinning rack with its own navigation chart.
- Borrowed items can be returned in the green bin under the printer.

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### Tartak Learning Center Hours



**Monday - Thursday**

**9:00 - 5:00**

**Friday: 9:00 - 3:00**



You are always welcome to come browse the Tartak Learning Center in person in *HaMercaz* or online at [www.huc.edu/tartak](http://www.huc.edu/tartak).

## You might ask... "How can the Tartak Learning Center help me?"

Read on for real life testimonials of how we helped these HUC students in their High Holiday preparations this year:

### The Resource Drive...

"I got a lot of help coming up with sermon ideas in the Tartak. The resource drive gave me great ideas for topics."

-Rena Polonsky, Rab/Ed Student

"I took every one of the free resources. Even if I didn't use them this year, I know that I will keep them in my files for future help with adult studies and youth programming."

-Noam Katz, Rab/Ed Student

### L'Dor V'Dor...

"The Tartak provided great resources for planning text studies and activities for young people. I really appreciated having the support of students past and present through the resources."

-Lydia Bloom Medwin, Rab/Ed Student

"I collected materials at the resource drive and looked through all of them, I used Gersh's children's service, I used Alissa Forrest's Jonah text study, I found some great stuff for Tashlich which was especially helpful, because I had never led that before... It was great to get ideas from the Tartak, and then use them as a jumping off point."

-Jordana Chernow Reader, 3<sup>rd</sup> year Rab Student

"I was able to find all of Rabbi Goor's papers that I lost in previous years. I used them as Iyunnim in services and continue to get complimented on my creative stories! Thank you Rabbi Goor!"

-Josh Brown, 5<sup>th</sup> year Rab student

### The Staff...

"I met with the Tartak intern who helped me brainstorm for my sermon alternative- which led to something that was very successful. I've also used Alissa Forrest's lesson on "Ashamnu" as a reference to help me build my activity for this year- and I used it last year too. In previous years I have used the "Lion King High Holiday Service," which was also very successful."

-Ari Margolis, Rab/Ed Student

### For Class...

"I always come to the Tartak to pick up resources – I've used books- I especially like the ARE "Teaching" series, and I've used the Tartak to help me get started on my curriculum guide."

-Luisa Moss, 3<sup>rd</sup> year Ed Student

### In Teaching...

"I've used the Tartak for teaching classes, both for Adult Ed and for teens at my pulpit – I found books and information on history and rituals, and guides from past students. It really saved my life!

-Samantha Orshan,  
3<sup>rd</sup> year Rab  
Student

"I've researched teaching materials – and I found some great stuff to help me teach Torah to my 7<sup>th</sup> grade students."

-Laura Weiner,  
2<sup>nd</sup> year Ed Student

*Compiled by Sara Mason, Tartak Learning Center Intern*

## Recent Acquisitions: 10 New Curriculum Guides

One of the unique features of the Tartak Learning Center is that we are the only repository of the curricular materials produced by students of the Rhea Hirsch School of Education. Instead of writing a thesis, education students prepare a "Curriculum Guide" as their final project. It is designed for a specific series of lessons over the course of a camp session or academic year. It contains guiding notes to the teacher, suggested learning activities, possible assessment tools, and a detailed rationale explaining the goals of the curriculum. A list of all curriculum guides can be found in the Tartak Learning Center and online at [www.huc.edu/tartak](http://www.huc.edu/tartak).

The guides described below are five of the ten new additions, submitted by the RHSOE graduates of May 2007. The remaining five guides will be profiled in the next issue.

Josh Barkin	<p><i>Snapshots: A Curriculum for the Integrated Teaching of American Jewish History</i> (Grade 11, Day School)</p> <p>This is not a full American Jewish history curriculum. Instead, these curricular materials offer "moments," or mini episodes (all based on primary sources) that may be inserted into a regular 11th grade United States history course.</p>
Josh Brown	<p><i>Bein Adam L'Adamah: Exploring the Relationship Between Humans and the Earth</i> (Grades 9-10, Camp)</p> <p>A large portion of this guide relies on memorable moments and reflection impossible to create in a traditional classroom setting. This guide focuses on three intersections of Judaism and the environment; holy land, prayer in nature and the values of dominion and stewardship.</p>
Carrie Frank	<p><i>Economic Justice in Judaism: Understanding Hunger, Homelessness, Health Care and Worker's Rights Through the Lens of Jewish Texts</i> (Grades 11-12, Religious School)</p> <p>Texts focused on economic justice are just one component of a genre of texts which speak to our responsibility to help those in the community who cannot support themselves. As a result, all Jews are bound together by a common practice of rituals, liturgy and social responsibility. This curriculum serves to provide students with a list of uniquely Jewish reasons and support for engaging in economic justice.</p>
Arianna Gordon	<p><i>From Our Roots to Ourselves: Learning From Biblical Women</i> (Adolescent Girls, Religious School)</p> <p>This text-based curriculum is designed for adolescent girls. It begins by studying women in the Bible, many of whom faced issues similar to those faced by teenagers today. The Bible then serves as a basis to discuss contemporary issues confronting students, such as body image, self esteem, beauty, sex, power, spirituality, relationships, and Jewish identity.</p>
Rachel Isaacson Margolis	<p><i>Love, Looks, and Life</i> (High School Girls, Religious School)</p> <p>Teenage girls today need guidance regarding how to ethically use and think about their bodies. We, as educators, have the exciting opportunity to open the pathways of communication about these difficult issues. This curriculum guide will give students the opportunity to use Jewish texts and Jewish values as tools for decision-making about how they use their bodies, and how they approach relationships with others.</p>

Hebrew Union College-  
Jewish Institute of Religion

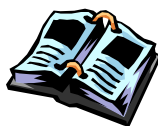


Tartak Learning Center

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Save the Dates



**Hanukkah Resource Drive:  
November 6-7, 2007**

If you have materials to share, send them to  
tartak@huc.edu or bring them to the  
Tartak Learning Center by Nov. 2, 2007.

Lunch & Learn

Tuesday, December 18, 2007

12:10—1:15 pm in the Lainer Beit Midrash

Watch your mailbox for more information

**Director's Cut**

**There's a new face around here.** Sara Mason has joined the staff of the Tartak Learning Center as an intern, working a few hours each week. She's a rabbinical student spending a year in the Rhea Hirsch School of Education, and prior to that she was a DeLeT Fellow at *both* Brandeis University and HUC.

Needless to say, Sara has extensive teaching experience and she brings creativity and enthusiasm to her work at the Tartak Learning Center. (She made the great new welcome sign on the easel at the entrance to Tartak.)

Stop by and visit with her — or with me — the next time you need some help finding a resource for teaching, text study, worship, or celebrating.

Lynn