

Preface

This workbook is only one part of a comprehensive Chassidus curriculum that starts in Prep (kindergarten) and goes through the 12th grade. However, it can also stand alone as it is the second workbook that is part of a structured study of the Basic Principles of Chabad Chassidic Philosophy. The goal of this curriculum is to give students a very structured and logical flow of concepts, which enables them to fit all their other chassidic learning into the proper context. It is structured to be used as a once a week lesson and is in addition to chassidic ideas that might be learned thorough Chumash, Navi, Yahadus or Parsha. The curriculum is also structured to benefit students from both Chabad and non-Chabad (or non-chassidic) homes in the same classroom. This workbook has been in use for the past eight years in Beth Rivkah of Melbourne with excellent results.

This workbook and the lesson plans that go along with it require 35-38 forty-five minute lessons and is a direct continuation from the Chassidus level 1 workbook. This includes lessons for review and for tests.

יום טוב lessons have also not been included in the planned lessons. There is a Holiday Appendix in the teacher's edition that has lesson plans for some holiday lessons that are appropriate for this level. Topics chosen were ones that related to what was taught in the required lessons and thus fit in to the overall structure and flow of this curriculum.

The Level 2 workbook is designed to be more like a resource book. Some activities are completed in the workbook but students will use their own notebooks much more frequently than in the Level 1 workbook.

The teacher's edition includes lesson plans for each lesson. Answers to questions found in the student workbook are often found within the Activity section of the lesson plan. The lesson plans are designed to ensure that various multiple intelligences are used and that the various learning modalities are not ignored. Thinking skills and metacognition – thinking about thinking – also play an important role. The workbook cannot be used without the teacher. Teacher mediation is an integral part of nearly every lesson. Responses are not given to students but rather elicited from them. The lesson plans that follow help guide the teacher to be an effective mediator. Please do read the lesson plans carefully and try to implement them as written or as close to it as possible. Although it may be tempting to delve much deeper into some of the concepts, please be aware that the order in which concepts are introduced as well as the extent to which they are explained have all been carefully planned in the structure of the overall curriculum for grades 7-12 (or levels 1-6).

Each lesson plan begins with an outcome statement. This is a statement of what the student should be able to do at the end of the lesson or what they will do in the lesson. These are very specific in terms of the learning objective and follows the latest guidelines for writing effective curriculum.

Following this are specified thinking skills, strategies to help teach those skills as well as specified intelligences from Gardner's list of multiple intelligences. (below)

Key words, supplies/materials and room arrangement are all added to help ensure that a focused and organized lesson can take place.

In the Activity section, teachers are guided in the use of graphic organizers and are given a suggested flow of discussion in the classroom.

Examples for learning logs and suggested homework complete the lesson plan.

Learning Logs

Since this appears on every lesson plan a word of explanation is in order. Keeping a journal or log is a powerful tool for transformation. By their very nature, journals cause a person to be introspective, and that introspection has the potential to open up new realms of thought and experience. As we become aware of ourselves, and in a sense, take a step back and watch ourselves, we gain new power over our lives.

There are some keys to keeping journals, logs or diaries successfully: 1) write entries on a regular basis (daily, every other day, or in the case of this curriculum every lesson) 2) make the exercise fun, creative and relaxing so that one looks forward to it 3) get a special notebook or folder.

As followers of Chabad Chassidus we know that the שכל has three components, חכמה, בינה and דעת; the knowledge, the elaboration of that knowledge and the application into practical action. Interestingly, the secular world has discovered the importance of this as illustrated by the following explanation (Fogarty & Bellanca. (1989) *Patterns For Thinking – Patterns for Transfer*. IRI Skylight Publishing, Inc.)

Cognitive processing is integral to successful learning. If we consider each lesson as having three parts, "what" and "so what" and "now what", we can examine the importance of closure. In the "what", students give evidence that they understand the critical pieces of the lesson. Can they put the objective in their own words, using information acquired during the lesson? If not, why go on?

In the "so what," students must stop to make personal application. They link the new learning to past learning, associated thoughts and feeling and lock it into the larger context of the course and their own lives. In essence, this is the time that each discovers the meaning of what was taught.

In the "now what", the student makes the information come alive as he investigates application and projects the new learning into future situations. He is encouraged to make abstract ideas practical in a context that he can understand. This brings his thinking into final focus or closure.

The "what", "so what" and "now what" challenge students to internalize what they are learning.

So there it is, Chabad! –“What' – חכמה , "so what" – בינה and 'now what" – דעת.
To help students internalize what they are learning is the goal of this curriculum.
חכמה and בינה must lead to דעת. It is for this reason that the Level 1 student workbook begins with the story "The Theory and the Father" and it is also why the learning log or journal, which is an integral part of the learning process is also an integral part of each lesson. In every lesson plan in Level 1, a suggested 'what', 'so what' and 'now what' was given. In Level 2, only learning log stem entries have been included.

The log does not have to be limited to this format. Teachers and students alike should feel free to add other ideas in their logs. Any stem statements that lead the student to think about their own thinking, otherwise known as metacognition, would also fulfill the criteria of helping students internalize what they have learned.

Multiple Intelligences Key

The following abbreviations are found in the lesson plans:

V/L – verbal linguistic – related to words and language, written and spoken

L/M – logical mathematical – deals with inductive and deductive thinking/reasoning, numbers and the recognition of abstract patterns

V/S – visual spatial – relies on the sense of sight and being able to visualize an object, included the ability to create internal mental images/pictures.

B/K – body kinesthetic – is related to physical movement and the knowing/wisdom of the body, including the brain's motor cortex, which controls bodily motion.

M/R – musical rhythmic – based on the recognition of tonal patterns, including various environmental sounds, and on sensitivity to rhythm and beats.

Inter – Interpersonal – operates primarily through person-to-person relationships and communication.

Intra – Intrapersonal – relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.

This curriculum is in an evolving state. Constructive criticism and other suggestions or remarks from teachers and principals that will help continually improve its scope and usefulness are most welcome. It is my hope that as teachers discover terms, concepts or processes that have not been included; they will be suggested for inclusion in subsequent editions.

Sara Rosenfeld
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Adar II, 5763

Lesson #1

Topic: Revision of מסורה

Outcomes: Students will be able to:

- name major works of נגלה
- identify the source of חסידות.

Thinking skills: classifying/categorizing

Strategy/Tool: flow chart

Intelligences: L/M, V/S

Key Words: wkbk p.8 – on top (major ספרים).

זוהר, תניא, תנ"ך, ש"ע, תורה שבע"פ, תורה שבכתב, תלמוד בבלי, ירושלמי

Supplies/Materials: overhead for מסורה chart, workbooks

Room Arrangement: normal

Activity:

Review questions on page 8. Have students “study” page 7 for a few minutes (perhaps 5 min.) – review with them. Don't allow them to turn the page.

When ready, have students turn the page and fill in the chart on p.8 without turning back.

Begin story on pg. 10 together. The introduction needs to be clarified. Use the questions on page 12 of the workbook as a guide. The fact that this is a משל within a story that is within another story can be slightly confusing for some students. Ensure that all students understand each step before going on to the next one.

Learning Log: חסידות like Torah developed over time and as needed.

OR

Why are people sometimes prepared to part with very precious items when there is only a chance (no guarantee) that they will achieve their desired goal?

Homework: Read story pg.10 and 11. Answer all questions page 12 and fill in the chart on page 13.

Lesson #2

Topic: Historical issues before the times of the Baal Shem Tov

Outcome: Students will be able to:

- explain **why** חסידות was suddenly revealed
- identify the social, economic and spiritual problems in the period before the rise of חסידות.

Thinking skills: understanding analogies and metaphors, inferring

Strategies/Tools: analogy, comparisons chart

Intelligences: V/L, L/M, V/S, Inter

Key Words: illness, cure, social, economic, spiritual

Supplies/Materials: workbook p. 10-15 “Supernal Priorities”, “Sickness of the Jewish people”

Room Arrangement: normal

Activity:

Review of homework p.12 and 13.

Have one of the students explain the משל again. Ensure that it is clear to all.

Begin page 14 by first defining the terms social, economic, spiritual. Allow the students to try defining the words first.

Social- relating to relationships between people

Economic- relating to money matters

Spiritual – relating to spiritual matters, relationship between Hashem and people.

Read page 14 aloud together

OR

Let students read in pairs and answer the questions found in between paragraphs as they go along. These answers should be recorded in their notebooks. OR Teacher may wish to summarize main points and then allow the students to continue with the activities as written in the workbooks.

Answer questions p.15.

Learning Log: How is our generation similar to the one discussed here? What are our main problems today?

Homework: p.15. Symbols should be large enough to fill a quarter of a page in their notebooks

Assessment task from p.4 on “Supernal Priorities” – in notebooks).

Lesson #3

Topic: Five main teachings of Baal Shem Tov

Outcomes: Students will be able to:

- summarize the five main teachings of the Baal Shem Tov
- match the problems the Jews faced with the 'cure' found in the teachings of Chassidus.

Thinking skills: comparing, analyzing, hypothesizing

Strategy/Tool: symbolic representation

Intelligences: L/M, V/S, Inter.

Key Words: שמחה, כוונה, השגחה פרטית, תפילה, אהבת ישראל

Supplies/Materials: workbook p. 16-17 "Chassidus As A Cure"

Room Arrangement: normal

Activity: Review the symbols the students drew for homework.

Choose three to put up on the board.

Allow pair work once again to do pgs.16-17 where students make the connections between the problems facing the Jews and the teachings of בעש"ט OR teacher may choose to orally summarize each idea and allow students to continue answering the questions at the end of the page.

Learning Log: Chassidus helps by focusing on the positive and on the good in people. Chassidus is what our generation needs to be re-inspired to Yiddishkeit. In what ways can Chassidus help the problems of our generation?

Chassidus reveals the depth in people, situations and Torah.

Homework: Finish p.17 - all questions.

Assessment task: Matching of symbols as directed on pg. 17.

Lesson #4

Topic: Our duty to learn and spread Chassidus.

Outcomes: Students will be able to:

- explain how each day of Creation represents 1,000 years
- explain the significance of this in relation to our duty to learn and spread Chassidus
- give multiple reasons for why we should or why we are required to learn Chassidus today.

Thinking Skills: comparing, representing, bridging

Strategy/Tool: Teacher mediation

Intelligence: L/M, V/S

Key Words: לכשיפוצו מעיינותיך חוצה, טועמיה חיים זכו, כי מלאה הארץ דעה את ה' כמים לים מכסים

Supplies/Materials: workbook p.18

Activity: *We have discussed how Chassidus was and is needed to cure the problems during the times of the בעש"ט and nowadays. However, there is another reason why חסידות is not only needed but required for us today.*

Draw a chart on the board to show the Zohar's explanation that each day of creation represents one thousand years in our time.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Shabbos
Years	1000-	2000-	3000-	4000-	5000-	-6000
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0-999	1999	2999	3999	4999	5999	

Draw a dotted line horizontally through the row of the years that would represent 500. Help the students recognize that we are now past the 500th year of the 6th millennium – past 5500, therefore we are now in 'ערב שבת' and the הלכות of ערב שבת now apply including טועמיה חיים זכו as discussed in the workbook pg 18.

Learning Log: Learning Chassidus is our way of preparing ourselves for the coming of Moshiach.

Lesson #5

Topic: “Midgets on Giants Shoulders”

Outcomes: Students will be able to:

- explain how we can learn what great people before us could not
- identify that earlier generations prepared the foundation for us in deeds
- recognize the concept of interdependence.

Thinking skills: inferential thinking, bridging

Strategies/Tools: analogy, learning log.

Intelligences: V/L, M/R

Key Words: לכשיפוצו מעיינותיך חוצה, Interdependence

Supplies/Materials: “On Giant Shoulders” p. 19

Tape recorder and taped song.

(Sung by Avrohom Fried – “שטר התנאים” 1993)

Room Arrangement: normal

Activity: Collect homework – symbols. Quick review, direct to outcomes above.

Listen to tape. Discuss the message of the song.

Chassidus is very special. We are not greater than previous generations it is just that we stand on their shoulders, on their merits, and all they did before us.

Discuss the symbolism of a ‘wall’. What could it represent?

A wall blocks our view and does not allow us past a certain point. The wall could represent גלות when our view of G-dliness is blocked.

We need to continue to build on what the previous generations have done to reach the goal of greeting Moshiach.

כשיפוצו מעיינותיך חוצה When we learn and spread the teachings of Chassidus, Moshiach will be able to come. Seeing the king is greeting Moshiach, when the knowledge of Hashem will be clear to everyone and when we will be able to see Hashem- we will see the G-dliness in everything.

Learning Log: Think of a slogan that illustrates the message of this song. Give another example of the concept. (For teacher: e.g. *Team “together everyone achieves more”* OR- $99\%+1\%=100\%$.) *Teacher note: you may want them to make posters of these depending on the quality of the work in lieu of the assessment task below.*

Homework: Assessment Task (as written on p.4) for p.18 or 19.

Lesson #6

Topic: “Midgets on Giants Shoulders” continued

Outcome: Students will be able to:

- explain how earlier generations made חסידות accessible to us
- identify that all beginnings are difficult
- connect the topic to their personal lives.

Thinking skills: inferential thinking/comparing, bridging.

Strategies/Tools: story, learning log

Intelligences: Intrapersonal/Interpersonal

Key Words: כל התחלות קשות

Supplies/Materials: workbook “Spiritual Midgets on Spiritual Giant’s Shoulders” – Reb Yosef Karo pp. 20-21

Room Arrangement: normal

Activity: Discuss:

Torah really should not be understood at all because it is G-dly and therefore infinite. It is only because משה רבינו went up on הר סיני and brought it down to our level that it is accessible. Subsequent generations continue to bring this Torah down to our level. יוסף קארו particularly played a major role in bringing down הלכה as illustrated in this story. The ט"ב and אלטער רבי and רביים of each generation made Chassidus more and more accessible to us.

Learning Log: Don’t give up when things are difficult because once done they will become easier (both for you and for others).

Homework: pg. 21 complete. Plus assessment task.

Lesson #7

Topic: Summary of the reasons for Chassidus

Outcomes: Students will be able to:

- categorize all previous stories in the Chapter
- identify strategies for study.

Thinking skills: categorizing, summarizing, prioritizing

Strategy/Tool: chart

Intelligences: L/M, V/L

Key Words: Phrases on the review page

Supplies/Materials: workbook p.22 “The Revelation of Chassidus” , p.84, phrases p.88 - Review.

Room Arrangement: normal

Activity: Read p.22 together. Allow students time to categorize all previous examples into two categories; Focus on past/Focus on future (use a T chart). **Review main ideas;** Use p.84 in the workbook as a guide. Explain the layout of the review pages 84-88. The first pages list all stories and analogies (underlined), main ideas and the Hebrew phrases- פתגמים ומאמרי חז"ל that are connected to that particular story or analogy. Encourage students to try to talk their way through all the ideas that are mentioned.

Encourage study partners, but not study parties; discuss the difference.

Encourage students to try to teach what they know to someone else.

Review all assessment tasks.

Inform students that all journals and workbooks will be collected next lesson (after the test) for check up. Each completed page, with correctly answered questions and notes will earn 5 points.

[I have found that this is an excellent way to ensure that students catch up on notes they may have missed thus guaranteeing a better mark on their test. It also allows for students who do not always do their best on written tests to earn credit for the work they have done in class or for homework. The overall mark that they receive for their notebooks gets averaged in to their overall mark for the term. This is in addition to the constant tab kept on students' completion of assigned work that occurs throughout the term.]

Learning Log: What steps will I take to study? Who will I teach?

Homework: Study – prepare journal/notebooks for submission.

Lesson #8

Outcome: Written assessment on Unit 1.

Intelligences: V/L, L/M, Intra

Supplies/Materials: Test papers. (Girls need blank paper).

Room Arrangement: Separate desks, if possible.

Activity: Make sure desks slightly separated, cleared of all books. Pen and blank paper only.

Have students answer the questions below in their notebooks (learning logs) after they complete their tests. Collect all workbooks and notebooks (journals) at the end of the lesson for assessment.

Learning Log: Once students finish their test, have them use the learning log to reflect on how well they prepared for the test, whether they felt confident or not when completing the test and why. A good tool to help this type of self-evaluation is “Mrs. Potters’ questions” introduced in Level 1 Chassidus. Below is a variation of the tool, specifically geared to test reflection.

Stress the importance of learning from mistakes and always aiming to learn from each experience in order to find ways to improve for the next time.

Mrs. Potters Questions –

How did I study?

What did I do well?

If I had to do it again what would I do differently?

What help do I need in order to do it differently next time?

What did I learn about my ability to take tests?

It is a good idea to make a poster for the classroom with these questions or the more general ones listed below. Add a cute picture of “Mrs. Potter” and have the sign hanging as a reminder to students to do some ‘self-evaluation’ before handing in any assignment, regardless of the subject.

Mrs. Potter’s Questions:

1. What was I expected to do?
2. What did I do well?
3. If I had to do it again, what would I do differently?
4. What help do I need in order to do it differently next time?
5. What did I learn about my ability to perform?