

# RESOURCE SHEETS

## Session 4



Pages that need to be cut apart or shared are not set-up for back-to-back printing.

### RESOURCE SHEET 4a: The Joseph Story from the Torah

*The black font is the text from Sepharia.org's translation of the Torah, with adaptations for the age group.*

*The blue italics offer a summary of parts of the story that are skipped.*

*As you read, think about the many names that Joseph has earned.*

#### Genesis 37:2-8

At seventeen years of age, Joseph took care of the flocks of sheep with his brothers... but, Joseph told bad stories about his brothers to his father, Jacob.

Jacob loved Joseph best of all his sons... and he had made him a beautiful robe.

When his brothers saw that their father loved Joseph more than any of his other sons, they hated him so much. They could not speak a friendly word to him.

Once Joseph had a dream which he told to his brothers:

“I dreamed that  
the sun, the moon,  
and eleven stars  
were bowing down to me.”

And when he told it to his father and brothers,  
his father got angry and said to Joseph,  
“What, is this dream you have dreamed?  
Are we to come, I and your mother and  
your brothers,  
and bow low to you to the ground?”



*His brothers were angry about this dream and the Torah tells us that they hated him.*

*Some time later, when they were taking care of the flocks far from home, the brothers grabbed Joseph and sold him to the Ishmaelites, a group of traders. Then, when the brothers returned home, they lied to their father, Jacob. They told him that Joseph had been eaten by a wild beast.*

#### 39:1 - 4

When Joseph was taken to Egypt, an important Egyptian named Potiphar, bought him from the Ishmaelites ...

And when Potiphar saw that God was with Joseph and that God helped Joseph be successful, he put Joseph in charge of his household, trusting him with everything.

*But then Potiphar's wife tricked Joseph - HE was blamed for the trouble, not her. Joseph was thrown into prison, staying there for years. One day, Pharaoh became angry with his baker and his cup-bearer (the person who gave Pharaoh his wine). He threw them into prison, the same one where Joseph was.*

*Pharaoh's servants both had dreams and asked Joseph to explain their meaning. He said one would be accepted back into the palace of Pharaoh, but the other would not. What Joseph said, came true.*

#### **41:12 - 15**

*Later, Pharaoh had strange dreams that no one could explain. But the person who served Pharaoh his wine remembered that Joseph could explain dreams. He told Pharaoh about his time in prison:*

"A Hebrew youth was there with us, a servant of Potiphar; and when we told him our dreams, he interpreted them for us, telling the meaning of each dream.



And what he said was true: I got my job back, and the baker did not."

Pharaoh immediately sent for Joseph, and he was rushed from the dungeon. Joseph's hair was cut and his clothes were changed. He came before Pharaoh.

And Pharaoh said to Joseph,

"I have had a dream, but no one can interpret it.

Now I have heard that you can understand the meaning of dreams."

*Joseph explained that only God can interpret dreams, but that he would tell Pharaoh what he understood. Pharaoh told Joseph his dreams. Joseph explained that they*

*meant there would be seven years when there would be plenty of food grown in Egypt. But, there then would then be seven years of famine, when it would be hard to grow food. People would be hungry.*

#### **41: 33 - 41**

Joseph said,

“So, let Pharaoh find a man who is thoughtful and wise. Make him in charge of all of the land of Egypt ...

Let all the food of the good years be collected and saved.

Let *that* food be shared during the seven years of famine in Egypt...”

The plan pleased Pharaoh ... and he said,

“Could we find another like Joseph, a man in whom is the spirit of God?”

So Pharaoh said to Joseph,

“Since God has made all this known to you, there is no one else as thoughtful and wise as you. You shall be in charge, and the Egyptians will do what you say. I have the throne, but ...I put you in charge of all the land of Egypt.”



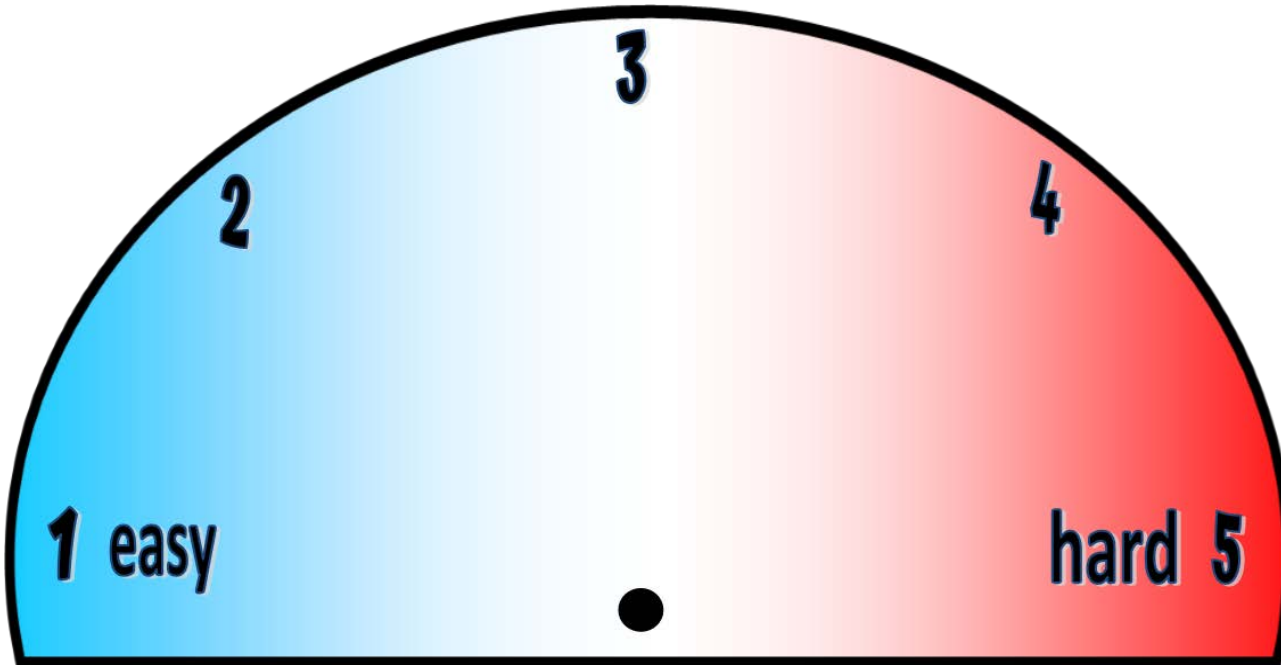
*Joseph took care of Egypt during the seven years of plenty and the seven years of famine.*

*There is more to this story, for his brothers came to Egypt in search of food, but that is for another time...*

RESOURCE SHEET - Session 4b

# Name-ometer

Was it easy or hard to earn this name?



Directions for using the Name-ometer:

- Listen to the story or talk about the photo.
- What name did that person earn?
- Was it easy or hard to earn that name? Point to that number on the name-ometer. Or hold up finger(s) that match the number

**RESOURCE SHEET 4c - Fame for the Same Name!**

*Each of the people, below, fit the definition of the Hebrew word/value provided. In the activity:*

- *Younger learners are given the word and then asked how each person demonstrates that value.*
- *Older learners are not told the word, but consider the behaviors of each of the people one at a time and try to come up with what value they all illustrate.*

*Feel free to put these short descriptions in your own words, filling in other information you know.*

**Hesed/Loving Kindness**

1. Noah - God told Noah that he was going to send a huge flood and that Noah should build a large ship (an ark) that would protect him, his family, and two of every kind of animal. Noah built the ark and then brought on board many, many animals. During all the days of rain and the flood, Noah and his family took care of the animals.
  - Consider - How would you describe the actions of Noah and his family toward the animals? What was in his heart?
2. Abraham/Sarah - The Torah tells us that when three strangers visited, Sarah and Abraham went “above and beyond” in taking care of them. They made sure the strangers were clean and comfortable and then cooked a very fine meal. [Genesis 18:1-16.]
  - Consider - How would you describe Abraham and Sarah’s behavior to the strangers? What was in their hearts?
3. Rebecca - The Torah tells the story that when Abraham’s servant, Eliezer, returned to the city where his master grew up, he stood at the water well, tired, thirsty and with 10 equally thirsty camels. Rebecca, who was pulling up water for her family, offered both he and his camels water. [Genesis 24:10-21]
  - Consider - How would you describe Rebecca’s behavior to Eliezer and the camels? What was in her heart?
4. Jethro - Jethro, Moses’ father-in-law, visited Moses and his daughter Tzipora in the desert with all of the Israelites. Jethro noticed how hard it was for Moses to be the leader - he was busy morning until night. Jethro helped Moses better organize his work and his days, helping him to become a better (and less tired!) leader. [Exodus 18:1-27]
  - Consider - How would you describe Jethro’s feelings about Moses when he saw how much work he had to do? What was in his heart?
  - Consider - How would you describe Jethro’s actions when he helped Moses better organize his responsibilities? What was in his heart at this time?

5. Ruth - The Bible tells us that Naomi had moved to Moab with her husband and two sons. Unfortunately, while there, her husband and sons died so Naomi decided to return to her home country of Judah, the land of Israel. She told her son's wives that they could leave her and return to their families in Moab. But Ruth knew that it would be very difficult for Naomi to take care of herself, alone. So Ruth chose to go with Naomi back to her home, giving her support and help. [Book of Ruth 1:1-19]
  - Consider - What in Ruth's heart made her decide to leave her home country and travel with Naomi because she had no other family?

### ***Tzedek/Justice***

1. Isaiah (the prophet) - The Bible tells the story of a man named Isaiah. He lived thousands of years ago and brought messages from God when things were not right in the world around him. Isaiah said that people should learn to do good, to be concerned about justice and help those who could not help themselves. People called him a prophet because he brought God's message that they should do better in and for the world. [Isaiah 1:1-17]
  - Consider - What was Isaiah concerned about? What was in his heart?
2. Emma Lazarus - Emma was very concerned about poor immigrants coming to the United States (many were Jewish like herself). She spoke out on behalf of these refugees, seeking justice for them. Emma is especially known because of the poem she wrote that opened hearts to those coming to the US for its promise of freedom. It says in part, "Give me your tired, your poor, Your huddled masses yearning to breathe free " One can see it printed on the bottom of the Statue of Liberty. <https://tinyurl.com/3StatueLibertyPoem>
  - Consider - What was Emma Lazarus concerned about? What was in her heart?
3. Annie Shapiro - In Chicago in 1910, Annie Shapiro was 17 years old working in a men's clothing factory with poor working conditions. Annie organized a strike with the other factory workers to demand better working conditions for themselves.
  - Consider - What was Annie Shapiro concerned about? What was in her heart?
4. Julius Rosenwald - Julius Rosenwald was president of a large number of department stores called, "Sears, Roebuck and Company." The business made him very rich. Since African-Americans living in the South did not have great educational opportunities, he used his money to build many schools for them.
  - Consider - What was Julius Rosenwald concerned about? What was in his heart?

5. Natan Sharansky - Natan Sharansky grew up in a part of the world that was known as the Soviet Union, or USSR. Life was hard and Jews did not have the freedom to learn about Judaism or celebrate Jewish holidays. When Natan asked for permission to leave, he was refused and became known as a “refusenik.” Many, many others also became refuseniks, unhappy with their lives but forced to stay in the USSR. Jews around the world began sending support to Sharansky and the other refuseniks. With their help, he and other Jews were finally allowed to leave for Israel. There, Sharansky kept up the fight to help all Jews who wanted to live in freedom. Natan Sharansky is still living in Israel, still concerned for others.
  - Consider - What was Natan Sharansky concerned about? What were the Jews around the world standing up for?
  
6. Rabbi Abraham Joshua Heschel - In the 1960s, Rabbi Abraham Joshua Heschel marched with Reverend Dr. Martin Luther King, Jr. to fight for equality for Black Americans and other racial minorities in America. [Older learners may find it interesting that Heschel was brought out of Europe at the time of the Holocaust with help of the president of Hebrew Union College who obtained a visa to save him and other Jewish intellectuals.]
  - Consider - What was Rabbi Heschel concerned about that led him to march with Dr. King? [For those who understand his Holocaust connection, how might that have influenced his decision?]

### ***G'vurah/Using one's strength or power for good***

1. David (vs Goliath) - The Bible has many stories of the Philistines battling the People of Israel (the Israelites). In one, Goliath, a gigantic and strong Philistine, stepped forward wearing armor and holding a large weapon. He challenged the Israelites to choose someone to fight him. Everyone was afraid, but a small shepherd boy named David stepped forward against Goliath. David chose five stones and a slingshot as his weapons saying that while watching the flocks, he killed bears and lions who attacked the sheep. He was not afraid. So young David, with his slingshot, killed Goliath and chased away the threatening Philistines. [1 Samuel 17:1-52]
  - Consider - Was David interested in doing the right thing or doing something bad? What power helped him win over Goliath?
  
2. Queen Esther - When the Jews who lived in the kingdom of Ahasuerus were hated by the wicked Haman, Queen Esther invited both the king and Haman to a banquet. It was there that she told her husband, the king, a secret - she was Jewish. Esther shared that she and her people would be killed if Haman was allowed to continue with his plan. The



angry king stopped the attacks. Queen Esther was able to save her people! [Book of Esther]

- Consider - Was Queen Esther interested in doing the right thing or doing something bad? What power helped her save her people?
3. Eliezer Ben Yehuda - In the time of the Torah and Bible, Hebrew was the language of the Jewish people. In fact, the Jews were called the Hebrews, from a Hebrew word that means “crossing over” (because the Jews crossed over a river into the Land of Israel). About 2000 years ago, the Romans forced the Jews to leave their land. While the holy books and prayers continued in Hebrew, Jews did not speak the language for almost 2000 years. Then, they started moving back to the Land of Israel, but they spoke many languages, making it hard to understand each other. A man named Eliezer Ben Yehuda used his knowledge of many languages to bring Hebrew back to life. He took old words from the Bible to create words that were needed for modern life - train, plane, electricity and more. He taught others how to speak Hebrew, bringing it to life again.
- Consider - Was Eliezer Ben Yehudah interested in doing the right thing or doing something bad? What power helped bring spoken Hebrew to life again?
4. Golda Meir - Golda Meir was a strong, powerful Israeli leader. In one of her jobs she helped people moving to Israel find housing and work. At other times, she raised money and support for Israel when it faced war. She was good at negotiating - helping those with different opinions find a way to work things out. Golda’s biggest job was as Prime Minister of Israel, helping improve the country, its citizens, and working for peace ... in spite of a number of wars.
- Consider - Was Golda Meir interested in doing the right thing or doing something bad? What power helped her help the Israeli people?

### **Hochmah/Wisdom**

1. King Solomon - Solomon was the son of King David. He became the king after David and was known for building the first Temple in Jerusalem 3000 years ago. One of the famous stories about King Solomon not found in the Bible tells how the Queen of Sheba wanted to see if the king was as wise as others said. She put him in a room full of flowers, where only one flower was real. The rest were beautiful, but made by human hands. She challenged the King to identify the real flower. King Solomon noticed a small friend, a bee, fly in and land on one flower. King Solomon, realizing that the bee would only be attracted to a real flower, told the queen that this was the real one. He was right!
- Consider - What is special about King Solomon in this story? What quality does he have?

2. Hillel - This story may be very familiar to the learners. A stranger wished to study Judaism and asked two different great teachers to teach him the Torah while he stood on one foot. The first teacher, Shammai, thought the man was making fun of the Torah and chased him off. Hillel, the second teacher, wisely said, "Do not do to someone else, something that you do not want them to do to you. The rest of the Torah is just an explanation of that." Hillel then invited the stranger to study some more.
  - Consider - What special quality does this story tell about Hillel?
3. Albert Einstein - Albert Einstein was a very famous scientist. By doing experiments and observing the world around him, he uncovered many of the laws of physics (a type of science about matter and energy) that we still use today. He was, and still is, called a "genius."
  - Consider - What special quality does this story tell about Einstein?
4. Parents/Guardians - Parents can be pretty smart solving difficult problems at home. These can include encouraging brothers and sisters to share, arranging responsibilities fairly based on what is needed and making sure that everyone gets where they need to on time (well, mostly!).
  - Consider - What special quality does this story tell about parents? [Feel free to expand the conversation beyond what was shared in this short entry.]
5. Justice Ruth Bader Ginsburg - When she was studying to be a lawyer, Ruth Bader Ginsburg was one of the best students - she studied hard and learned a lot. She held many important jobs throughout her career, but is especially known for being a Justice of the US Supreme Court. She was respected for the wisdom and sense of justice she brought to the cases she helped decide.
  - Consider - What is special about Ruth Bader Ginsburg? What qualities does she have?
6. Your teacher! (As a teacher, share a time when you feel you displayed wisdom)
  - Consider - What is special about you? What quality(ies) do you have?

RESOURCE SHEET 4d - Hebrew words for 4c

חֶסֶד

hesed, extreme kindness

צֶדֶק

*tzedek*, justice

גְּבוּרָה

*g'vurah*, using one's power and strength  
for good

חֲכָמָה

\*hokhmah, wisdom

\*Note that this word is not pronounced "hakhmah." Because of a rule of Hebrew grammar, we say "hokhmah," with a long "o" sound at the beginning.

### RESOURCE SHEET 4e - Art of a Good Name

Check the instructions on page 38 of “The Project 3 + 3” Curriculum Guide. The links, below, go to works of art or photos that you will need to share with the learners. For younger learners, when you share the art, try and tell the stories, rather than read from this sheet. For older learners, cut the stories out and put them next to the corresponding picture. Note that you may need to offer an extra explanation or explain something that is not clear.

- The three names offered in italics fit the instructions for younger children. Generally, do NOT share these with older learners.
- The accompanying resource sheets (4x - What Name Will They Earn? and 4x - Names We Can Earn) were designed to assist the older children.

#### **Abraham and Sarah welcoming the three visitors:**

In Genesis 18, three visitors approach Abraham and Sarah’s tent. Abraham, not feeling well, rises and runs to greet them, washes their feet of desert sand and dust, then says he will bring them a “little piece of bread.” Sarah and he then prepare them a big, lovely meal.

*Names to offer learners for Abraham: Chef, Great Host, Quick*

- <https://tinyurl.com/3AbeSarahpic>
- <https://tinyurl.com/3SarahAbepic>

#### **Rebecca offering water to Eliezer’s camels:**

In Genesis 24, Abraham sends his servant, Eliezer, to find a wife for Isaac (Abraham and Sarah’s son). Eliezer travels back to the country where Abraham was born, bringing 10 camels loaded with gifts. He arrives and has his camels kneel by the well. Eliezer then prays that when he asks for a drink of water, one of the women at the well will also offer to draw water for all 10 of his thirsty camels (that’s a lot of water!). Rebecca does both - gives him water and offers water to his camels. Eliezer immediately knows that this is the right wife for Isaac.

*Names to offer learners for Rebecca: Kind, Animal Lover, Strong*

- <https://tinyurl.com/3EliezerRebekahtpic>
- <https://tinyurl.com/3RebekahEliezerpic>

#### **Jonah obeying God, telling the people of Nineveh to repent**

In the biblical book of Jonah, God tells Jonah to go to the city of Nineveh and report that God is angry at the way they are behaving. Instead of obeying God, Jonah runs away and ends up on a ship that is caught in a terrible storm. The other sailors discover the weather and sea are so bad because God is angry at Jonah. They throw him overboard, where he is swallowed by a great fish. Three days later, when Jonah escapes and reaches dry land, he goes to Nineveh and gives God’s message. The people in the city are upset to learn that they angered God and change their behavior.

*Names to offer learners for Jonah: Sailor, Coward, Messenger of God*

- <https://tinyurl.com/3Jonahpic>
- <https://tinyurl.com/3picJonah>

(continued, next page)

**Esther calling out Haman**

In the Bible, the *Book of Esther* (*Migilat Ester* in Hebrew) tells that Mordecai, a Jew, refused to bow down to Haman, a powerful man working for the king. Haman was so angry that he decided to kill all the Jews. Mordecai told his niece, Queen Esther, that she could not be silent - she had to speak up to save her people. And so, at a special dinner, she pointed angrily to Haman and told the king that this man was going to hurt her people. The king took action and the Jews were saved.

*Names to offer learners for Esther: Brave, Party Planner, Quick-to-Anger*

- <https://tinyurl.com/3EstherHamanpic>
- <https://tinyurl.com/3HamanEstherpic>

**Hillel on one foot**

Hillel and Shammai were two rabbis who lived over 2000 years ago. One day, a non-Jewish person came up to Shammai and asked him to teach the entire Torah while the person stood on one foot. Shammai became angry because he thought the person was making fun of the Torah; Shammai chased him away. The man then came to Hillel and asked the same thing. Hillel smiled and said, "Do not do to others what you do not want them to do to you. The rest of the Torah explains that idea." The man was surprised, put his foot down, and then asked to learn more Torah.

*Names to offer learners for Hillel: Teacher, Patient, Wise*

- <https://tinyurl.com/3Hillelpic>

**Jews learning**

Judaism has always placed great importance on learning. 'Nuf said! Feel free to substitute a photo from your own program.

*Names to offer learners: Curious, Learner, Partner*

- <https://tinyurl.com/3Learningpic>
- <https://tinyurl.com/3JewishEducpic>
- <https://tinyurl.com/3AlefBetpic>

(continued, next page)

### Israel's saving of Ethiopian Jews

A group of Jews called Beta Yisrael lived in Ethiopia for over 2000 years, but the worldwide Jewish community did not know they existed until the late 1800s. A hundred years later, in the mid-1980s, when all Ethiopians faced famine, civil war, and generally difficult situations, the State of Israel began airlifting Beta Yisrael to Israel. One of the most dramatic rescue missions is reflected in both of the photos, below. During Operation Solomon, from May 24 - May 25, 1991, 35 Israeli aircraft flew in non-stop flights, rescuing 14,325 Ethiopian Jews in 36 hours. *Show the picture of the Ethiopian Jews crammed into an airplane, but focus on the photo of the son carrying his mother once they landed in Israel, exhausted.*

*Names to offer learners for the son: Strong, Son, Loving Son.*

- <https://tinyurl.com/3OperationSolPic>
- <https://tinyurl.com/3MotherOnBackpic>

### Israelis in space

In 2011, the SpacEL organization was created to enter a competition designed by Google - the goal was to land a spacecraft on the moon. Israeli engineers and scientists (like the one in the picture) joined forces to build a lunar lander called "B'eresheet" (Hebrew for "in the beginning" and also the name for the first book of the Torah, Genesis). In April 2019, the spacecraft successfully entered lunar orbit, but crashed into the moon, instead of landing softly. The engineers and scientists immediately started working on B'eresheet 2, which hopes to safely land on the moon in 2024.

*Names to offer learners for the Israeli engineer in the photo: Smart, Persistent, Engineer*

- <https://tinyurl.com/3SpaceLPic>

### Standing up for justice

The first photo is from Martin Luther King Jr's 1965 march from Montgomery to Selma, Alabama. It shows King, Rabbi Maurice Eisendrath (holding the Torah) and Rabbi Abraham Joshua Heschel. The words on the sign in the second photo have been seen in a number of recent rallies where Jews joined other protestors in demanding justice.

*Names to offer learners for those in either photo: Friends, Protestors, Upstanders*

- <https://tinyurl.com/3HeschelKingPic>
- <https://tinyurl.com/3ProtestSignPic>

**RESOURCE SHEET 4f - What Name Will They Earn?**

These student instructions match f) EARNING A NAME, Choice B (page 38-39)

**WHAT NAME WILL THEY EARN?**

**FIRST:** Walk around and look at all the pictures in the room. As a group, pick 3 that interest you.

**THEN:** Go to one of your pictures.

1. Read the story next to the picture. If you do not understand something, ask for help.
2. Spend some time looking at the picture. Then, talk about it as a group:
  - a. What is happening in the picture?
  - b. What story does the picture tell you?
3. Use the list of “Names We Can Earn” given you and together, find some names that match the actions of a person in the picture. Feel free to think of a name that is not on the list.
4. Then, give everyone time to choose one name they would give to a person in the picture. Each person:
  - a. Writes ONE earned-name on ONE of the stickies
  - b. Sticks it on the picture.
5. Spend a little time talking about the names chosen by members of your group.

**FINALLY:** Repeat steps 1 - 5 for your other two pictures.



**RESOURCE SHEET 4g - Names We Can Earn**

1. Brave (*gibur*)
2. Concerned for others
3. Connector of people
4. Community-maker (*k'hillah*-maker)
5. Creative
6. Curious/questioner
7. Deep thinker
8. Empathetic
9. Friend/partner
10. Generous
11. Gracious host
12. Gratitude giver
13. Hard working
14. Honest
15. Keeper of family memories
16. Kind (*hesed*)
17. Loving
18. Messenger of God
19. Peace-maker (*oseh shalom*)
20. Persistent
21. Problem solver
22. Quick!
23. Quick-to-anger
24. Responsible
25. Risk taker
26. Smart
27. Spiritual
28. Strong
29. Upstander
30. Wise

**RESOURCE SHEET 4h - Earning a Name Today****STORY ONE**

Your task:

1. Read this story from beginning to end.
2. Decide:
  - a. Who needs help?
  - b. Who helped them?
3. Read the Jewish quote (in blue) aloud again.
  - a. In your own words, what does it mean?
  - b. How does it help the person in the story solve a problem and take action?
4. Answer the question at the bottom of the page.



Sari's grandmother has memory problems. She lives in an apartment where someone can check on her a couple of times each day, making sure that she takes her medicine and that she eats at least two meals.

Sometimes when Sari visits, her grandmother tells the same story about her life over and over again.

When Sari is feeling annoyed about this, she stops and remembers that Judaism tells her to “**show respect to the elderly.**” (Torah: Leviticus 19:32)

**What good name would you give Sari when she stops and changes her behavior?**

## STORY TWO

Your task:

1. Read this story from beginning to end.
2. Decide:
  - a. Who needs help?
  - b. Who helped them?
3. Read the Jewish quote (in blue) aloud again.
  - a. In your own words, what does it mean?
  - b. How does it help the person in the story solve a problem and take action?
4. Answer the question at the bottom of the page.



Every week, Jon's family has Anna over to dinner. Anna goes to college nearby and is paying for college all by herself because her family can't afford to help her with the payments.

Jon's father was worried that Anna might not have enough money to eat well, so he began inviting her to join the family for dinner and family game night. He remembers that Judaism tells him to **“Let your house be wide open, always treating the poor as members of your own family. Rabbi Huna always had the custom of opening the door of his house when he was about to start his meal, and saying, “Anyone who is hungry may come in and eat.”**

(Talmud: Ta'anit 20b)

**What good name would you give to Jon's father (and the family) when they invite Anna to dinner?**

## STORY THREE

Your task:

1. Read this story from beginning to end.
2. Decide:
  - a. Who needs help?
  - b. Who helped them?
3. Read the Jewish quote (in blue) aloud again.
  - a. In your own words, what does it mean?
  - b. How does it help the person in the story solve a problem and take action?
4. Answer the question at the bottom of the page.

Jack's teacher told everyone to bring their markers to class to make posters about the book they just read. He remembered and put his markers in his bag.



When everyone started working, he saw one of his classmates did not have any markers. Jack decided to go draw his poster near his friend so that both of them could use Jack's box of markers.

Jack tried to live by the Jewish teaching that, "If...there is a needy person among you...do not harden your heart and shut your hand against him or her. Rather, you must open your hand and lend whatever is needed." (Torah: Deuteronomy 15:7-11)

**What good name would you give to Jack when he shares his school supplies?**

## STORY FOUR

Your task:

1. Read this story from beginning to end.
2. Decide:
  - a. Who needs help?
  - b. Who helped them?
3. Read the Jewish quote (in blue) aloud again.
  - a. In your own words, what does it mean?
  - b. How does it help the person in the story solve a problem and take action?
4. Answer the question at the bottom of the page.

Sammi was at home, trying to get better after an illness. She was not feeling well and felt lonely.



To her surprise, a few of her friends arranged a Zoom call.

They made her laugh, and just seeing them helped Sammi feel like she was going to be okay again very soon.

When she told her friends they made her feel better, all of them realized, “**Whoever visits a sick person helps them to recover.**” (Talmud: N’darim 40a)

**What good name would you give to Sammi’s friends for making a Zoom call to her?**

## STORY FIVE

Your task:

1. Read this story from beginning to end.
2. Decide:
  - a. Who needs help?
  - b. Who helped them?
3. Read the Jewish quote (in blue) aloud again.
  - a. In your own words, what does it mean?
  - b. How does it help the person in the story solve a problem and take action?
4. Answer the question at the bottom of the page.



Mrs. Becker's class loved going outside to explore the grove of trees near the school for science class. The trees were close to a picnic area. During the year, garbage started collecting on the ground, among the trees.

Before the school year ended, Mrs. Becker's class decided they wanted to make the grove of trees look nice again. They wanted other children to enjoy the space as much as they did. Cleaning up the grove of trees made Mrs. Becker's learners remember the Jewish *midrash*:

When the first human beings were created, God led them around the Garden of Eden and said,

“Look at My works. See how beautiful they are, how excellent! For your sake I created them all. Do not spoil or destroy My world -- for if you do, there will be no one to repair it after you.”

(Ecclesiastes Rabbah 7:13)

**What good name would you give to the students in Mrs. Becker's class for cleaning up the grove of trees?**