CHANUKAH ASSIGNMENT:

**Overarching Objective:**

* Students can relate the significance of the primary laws and customs of the Holiday of Chanukah.

PART I

**Goals**:

1. Students will be able to clearly list the sequence of events leading up to, and including, Nes Chanukah. They will internalize the message of the importance of Mesirat Nefesh for Mitzvot.

ASSIGNMENT:

A.Read the historical document about Chanukah

B.Create a timeline based on the document: a minimum of 14 points.

PART II

**Goals:**

1. Students can relate the historical background for the establishment of the holiday of Chanukah both in terms of its religious significance as well as military.
2. Students can show one practical way in which the lighting of Chanukah candles is considered more important and essential than other mitzvot (commands).
3. Students can relate the order of how the Chanukah candles are set up, how many candles are lit per household and the order in which they are lit.
4. Students can cite the most well-known customs of Chanukah including: Eating dairy meals, playing with dreidel, eating oil based foods and gif giving and cite one reason each custom is based on.
5. Students can explain the main theme of the Chanukah prayer of Al Hannisim, the historical events described in it, which section it is inserted into in the daily prayers and why this is so.

ASSIGNMENT:

Answer the 9 essential questions

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|  | **Topic** | **Primary Sources: SEFARIA.ORG/TEXT** | **Essential Questions** |  |

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|  | * **Story of Chanukah**   Skills:   * Applying historical lessons to the modern day. | GOAL 1   * Maimonides’ Laws of Megilla Vechanukah Chapter 3 * Megillat Antiochus * Talmud Tractate Shabbat 21b “Mai Chanukah” * Al Hannisim prayer in Amidah | * What historical events led to the establishment of the Rabbinic Holiday of Chanukah? * Which holidays are Biblical vs Rabbinic? |  |
|  | **Order of Candle Lighting and the special import of this Mitzvah**  Skills:   * Applying correct law to varying situations | GOAL 2-3   * Shulchan Aruch Orach Chaim 676 and Mishnah Berurah 9 on order of lighting * Maimonides Laws of Chanukah 4:12, Shulchan Aruch 671:1 on importance of the Mitzvah of lighting. * Talmud Tractate Shabbat 21b on number of candles lit per household. * Shulchan Aruch and Ram’a 671:2 on procedure for Ashkenazim and Sefardim. | * In what way is the special importance of Chanukah candles manifest in its laws? * What is the proper number of candles lit per household? * What is the proper order of lighting? |  |
|  | **Customs of Chanukah: Oil, Dreidel, Dairy, Gift Giving**  Skills: Applying fitting rationale to customs | GOAL 3   * Ram”a to Shulchan Aruch Orach Chaim 670:2, Chayei Adam 154:3 on custom of eating dairy meals based on episode of Yehudit. * Nitei Gavriel Chanukah 51:13, Yalkut Yosef 671:15 on custom of eating oil based foods. * Nitei Gavriel Chanukah 51:1, Piskei Teshuvot 670:4 on custom and rationale of playing dreidel. * Piskei Teshuvot 670:3 on custom to give Chanukah gifts or money. | * What customs are associated with Chanukah and what is the rationale and history behind these customs? |  |
|  | **Al Hanissim Prayer**  Skill: Translating and Identifying Familiar Roots in Hebrew Terminology. | GOAL 4   * Amidah Prayer blessing of Modim with commentary of Sifsei Chaim * Birkat Hamazon/Grace after meals | * What history of Chanukah is described in the “Al Hanissim” prayer? * Why is it appropriate for this prayer to be added to the thanksgiving section of both the daily Amidah and Birkat Hamazon/grace after meals? * What different facets of the miracles of Chanukah are mentioned in this prayer? |  |

**Grade is based out of 100 points: See blog for rubric and late work**