

# TARTAK LEARNING CENTER

## RESOURCES RENEWED

### מקורות מתחדשים

Volume 7, Issue 2

January 2009

#### Teaching about Israel/Gaza:

1. Educational material being is put together by Makom, the Israel Engagement Network. Can sources from the Jewish and Israeli experiences assist us in understanding situations where life and death are at stake?  
Go to <http://www.makomisrael.org> and scroll down for the Operation Cast Lead section.
2. The URJ posted "Addressing the Gaza War: A Resource for Congregational Schools" at <http://urj.org/israel> (scroll down the page). It includes suggested guidelines for teachers of younger students, lesson plans for grades 4-6 and grades 7 and up, as well as comprehensive background information for educational leaders, teachers and other adults in the congregation.
3. The Jewish Education Center of Cleveland has posted an Immediate Response Curriculum called, "Israel: Connecting with our Heads, Hands and Hearts (Gaza, 2009.)" (Internet Explorer recommended.)  
<http://www.jecc.org/Curriculum/Response-Curriculum.htm>

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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).

### Lauren's Top Eight Ways to Use the Tartak Learning Center

The semester has started and all the good intentions we had to get ahead in lesson-planning during break seem to have evaporated with the days of sleeping in and holiday travels. But have no fear...Tartak is here! We have tons of resources available for you, and we *want* to help.

Therefore, in honor of the new semester and all the last minute lesson-planning we will do over the course of the next four months, I present to you:

#### *My Top Eight Ways to Use Tartak!*

1. **Instant Lessons** – Hidden among the books and binders are clear plastic sleeves filled with individual lessons on everything from *mitzvot* and *tzedakah* to Israel and holidays.
2. **Craft Ideas** – We have an entire shelf filled with craft books and some craft supplies (free for the taking!). Everyone loves arts and crafts, and this is the perfect way to spice up a lesson.
3. **Games and other fun activities** – Not only do we have *Jewish Apples to Apples* (Junior and Regular editions) and *Kosherland*, we also have books filled with classroom games (individual and group) on almost every subject.
4. **Resource Fairs** – Stop by the tables in the lobby February 17-19 and March 17-19 for tons of Purim and Pesach resources. In addition, we will have Tu B'Shvat resources on display in the coming days.
5. **Multimedia** – If you need a little something extra for your lesson, we have music, movies and software available for you to check out.
6. **Curriculum Guides** – The Tartak Learning Center has more than 200 curricula and curriculum guides written by graduates of our own Rhea Hirsch School of Education. Even if you are not looking for an entire curriculum at this point in the year, the curriculum guides have fabulous ideas for lessons and are excellent resources on almost every topic. They are not available *anywhere* else!
7. **Books, Books, and More Books** – Whether you are looking for a story to read to your students or resource information to help plan a lesson, we have the book for you. (I even use the books in Tartak to help with my own coursework.)
8. **The Friendly Faces** – We love to have company in Tartak, and Lynn and I will be more than happy to help you brainstorm ideas for lessons and find resources.

*We are here to help you!*

*Prepared by Lauren Luskey, Tartak Learning Center Intern*

## Recent Acquisitions: 12 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. Education students prepare a "Curriculum Guide" as their final project instead of a thesis. It contains guiding notes to the teacher, suggested learning activities, possible assessment tools, and a detailed rationale explaining the goals of the curriculum.

The guides described below are six of the twelve newest additions, submitted by the RHSOE graduates of May 2008. The first six guides were profiled in the last issue of this newsletter.

Erin Ellis Mason	<p><i>The Seven Habits of Highly Effective Counselors: A Teen's Guide to Jewish Leadership</i> (High School, Camp Counselors-In-Training)</p> <p>This curriculum guide outlines habits of effective leaders, as seen in the <i>Seven Habits of Highly Effective People</i>. These habits can be found in Biblical leaders, including Joseph, Esther, Moses and God. It is meant to allow for personal growth as well as leadership development, focusing on both the personal aspect of leadership (how one views oneself, chooses one's words and actions, and the behavior one exhibits) and the relationship aspect of leadership (how we interact with others)</p>
Sara Mason - Barkin	<p><i>From Adam and Eve to You and Me: Journeying Towards Jewish Marriage</i> (Adults, Premarital Counseling)</p> <p>This curriculum guide is intended to be taught by a rabbi, preferably in conjunction with pre-marital counseling for couples. It addresses topics related to building a Jewish life together, and subjects which are often sources of conflict for couples, such as managing money and fighting fair. Each lesson uses Jewish texts to bring traditional perspective and insight to the issues with which modern couples struggle.</p>
Daniel Bloom Medwin	<p><i>Why Mitzvot? A Reform Reexamination of Mitzvot</i> (Adult, Adult Education)</p> <p>This curriculum guides adult learners through a process of experiencing and studying <i>mitzvot</i>, including their sources, practice, and implications. Each mitzvah is interpreted through a framework called the "Mitzvah Matrix" which includes perspectives, reasons, and/or benefits of observing that mitzvah. The matrix is framed by two aspects of relationships: connection and obligation; and how <i>mitzvot</i> can characterize a relationship with others, God, and oneself.</p>
Lydia Bloom Medwin	<p><i>Ingredients for Revolution: How the Exodus Inspires Social Change</i> (High School, Religious School or Youth Group)</p> <p>This curriculum guide seeks to explain how the Exodus narrative has been influential and transformative in our lives, our Jewish community and our world in the past and present. The guide explores how the Exodus shapes our own Jewish identity by illuminating the importance of social justice, as well as how it has inspired and motivated enslaved groups to work for their own freedom. Lastly, it will offer students a project that exhibits their learning about revolution: creating a better future based on central Jewish values.</p>
Rena Polonsky	<p><i>From Prophecy to Leading Jewishly: A Confirmation Curriculum</i> (Confirmation Class, Religious School)</p> <p>This curriculum guide explores the messages of the prophets and the way they communicate their ideals to the people. The goal of this curriculum is to help students learn what drives them as a leader and how to communicate to people. Students will study the prophets, the prophetic messages and leadership. They will also reflect on who they are and the type of leader they want to be and can be in the Jewish community.</p>
Micol Zimmerman	<p><i>Genesis: Rated "T" For Teen</i> (Grades 11-12, Religious School)</p> <p>This curriculum guide re-introduces the book of Genesis to adolescents as a narrative that is reflective of their own lives and relationships, and subsequently, directly relevant to their own experience. This guide is intended to expand, nuance, and enrich the students' childhood conceptions of the Genesis narratives, to provide students with the tools with which they can study Jewish text in the future, and to present the book of Genesis as a mirror of and a window into the human experience.</p>

Hebrew Union College-  
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Tartak Learning Center

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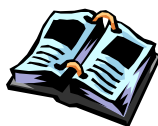
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Save the Date



**Purim Resource Fair:  
February 17-19**

If you have materials to share, send them to  
tartak@huc.edu or bring them to the  
Tartak Learning Center by Feb 12, 2009.

**Share your Stuff!**

Did you create a program, creative  
service, or learning activity for  
Hanukkah? Have you already prepared  
something for Tu B'Shevat?

If you share with Tartak Learning Center,  
we'll share with the community.

**Director's Cut**

These are trying economic times for many individuals and institutions, and particularly so for those affected by the Bernard Madoff investment scheme.

The URJ Department of Lifelong Jewish Learning has just posted ([www.urj.org/educate](http://www.urj.org/educate)) a lesson called, "What Would You Do For A Buck?" with suggested adaptations for engaging students in discussion and reflection about the Madoff financial scandal. The lesson is suitable for grades 5 and up, and is part of the *Money Matters: The Jewish Ethics of Money and Business* curriculum that will be available for the upcoming school year.

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

We're here to help. Lynn