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# “The 3 + 3 Project”



**Developed by the JEC’s “If Not Now, When?” Team**

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***A note to educational leaders***

You have a number of decisions to make regarding “The 3 + 3 Project.”

- Who might use 3 + 3? Options include:
  - Teachers who are most ready to take on the role of learning guides.
  - Groups of learners who would especially enjoy or benefit from the learning approach.
  - All/most of your K-6 classes.
  - Classes/courses with related themes that could integrate elements of 3 + 3.
  
- How will you schedule 3 + 3? Options include:
  - Implement the entire curriculum over the course of 7-9 sessions.
  - Use the optional Options and Extensions, minimally extending learning over the course of a full semester.
  - Experiment with segments.
  - Join the national pilot in the Fall of 2021 (generally, beginning any time after the holidays) or any time that best fits your calendar.
  
- What will your professional development plan include? Options include:
  - Start in late summer or at least several weeks prior to implementation.
  - Offer one or more multi-hour sessions to allow for intensive exploration of the learning approach.
  - Support teachers and teen assistants during the time that they are piloting the curriculum (As part of regular or special meetings? With Zoom check-ins? With coaching assistance? Via a community of practice?).
  
- How will you keep your various stakeholders in the loop? These include:
  - Clergy
  - Teachers
  - Your board and education committee
  - Parents
  - Students
  
- What supports will you set up for yourself? Options include:
  - Your education team
  - Local Jewish educators’ group
  - Community-of-practice with national colleagues
  - The 3 + 3 Facebook group and website

As you read the curriculum guide, keep these decision-points in mind.

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**NOTE: This curriculum document is set up for back-to-back printing.**



## The 3 + 3 Project

The Covid-19 pandemic disrupted education across the planet, with the result that many assumptions about learning were turned on their head. The Jewish Education Center of Cleveland jumped into action in the summer of 2020 to create, “*La-bri’ut: To Our Health and Wellness*,” a curriculum and learning approach for part-time/synagogue settings for children in kindergarten through grade six. One of the key takeaways from *La-bri’ut* was the power of designing learning experiences based on what children *need* (e.g., strategies and tools to address the challenges of the pandemic). This, as compared to what adults think they *need to know* (e.g., the names and stories of all the patriarchs and matriarchs in the Torah) or decades old, low-level projects that their parents may have done (like painting pictures of bees buzzing around honey for *Rosh Hashanah*).

In late Fall 2020, intrigued by the success of the *La-bri’ut* learning approach, a number of synagogue education directors reached out to the Jewish Education Center of Cleveland to ask what might follow on the heels of *La-bri’ut*. In response, an incredible team of Jewish educators took up the challenge, with the goal of moving Jewish learning and engagement forward in part-time/synagogue settings. The planning and development tackled four elements:

- A rethinking of the roles of the adults and children so that
  - Teachers become partners-in-learning, taking on the role of guide, facilitator, mentor, learning catalyst, etc.
  - Children become deeply engaged and empowered in the learning process, with opportunities to set learning paths, grapple with challenges, discover connections (including with each other), and make meaning.
- The development of a conceptual foundation for learning called “[Gifting – A Framework for Learning and Engagement](#).”
- The creation of “The 3 + 3 Project,” a sample curricular unit that blends the newly defined roles with the Gifting Framework.
- A variety of professional development resources and supports for directors to use with their faculty.

The first two elements are described in more detail in [the introductory booklet](#), “If Not Now, When? A proposal (and invitation) for next steps in Jewish learning and engagement for synagogue/part-time programs.” All four elements are permanently parked on the JEC’s If Not Now When website – <http://JEC-IfNotNowWhen.weebly.com>.

For those interested in taking advantage of the JEC’s national supports for “The 3 + 3 Project,” the launch is set for summer 2021. An overview, including timeline, is in the “If Not Now, When?” document linked above, pages 27-33 (the “Join Us” section) and posted to the JEC website.

The “3+3” curriculum was written for use with first through sixth grade. Throughout the curriculum document are clues and resources for making adaptations for different ages and developmental levels; teachers need to plan with their specific age group in mind.

**The 3 + 3 Project,”** is named after two texts with similar themes about the power of a good name:

Rabbi Shimon says there are **3 crowns**:

The crown of Torah

The crown of the priesthood (*the kohanim*)

The crown of a ruler (*e.g., a monarch*).

And ***the crown of a good name is superior to them all.***

*Pirkei Avot 4:17*

A person is known by **3 names**:

one that their parent(s) call them,

one that other people call them,

and one that they earn for themselves.

***The best of all is the one they earn for themselves.***

*Midrash Tanhuma*

Over the course of “The 3 + 3 Project,” learners work in dialogue with Jewish tradition to collaboratively develop a definition of a good name and explore what it means to earn one. On the surface, 3 + 3 xlearning focuses on stories of Jews past and present. However, on a deeper level, these explorations are designed to help children continue to emerge from the Covid-19 pandemic. 3 + 3 will especially help its learners engage with the [Gifting Framework](#)’s three “b’s” -

- B-of-becoming, along a path that encourages personal growth and fulfillment as an individual
- B-of-belonging in sacred community
- B-of-behaving, especially in hands-on actions to repair the world, illustrating the benefits of a good name.

Children familiar with *La-bri’ut* will easily be able to identify recurring themes from its modules – in continued work to build community and personal relationships (*K’hillah*), in using one’s power and strength for good (*G’vurah*), in acting with audacious kindness to others (*Hesed*). The learning explorations – iterations of inquiry and action - introduce additional tools and strategies that support the 3 b’s, along with multiple opportunities to read traditional texts and/or stories of Jewish people throughout the ages who exemplify the foundational texts.

“The 3 + 3 Project” is based on Understanding by Design, a curriculum development approach that starts with an Enduring Understanding (EU - a big idea). Through inquiry, discovery, and hands-on explorations, learners uncover the big idea from multiple perspectives. The learning concludes with a project that helps deepen, apply and assess the learner’s understanding of the EU.

### **Enduring Understanding:**

How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

### **Essential Questions:**

1. What powers do names hold - for the individual? for others?
2. How does one earn a name?
  - a. What name(s) do I want to earn for myself?
  - b. What are the paths I can take to earn it?
3. What is the influence of friends, family and community on the name a person earns? What is our earned-name’s influence on friends, family and community?

**At the end of the unit, learners will know that:**

- Jewish tradition tells us that we have three names.
- Jewish tradition encourages good choices, resulting in our attaining a good name.
- An earned name can be good, bad or neutral. The latter might be a name earned through one's talent and/or hard study (e.g., a musician, a medical professional).
- Names have the potential to connect us to others.
- The name we earn has the power to influence others, for good or bad.
- The "uniqueness, value and blessing of each individual" can be identified through the names people earn for themselves.
- We stand on the shoulders of Jews and others who have each earned a good name.

**At the end of the unit, learners will be able to:**

- Offer examples of the actions people take when they earn a good name.
- Differentiate between the three types of names from *Midrash Tanhuma*.
- List a variety of names one could earn for oneself.
- Identify ways in which one can earn a name.
- Give examples of names earned by Jews, past and present.
- Take action towards earning a name for themselves.
- Identify some of the positive results of earning a name for oneself, especially in relation to becoming, belonging and behaving.

**Evidence of Understanding:** At the end of the unit, learners demonstrate how well they understand that *how we live our lives defines the name we earn for ourselves and influences others whom our lives touch*. The choice of final project (which in itself provides new opportunities for making conceptual connections) is the teacher's hands, ideally with attention to

- What is most appropriate to the specific group of learners
- Emerging conversations and ideas over the course of the unit, and
- The teacher's comfort with potential final project modalities (e.g., art, video, story writing).

That said, it is helpful to consider *in advance* which evidence of understanding might be targeted for the end of the unit, for when planning, the teacher needs to consider which activities from this guide would best prepare the learners to engage with the final project or action.

Learners might demonstrate their understanding of what it means to earn a name using any of the ideas, below, or others. [Note that additional details are provided on pages 55+ of this guide.]

Options:

- Develop a 1-3 week plan for earning a name that they choose for themselves. Act on it and evaluate.
- Develop and execute a project that requires the kind of actions they hope to cultivate to earn their name.
- Take age-appropriate (and safe) action to support a child
  - Who is being called hurtful names by others, or
  - Who would like to earn a name other than what others call them.

This might be child-specific, or a more global project (such as the Buddy Bench - <https://tinyurl.com/3BuddyBench>).

- Illustrate a name that they would like to earn (or perhaps create an artistic "map" that illustrates the paths taken to earn that name), along with a commentary. This might be used for:

- A synagogue/host institution art exhibit
- Note cards printed and distributed to the community/congregation, each with a different learner’s illustration and commentary
- Write and illustrate a Jewishly-themed children’s story that illustrates a person earning a name for themselves, whether bad or good (hopefully the latter, but maybe the first!) The story can be printed, bound, and given to the synagogue library, a school, shelter, or other such place. This is a great project to do in collaboration with a local author or writing cooperative.
  - Option: create an animated or live-action video with similar parameters
- Create a social media series (e.g., Instagram, a “public service announcement”) that explains and advocates for the power of a good name.
- Record interviews with Jews that learners have determined earned a good name. Edit these into a podcast or video.
- Write a song with the help of a musician.
- Develop a room-sized hands-on or crawl-through collaboratively developed exhibit of the types of names someone can earn – positive and negative.

Before beginning “The 3+3 Project,” temporarily choose an evidence of understanding project from the more detailed list (page 55). This will help solidify initial curricular decisions.

Then, a few weeks prior to introducing this Evidence of Understanding action-segment check the project suggestion list again to see if another choice would be more appropriate to this particular group based on their questions and interests. Based on your project choice, consider if there are activities from the curriculum that you specifically want to include or exclude. The goal is to prepare learners to tackle the project successfully.

If possible, write about and post elements of the final project on your program’s website or Facebook page. The JEC welcomes project sharing to its national “If Not Now, When?” website: <https://JEC-IfNotNowWhen.weebly.com>, the “Other Projects” tab. Use the Contact page to be in touch.

### **The unit structure**

There are six learning sessions for this unit PLUS one to three sessions in which learners complete projects that offer “evidence of understanding.” For an outline, see the Planning Calendar, beginning on page 7.

*If you have more time*, note that there are also two optional sessions, plus multiple extension activities that will add additional learning days.

*If you have less time*, feel free to pick activities of interest, perhaps integrating them into other units or as a few days of stand-alone learning with “The 3+3 Project.”



### The daily structure

Learners are part of work-groups (*note that this nomenclature steps away from the image of a classroom, desks lined up, teacher doing a lot of telling, etc.*), each with an adult and, if possible, 1-3 teen assistants. Each session ideally includes:

1. **Greeting and checking in** - (assures that everyone is greeted by name; 3 minutes) - Choice of activity is up to the teacher and/or teen assistants.
2. **Playing with ideas** (a playful, community-building warm-up especially in the first few weeks; 10-15 minutes). For game ideas, see [RESOURCE SHEET 1a – Name Games](#).
3. **Engaging in learning** (inquiry) and/or **Participating in design** (action) (the core learning and exploration, 30-45 min)  
Note that some days will be more focused on the inquiry phase, and others more on designing and taking action. An organizational meeting at the beginning of this segment should review what has been learned to date and set direction for the day's tasks/agenda.
4. **Reflecting** (offers a closing for the day's explorations, including cross-fertilization of ideas, 5-10 min) - Change and growth may occur at any step along the way, but a process of reflection is what personalizes and deepens growth in any of the "b's" – becoming, belonging, behaving. Reflection will occur multiple times in the course of a learning session – sometimes at the beginning, often in the middle, and especially at the end.

During the COVID pandemic, when many programs met on Zoom, thematic music often greeted learners as they gathered for their session. This tradition may certainly be introduced for 3 + 3, whether for in-person or virtual learning.

### Resources

The curriculum includes the session outlines (in hand), as well as a collection of resource sheets grouped by session. Both are linked on the "If Not Now, When?" website. Each teacher should be given a printed copy of both for easy referencing and personal note-taking during the unit. The curriculum document (in hand) and the resource sheets (on the website) should be printed back-to-back for teacher use. Check the printing set-up for materials being put in learner's hands – some will be back-to-back and others will not.

One of the strengths of "The 3 + 3 Project" is that its resources beautifully gift our learners Judaism's "richness of wisdom and memories gathered over the millennia, manifesting as diverse but interconnected Jewish perspectives, cultures and communities." [From the Gifting Framework]

The books and stories referenced throughout the curriculum guide reflect different time periods, as well as the diversity of the Jewish People. Teachers should have access to as many of these books as possible, and children should be offered the opportunity to borrow ones that they would like to read again or more completely (especially in the case of chapter books).

A number of resource sheets contain session-specific books. A full bibliography starts on page 61 of this curriculum guide.

**If not now, when?**

“The 3 + 3 Project” was designed as an example of how the Gifting Framework could be brought to life with teachers as learning guides who engage and empower learners to become, belong and behave in dialogue with Jewish tradition. The 3 + 3 curriculum offers paths for teacher growth towards a more facilitative learning model:

- The inquiry part of the curriculum guide (sessions 1-6) scaffolds teachers in shifting from seeing their role as “tellers-of-information” and “activity-creators” to “facilitators of learning.” Embedded in the document are many cues for stepping back and helping learner voices be heard.
- The action section (sessions 7-9 and beyond) empowers children to plan, research and impact their world. The “Four C’s of 21<sup>st</sup> Century Learning” (<https://tinyurl.com/3FourC21Century>) – critical thinking, communication, collaboration and creativity - become as foundational to our learning setting, as they are in general studies ones.

The Jewish Education Center of Cleveland’s planning team hopes that educators will pilot and experiment with 3 + 3 and then take next steps including:

- Deepening their personal Jewish learning, with a special focus on Judaism’s incredible gifts.
- Listening for Jewishly-focused questions that spontaneously emerge during conversation, then supporting learners in finding answers.
- Reflecting on the learning and teaching process with other colleagues, tying back to the images of teacher and learner outlined in the “If Not Now, When?” booklet.
- Experimenting with other learning foci that touch our younger learners deeply and spill into their everyday lives.

Our children deserve a conception of Jewish learning and engagement that fits who they are as 21<sup>st</sup> century learners, as owners of smartphones that put quick and easy information searches in their hands, and as Jews and human beings who are ready and able to “forge their own meaningful path inspired and guided by Jewish tradition (Gifting Framework).”

It will take time to fully realize this vision, but we have an incredible opportunity before us. Our inspiration is found in a mash-up of two great rabbis quoted in Pirkei Avot:

*“It is not upon you to finish the work...”*

*So,*

*“...If not now, when?”*

**PLANNING CALENDAR**

*This chart is provided to offer a sense of the unit's potential flow and where opportunities arise for extension.*

Session #	Sketch of focus/activities
1	<p><b>OPENING THE DOOR TO LEARNING</b></p> <p><b>What are our names?</b> (beginning on p. 13) Introductions</p> <p><b>What kinds of names do people have?</b> (p. 15) Options (choose 1-2)</p> <ul style="list-style-type: none"> <li>● Name webs</li> <li>● Name sorting cards</li> <li>● Kid names</li> </ul> <p>Extension options (more sessions needed if any of these are chosen – p. 19):</p> <ul style="list-style-type: none"> <li>● Hebrew names</li> <li>● Baby and Jew-by-Choice names</li> <li>● Names when called to the Torah</li> </ul>
2	<p><b>NAMES AND THEIR POWER</b></p> <p><b>What is the 3 Crowns Text?</b> (p. 21) Picture explorations:</p> <ul style="list-style-type: none"> <li>● King David photo</li> <li>● Three Crowns pictures</li> </ul> <p>Text exploration:</p> <ul style="list-style-type: none"> <li>● <i>Pirkei Avot</i> 4:13</li> </ul> <p><b>What is a good name, a שֵׁם טוֹב? What does that mean?</b> (p. 23) Inquiry options:</p> <ul style="list-style-type: none"> <li>● Inquiry walk</li> <li>● Phone calls</li> <li>● Movie or book brainstorming</li> </ul> <p>Extension options (more sessions needed if any of these are chosen – p. 25):</p> <ul style="list-style-type: none"> <li>● Art (picture of someone with a good name)</li> <li>● Stories of role models</li> </ul>
3	<p><b>EARNING A NAME</b></p> <p><b>What is the 3 Names Text? Why do we have at least three names?</b> (p. 27)</p> <ul style="list-style-type: none"> <li>● Card matching activity</li> </ul> <p>Extension options (these will not significantly expand learning time - p. 30):</p> <ul style="list-style-type: none"> <li>● Listening for names</li> <li>● Honoring those who earn names</li> </ul>

<p>4</p>	<p><b>EARNING A NAME</b>  <b>What does it mean to earn a name?</b></p> <ul style="list-style-type: none"> <li>• A look at Joseph (p. 31) OR</li> <li>• A guest’s story (p. 33) - if this includes the children learning about and setting up hospitality, that would add a week</li> </ul>
<p>4a (optional)</p>	<p><b>EARNING A NAME</b>  <b>Who are people who have earned a good name?</b></p> <ul style="list-style-type: none"> <li>• A structured activity with “circle maps” (p. 35) Extension option: Create other circle maps OR</li> <li>• Learner exploration with works of art (p. 38) OR</li> <li>• Exploring contemporary stories (p. 39)</li> </ul>
<p>5</p>	<p><b>EARNING A NAME</b>  <b>What are the names we think we have already earned?</b> (p. 41)</p> <ul style="list-style-type: none"> <li>• Paper quilt</li> </ul> <p>Extension option (more sessions needed if any of these are chosen – p. 43)</p> <ul style="list-style-type: none"> <li>• Setting up “gifting of a name” for the children (see also session 6)</li> <li>• Keeping an eye open for those who earn names</li> </ul>
<p>5a (optional)</p>	<p><b>How can we honor the names that others earn for themselves?</b> (p. 45)</p> <ul style="list-style-type: none"> <li>• Honoring activity (special supplies need to be ordered in advance)</li> </ul>
<p>6</p>	<p><b>What is a name we would like to earn?</b></p> <ul style="list-style-type: none"> <li>• Making a plan (p. 49)</li> </ul> <p>Extension options (more sessions might be needed if any of these are chosen)</p> <ul style="list-style-type: none"> <li>• Setting up “gifting of a name” for the children (see also session 5)</li> <li>• Looking for times we have the potential to influence</li> <li>• Exploring the effort to earn a name</li> </ul>
<p>7-9</p>	<p><b>How will we apply what we have learned about earning a name?</b></p> <ul style="list-style-type: none"> <li>• Evidence of Understanding project (p. 55)</li> </ul>

**SESSION-BY-SESSION PLANNING MAP**

**Enduring Understanding:** How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

Session # __		Session # __		Session # __		Session # __	
Focus:		Focus:		Focus:		Focus:	
<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name		<b>Essential Question being explored</b> <input type="checkbox"/> Names and their power <input type="checkbox"/> Earning a name <input type="checkbox"/> One's name impacting others <input type="checkbox"/> Supporting others w/their name	
Entry music		Entry music		Entry music		Entry music	
Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)		Greeting/Checking In (3 min)	
Playing with Ideas (sessions 1&2 10-15 min)		Playing with Ideas (sessions 1&2, 10-15 min)					
Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"	Inquiry/activity/ action (30-45 min)	Key supporting teacher "moves"
Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)		Reflection (5-10 min)	

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## OVERVIEW OF THE LEARNING GUIDE

The guide that follows is divided into suggested learning sessions, with a variety of options for extension. These match the Planning Calendar on pages 7-8.

The curriculum format, that of a three-column chart, offers a clear view of learning choices and how they fit the bigger ideas being explored:

- The far left column contains learning activities.
- The middle column offers annotations for the teacher – notes that explain how the activities support the Gifting Framework, as well as thoughts that help a teacher “guide,” rather than “tell.” Cues are included for explicitly weaving the Enduring Understanding and the texts into daily learning, enabling the children to discover and uncover these big ideas from multiple angles. Thus, the middle column provides scaffolding to help teachers become sophisticated facilitators of learning.

<b>THE LEARNING</b>	<b>CLUES FOR GUIDING</b>	<b>RESOURCES</b>
<p><i>This column offers activities that help learners uncover the Enduring Understanding from various perspectives. There will not be time to do all of them; teachers need to choose the learning path that makes the most sense for their group of learners based on age, interest and available time.</i></p> <p><i>In the actual curricular document, the Clues and Resources are placed parallel to the sections to which they are referring. Font is <b>color-coded</b> in places to help match the comment with an activity.</i></p>	<p><i>This column offers context for many of the learning choices - how they fit the Gifting Framework, discussion suggestions and learning paths, as well as extension activities that could be interesting, but not directly tied to the big ideas of the unit.</i></p>	<p><i>This column helps teachers identify which Resource Sheets to use and provides other resources.</i></p>

**Remember that each session includes these elements:**

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min - the first two sessions, as well as when you otherwise have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
- Reflecting (5-10 min)

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## THE LEARNING GUIDE

### SESSION 1

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min - the first two sessions, as well as when you otherwise have time)
  - **OPENING THE DOOR TO LEARNING: *What are our names?***
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **NAMES AND THEIR POWER: *What kinds of names do people have?***
  - **EXTENSION OPTIONS *focus on Hebrew names***
- Reflecting (5-10 min)

**Planning considerations:** From the first day, you want to ensure that your learners know each others’ names and begin to form community (the **b-of-belonging**). It would help if you tried the sorting activity in advance (see page 16 and RESOURCE SHEET 1c) – how many different ways can you sort the cards/names? What challenges do you think your learners will have? Also, note that there are activity choices in the main body of the lesson, as well as potential extensions. Note that some of these ask for parental input – reach out in advance if you will be asking for Hebrew names (page 13 – far right column, below) or for stories and/or photos to support Option C (page 18).

THE LEARNING	CLUES FOR GUIDING	RESOURCES
<p>1. <b>OPENING THE DOOR TO LEARNING: <i>What are our names?</i></b> (first &amp; second sessions; 10-15 min) Even though learners may have been together prior to this opening lesson, choose a fun game with their names to open the door to the theme. Below are two to choose from:</p> <p>a) Game 1 - Have the group stand in a circle.</p> <ul style="list-style-type: none"> <li>● Round one: Throw the ball to someone and ask them to say their name loudly and clearly. That person throws the ball to someone else and then places their hands behind their back (or another stance of your/their choosing) to signal that they have caught the ball already. Continue around the circle, until it comes back to the person who started the game.</li> <li>● Round two: The first person clearly says the name of <b>someone whose name they remember</b> and throws the ball to them.</li> </ul>	<p>Choose from these options based on the age of your children.</p> <p>As the game continues, you may need to prompt the group to help those with the ball <b>remember the names</b> of people not yet called.</p>	<p>If your program uses children’s Hebrew names on a regular basis, be sure to obtain these from the office or parents; help those without a Hebrew name to choose one. You may also want to ask for the parents’ Hebrew names if you think you will do a name-activity using the name by which one is called to the Torah (<i>ben/bat/ b’nai</i></p>

<ul style="list-style-type: none"> <li>Other options for rounds include having the group work together to remember the route the ball was last thrown OR if it is an older group add a second (or third) ball into the mix and play. Encourage name usage and chatting!</li> </ul> <p>b) Game 2 – Gather the group in a circle.</p> <ul style="list-style-type: none"> <li>One person starts by saying their name (e.g., “I’m Sarah”).</li> <li>Everyone responds, “<i>Shalom</i> ____” (e.g., “Shalom Sarah”).</li> <li>The next person says the first person’s name and then says their name. For example, the 2<sup>nd</sup> person would say, “<i>Shalom</i> Sarah, my name is Erin.”</li> <li>Everyone says <i>shalom</i> to the last person PLUS the name of the person before, e.g., “<i>Shalom</i> Erin, <i>shalom</i> Sarah.”</li> </ul> <p>Continue. The game could be played with the entire group reciting the <b>string of names</b> (older children), or each name can be offered solo (younger children, or if time is short).</p> <p>Other versions:</p> <ul style="list-style-type: none"> <li>Players add an activity they like to do. “I’m Sam and I like soccer.” In the group-passing, it gets shortened to “Sam likes soccer.”</li> <li>Players add a word that describes themselves. [Challenge older children to find a word that starts with the first letter of their last name.]</li> </ul> <p>An alternative to individuals having to repeat all who came before them, is for the entire group to do so. This game could also be played in smaller groups (6-8 players), each with a teen assistant or teacher leading.</p> <p><b>Follow-up:</b> Whichever game you choose for the first session, consider ending by <b>asking children</b> why we have names. Use open-ended questions to help them move beyond their first answer.</p>	<p>The activity begins the process of uncovering the <b>uniqueness, value and blessing of each individual</b>, albeit on a surface level.</p> <p>Keep stress low – In advance, tell the group that they will need to help each other if you will be <b>stringing together all the names</b> OR If you want to ask that a description starts with the same first letter of each player’s name. Indeed, when someone gets stuck, make sure to ask other learners for assistance, rather than you offering help. This is about the <b>b-of-belonging</b>.</p> <p>To push thinking, use <b>question prompts</b> like:</p> <ul style="list-style-type: none"> <li>Tell me more.</li> <li>Why is that?</li> <li>What else?</li> </ul>	<p>parents’ Hebrew names) or if one is sick (<i>ben/bat/b’nai</i> mother’s name). Check with the education director or a clergy member. See page 19 for potential uses of these gathered names.</p>
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<p><b>2) NAMES AND THEIR POWER: <i>What kinds of names do people have?</i></b>          Note that there are three choices, below. Choose one, but if you wish to extend the learning, feel free to take on an extra!</p> <p><b><i>CHOICE A (for readers or non-readers)</i></b></p> <ul style="list-style-type: none"> <li>i) Choose an engaging reading in advance of the session. See the options on <a href="#">RESOURCE SHEET 1b - Book List, Name Activity</a>, or choose a book with which you are familiar.</li>   <li>ii) Explain that you will be reading part of a book that will help everyone consider the many names that people have. Begin by drawing a circle on chart paper or via a digital device and write the character’s name in the middle. Explain that the group will be making a <b><i>name-web</i></b> together.             <ul style="list-style-type: none"> <li>i. For younger children, <u>you</u> create the web that they will verbally help you fill in.</li>   <li>ii. Older children should <b><i>think-pair-share</i></b> prior to you asking for their input. So, besides the chart paper or digital set-up, provide each learner with paper and a writing instrument.</li> </ul> </li>   <li>iii) Begin reading. As soon as you get to some information that could go on the web, stop and model thinking for the children (“This tells me about our person. I can see that she is _____. I’m going to write this information on our web.”)</li>   <li>iv) After you do this a few times, use <b><i>tzimtzum</i></b> - give learners the space to offer their own contributions to the web, instead of you. Be a learning guide, not a teacher.</li> </ul>	<p>This section begins to lay out the idea that we have “names” beyond Marc, Jenny or Josh. Note there are many potential roles for teen assistants.</p> <p>Names throughout 3+3 are not just proper names. One can be brave, thoughtful, timid, a doctor or an astronaut. A name tells us something about the person.</p> <p>Do this <b><i>web with words or with drawings</i></b>. Feel free to ask a teen assistant to write or sketch out the thinking of the learners on the all-group web.</p> <p>This article explains <b><i>think-pair-share</i></b>: <a href="https://tinyurl.com/think-pair-share-WGU">https://tinyurl.com/think-pair-share-WGU</a>. This video shows a second grade teacher explaining the steps and offers a demonstration of think-pair-share with her learners: <a href="https://youtu.be/-9AWNl-A-34">https://youtu.be/-9AWNl-A-34</a></p> <p><b><i>Tzimtzum</i></b> is a Jewish concept that refers to contracting oneself to give others enough room to grow. For more information check:</p>	<p><a href="#">RESOURCE SHEET 1b - Book List, Name Activity</a></p>
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<p>v) Offer time for learners to create their own personal name-webs. Pre-writers can draw or dictate. Writers can do this on their own paper, with whatever supports they need.</p> <p><b>CHOICE B (for children who are readers)</b></p> <p>i) Divide learners into smaller groups and give each a bag/envelope with the <b>name sorting cards</b> (<a href="#">RESOURCE SHEET 1c - Name Sorting Cards</a>).</p> <p>ii) Explain the activity – The bags contain names of people they might know (some come from the <i>La-bri'ut</i> curriculum) and others do not. Their task as a group is to sort out the cards in any way they wish. They might have two piles, they might have four piles, they might have less or more! Their goal is to make piles of cards that seem to go together. There are no right or wrong answers.</p> <p>iii) Allow time for sorting.</p> <p>As each group finishes, give them stickies or file cards on which they write, one paper per pile, an explanation of what this group of cards represents. [For example, they might say “real names” and “jobs.”]</p>	<p>* <i>Managing the Jewish Classroom</i> (Rossel, Torah Aura), <i>chapter 18</i>.</p> <p>* <a href="https://vimeo.com/314098667">https://vimeo.com/314098667</a> (25:40-28:22, or continue until 29:40)</p> <p>* <a href="https://www.chabad.org/748130">https://www.chabad.org/748130</a></p> <p>In advance, duplicate enough <b>name card sets</b> so that small groups of children have one set. For younger children, you may want to cut down the number of slips provided. Cut apart the cards and place in a paper lunch bag or envelope. Feel free to decorate with a ribbon, just to make it more special.</p> <p>Observe as groups work. While you generally should not interfere, you may wish to ask open-ended questions that help children who are having difficulty making decisions. Listen for any higher-level questions that could possibly be placed on a Question List for later exploration. Remember that this activity is beginning to bring forth the <b>uniqueness, value and blessing of each individual</b>. As you watch the children, notice who is speaking, who is not.</p>	<p>Check pages 9-13 of the <a href="#">Ahmed book</a> for follow-up conversations on <b>name/identify webs</b>, if you have time.</p> <p><a href="#">RESOURCE SHEET 1c – Name Sorting Cards</a></p>
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<p>iv) After all cards are sorted, ask each group to <b>explain their piles</b> to the others – why did they sort them as they did?</p> <p>v) Open the conversation to names in general:</p> <ul style="list-style-type: none"> <li>i. What did you notice? What did you think about the words on the cards? What were the ways you sorted these? How did you sort them?</li> <li>ii. What kinds of names are they familiar with (e.g., personal names like Josh and Jenny, relational names like sibling/brother/sister)?</li> <li>iii. What kinds of names are more about a person’s reputation? How they act in life? [e.g., leader, patient] Ask about these non-names. What do children notice? What is the same and different about these names/words?</li> <li>iv. As they talk, <b>record on chart paper any questions</b> about names that arose. For example, a learner might ask any of these questions during the conversation/activity:             <ul style="list-style-type: none"> <li>1. How does someone get their personal name? How do parents decide?</li> <li>2. Why do I (do not) have a Hebrew name?</li> <li>3. Are all names good? Can someone have a good name <i>and</i> a bad name?</li> </ul> </li> </ul>	<p>Quietly take note of how children <b>define the piles</b>, as compared to how the cards were set up. Based on their reasoning, try and anticipate challenges they may experience in the upcoming sessions when looking at either of the two name texts.</p> <p>If you also did Choice A, consider what lines of thinking cross over to Choice B.</p> <p><b>Record learner questions</b> without answering them - there will be appropriate times in future sessions, ideally with the learners taking the lead in discovering answers. [What do we already know? What do we need to know to figure this out? How will we find out and/or who can we ask?] For now, add in any questions overheard in the group-sorting conversations. Note that a teen assistant can be the recorder for this list.</p>	
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<p><b>CHOICE C (for an age group with not-yet readers; also useable for those who read)</b></p> <p>i) In advance, reach out to <b>parents</b> to provide 1-2 sentences about each child’s given name (English and/or Hebrew), as well as some of the names they are “called.” Share parental responses with the group and together identify commonalities (like named after a relative).</p> <p>ii) If they might be open to a little “work,” <b>ask parents to share</b> a photo with you that could explain one of their child’s names - a brother/sister, a helper of others, a good friend, etc. Ask parents to also identify the name that the photo illustrates so you can open the conversation.</p> <p>OR, offer a collection of photos (<a href="#">RESOURCE SHEET 1d - The Names We are Called</a>) and ask children to tell a story about what they see.</p> <p>Based on either the parent-sent photos or a story created from the ones on RESOURCE SHEET 1d, help learners hypothesize about the names of those in the pictures. Make a list. Ask children:</p> <p>i. How are these names different from their given names?</p> <p>ii. How does one get/achieve these kinds of names?</p>	<p>A number of <i>La-bri’ut</i> <b>parents</b> noted that they found it quite meaningful to share with their children thoughts about their powers and strengths, and how they use them “for good” (the definition of <i>g’vurah</i>). Thus, this activity with parental input picks up on that connection, though with a different focus.</p> <p>See also below, page 41, which requests a slightly different <b>parent-child</b> conversation. Consider whether you wish to ask for both kinds of information at once, or wait in regards to the second.</p> <p>Remember the concept of <i>tzimtzum</i> - you want to pull back enough in the conversation to allow the learners to draw conclusions. Consider questions like:</p> <p>What do you think? Why?</p> <p>Do you agree with _____?</p> <p>What other ideas do you have?</p>	<p><a href="#">RESOURCE SHEET 1d - The Names We are Called.</a></p>
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<p><b>SESSION ONE EXTENSION OPTIONS</b> (if you have additional days for learning)</p> <p><b>Extension Option 1</b> - Focus on the idea of Hebrew names:</p> <ul style="list-style-type: none"> <li>• Why is it a Jewish tradition to give both an English and Hebrew name?</li> <li>• Where does my Hebrew name come from and how is it different from (or related to) my English one?</li> <li>• Why are we called to the Torah by our Hebrew name <i>ben/bat/b'nai</i> the parent name(s)? How does it feel?</li> </ul> <p><b>Extension Option 2</b> - Interview parents with newborns OR Jews-by-Choice since both had to make a decision about a given/chosen name. Why did they make the choices they did? What hopes do they have for their children or for themselves? [Note that this ties with the first part of the EU - “how we live our lives defines the name we earn for ourselves.”] What kind of ritual did they do when giving their child a name, or taking on a Jewish name for themselves? In what ways were the name choices or rituals meaningful to them? To others?</p> <ul style="list-style-type: none"> <li>• Check page 64 of this guide for potential books to read on names/naming.</li> </ul> <p><b>Extension Option 3</b> - Interview a clergy member about the names with which people are called to the Torah (son/daughter/child of the parents) or when a blessing is offered because they are sick (son/daughter/child of the mother). How do these name-formulas fit the idea of “a name others call them?”</p>	<p>Who might the learners ask to discover the answers to any of these questions?</p> <p>Older learners might find it of interest to read some booklets/documents from Jewish baby naming ceremonies (perhaps your clergy can help you attain some). What do parents say about their name choices?</p>	<p>An interesting resource about names:  <a href="https://www.yaeshahar.com/language-dress-names-as-keys-to-jewish-continuity/">https://www.yaeshahar.com/language-dress-names-as-keys-to-jewish-continuity/</a></p>
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**SESSION 2**


- Greetings and check-in (3 min)
- Playing with ideas (10-15 min - the first two sessions, as well as when you otherwise have time)
  - **OPENING THE DOOR TO LEARNING: What are our names?**
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **NAMES AND THEIR POWER: Introducing the Three Crowns**
    - **What is the Three Crowns text?**
    - **What is a good name, a יָשָׁם טוֹב? What does that mean?**
  - **EXTENSION OPTIONS focus on expanding familiarity with those who have earned a good name**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus.

**Potential teacher-to-teacher planning conversation starter:** How will you “explore” the significance of a crown with your age group? How can you do this without telling them “the” answer? What will you show them? What might you read? Do? Ask?

THE LEARNING	CLUES FOR GUIDING	RESOURCES
<p>Start the session with one of the name activities from <a href="#">RESOURCE SHEET 1a – Name Games</a> or pages 13-14, above.</p> <p><b>3) NAMES AND THEIR POWER: INTRODUCING THE THREE CROWNS</b></p> <p>a. <b>What is the Three Crowns text?</b></p> <p>i. Explore with learners what a crown signifies. Share <a href="#">RESOURCE SHEET 2a - King David</a> (note that it is a posed photograph taken in 1866). When you begin, do not share with learners the name of the person depicted in the photo.</p> <p>1. First show Picture A. Invite <i>curiosity</i> and ask children to describe the person by first having them do “heads together” - a quick huddle with others to consider the questions you are asking:</p>	<p>Take the time to prep well for this session – the questions will lead you and the learners to interesting places.</p> <p>When you ask these questions, bring a <i>stance of curiosity</i> – do not ask them in the spirit of “teacher-questions” which often have one right</p>	<p><a href="#">RESOURCE SHEET 1a – Name Games</a></p> <p><a href="#">RESOURCE SHEET 2a - King David.</a></p> <p>Want background on King David? Check this: <a href="https://www.jewishvirtuallibrary.org/king-david">https://www.jewishvirtuallibrary.org/king-david</a></p>

<p>a. What does the picture tell you about this person?</p> <p>b. What might he be thinking about?</p> <p>c. What might other people think about this person? Would they respect him or not?</p> <p>d. What do they think he does with his days? What does he do?</p> <p>2. Then show Picture B. <b>Ask children</b> to identify what is different about this person. Then, ask them the same questions that you asked for Picture A. How did the crown change learners’ perception or feelings about the person?</p> <p>3. Explain that this is a photograph that someone “staged” to represent King David, a famous Jewish king from 3000 years ago. Note that King David is someone we know about from the Bible.</p> <p>ii. Shift the discussion to a more general one, not focused on the photos from the Resource Sheet:</p> <ol style="list-style-type: none"> <li>How might a person wearing a crown feel or behave?</li> <li>What might others think about the person wearing it?</li> <li>If the crown could talk, what might it want to whisper to the person wearing it?</li> </ol> <p>iii. Share “<a href="#">RESOURCE SHEET 2b – The Three Crowns.</a>” Ask learners to describe what they see and to identify what is the same in each of the illustrations. [For teacher background check <a href="#">RESOURCE SHEET 2c: The 3 Crowns Text (teacher background)</a>]</p> <ol style="list-style-type: none"> <li>What is the same/different about each of the crowns?</li> <li>If possible, show learners the <b><i>crown that is on top of a Torah</i></b> via a trip to the sanctuary or one brought to the room.</li> </ol>	<p>answer, but rather ones that you wonder about.</p> <p>This might be done Think-Pair-Share, <b>asking children</b> to <u>think</u> individually, <u>pair</u> with someone to talk about their thoughts, and then <u>share</u> with the group.</p> <p>This could be discussed all-group or in smaller groups, allowing for more learners to share in the conversation. Give enough “wait time” for learners to respond. Remember to practice <i>tzimtzum</i>.</p> <p>You are beginning to set up the question of what is a good name. For yourself, note that these three crowns represent three kinds of Jewish leadership 2000+ years ago -</p>	<p>For younger children, teen assistants could create a run-around “Crown Game.” Something should change in the game reflecting the importance/symbolism of a crown for the person wearing it. If needed for the game, individual crowns can be hand-made crown from yellow construction paper or aluminum foil.</p> <p><a href="#">RESOURCE SHEET 2b – The Three Crowns</a></p> <p><a href="#">RESOURCE SHEET 2c: The 3 Crowns Text (teacher background)</a></p> <p>Attain and share a <b><i>Torah crown</i></b>.</p>
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<div style="text-align: center;">  </div> <p>3. Two of the three crowns are on top of people, but what about the crown of Torah? Some scrolls have a crown on the top of them when sitting in the <i>aron hakodesh</i> (the ark in the sanctuary). But, a crown also can be imaginary and “on top” of people who study Torah, those who learn a lot about Judaism.</p> <p>iv. Share the poster version of <a href="#">RESOURCE SHEET 2d - Pirkei Avot 4:13</a>, noting that the person who said this (Rabbi Shimon) lived almost 2000 years ago. Introduce and use the Hebrew שֵׁם טוֹב (<i>shem tov</i>; a good name) throughout this unit.</p> <ul style="list-style-type: none"> <li>Focus on the last line together, “the crown of a good name is superior to them all.” Do they have an idea what it means? How might they find out? [See b. below.]</li> </ul>	<ul style="list-style-type: none"> <li>Crown of Torah = rabbis (like Hillel and Akiva)</li> <li>Crown of <i>K’hunah</i> (the Kohanim/ priests that took care of Temple ritual) = religious leadership</li> <li>Crown of Royalty = monarchy (like King David and King Solomon)</li> </ul> <p>Remember that throughout the unit, if learners ask an interesting question that could be researched later, write it on chart paper and post in the work space. This is a good consistent job for a teen.</p> <p>If any of the questions on “the list” match this session’s theme suggest the group figure out how they might find an answer.</p>	<p><a href="#">RESOURCE SHEET 2d – Pirkei Avot 4:13</a></p> <p>The Hebrew word for crown is כִּתְרוֹרָה (<i>keter</i>).</p>
<p><b>b. What is a good name, a שֵׁם טוֹב? What does that mean?</b>  <i>From this point forward, on a second sheet of chart paper consistently collect a list of all the earned names that children identify. While they will not yet know the difference between the “three names,” you want to start the list by recording the “good names” heard in this session. Know that at the end of the unit, each child will be asked to identify a name they would like to earn. The master list you create starting now will give learners options from which to choose.</i></p>	<p>This section continues exploring the gifting idea of the <b>uniqueness, value and blessing of each individual</b>. It also opens the conversation to the EU: “How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.” Easier EU language for children might be that our actions</p>	

<p><i>NOTE: This chart of names is in addition to the chart of questions you collect over time.</i></p> <p><b>Inquiry choices:</b> Begin creating a list of people with “good names” by choosing one of these three options:</p> <ol style="list-style-type: none"> <li>i. CHOICE A: Take a <b>walk</b> around the building. Have learners share the crown text they just discussed with the people they meet and then ask for an example (and a story of) a person with a good name.             <ul style="list-style-type: none"> <li>• Make sure that the children consider on the spot why each name offered is good – open the door to conversation and dialogue.</li> <li>• Create a <b>list of the good names</b> (with the matching person’s name in parentheses)</li> </ul> </li> <li>ii. CHOICE B: Make phone calls to parents or grandparents and ask them about stories they know that illustrate a good name.</li> <li>iii. CHOICE C: Brainstorm a list of story or movie characters with good names.</li> </ol> <p>Keep <b>threading</b> the big idea of this unit - As you listen to the stories of these good names, weave into your follow-up conversation pieces of the EU without explicitly labeling it.</p>	<p>(how we live our lives) earn us a name or reputation AND that the way we behave can touch or influence others.</p> <p>If planning on an <b>“inquiry walk,”</b> ask a teen assistant to go through the building in advance, alerting those hanging around that the learners may come through asking questions.</p> <p>An older child or a teen assistant may record the <b>list of names</b> offered.</p> <p>An example of <b>threading</b>: “Your grandmother was so patient - no wonder your family asked her to help with ____.” Thus you are implicitly referring to the idea that, “How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.”</p>	
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<p><b>SESSION TWO EXTENSION OPTIONS</b> (if you have additional days for learning, though some learners might be willing to do these as an at-home activity)</p> <p><b>Extension Option 1</b> – Artistic look at the idea of the crown of a good name. Divide into small groups to <i>hear a story</i> (or a selection from one; see <a href="#">RESOURCE SHEET 2e – Good Name Stories</a>) of a person who has a “crown of a good name.”</p> <p>Explore the names, identities or reputations:</p> <ol style="list-style-type: none"> <li>What kind of name do learners think that the person earned?</li> <li>What actions might they see from a person with a good name? [What might they not see?]</li> <li>Do learners think that people with a good name always behave perfectly, in all areas of their life? What stories can they offer that support their opinion?</li> </ol> <p>Give time for learners to create a picture of a person with a Good Name using an art technique that the teacher or teen assistant is comfortable with. While this person could be someone they know, if you offer a variety of books/videos, learners could expand their knowledge of a Jewish role model from our past. Ask learners to include a short explanation about the depicted person’s connection to a good name. The explanation could be printed/written, or an audio or video recording accessed by a QR code.</p> <p><b>Extension Option 2</b> - Expand stories of role models (for older learners). Encourage learners to research Jewish personalities who have earned a good name (see <a href="#">RESOURCE SHEET 2f – Name List</a> for some options, including book and video suggestions, some of which are also on RESOURCE SHEET 2e). Explorations could be done by individuals, pairs or small groups by:</p> <ol style="list-style-type: none"> <li>Asking others who might have knowledge and an opinion</li> </ol>	<p><i>Reading aloud</i> is a good role for teen assistants. If some of the books or stories are online, learners could listen independently and/or in small groups. Another option is to see if a couple of parents, grandparents or clergy might be willing to come in and be the readers. They could also help with small group discussion.</p> <p>Based on the culture of your program, might children be willing to take a</p>	<p><a href="#">RESOURCE SHEET 2e – Good Name Stories</a></p> <p><a href="#">RESOURCE SHEET 2f – Name List</a></p> <p>NOTE: Those preparing this curriculum found it challenging to locate Jewishly-focused information on</p>
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<ul style="list-style-type: none"> <li>b. Reading a nonfiction or fiction <i>book from your library</i> or an online source about a Jewish personality to determine which of the people/characters have a good name</li> <li>c. Doing some online research</li> <li>d. Viewing a video</li> </ul> <p>Help learners share their learnings with each other – perhaps a report at the beginning of upcoming sessions, a Flipgrid posting, a short video, or some other creative modality.</p> <p>Learners might collaborate to create avenues to honor their person (e.g., designing a medal, planning a party, decorating a cake, writing a song). This would necessitate extra learning time, whether during a regular session or at home.</p>	<p><i>library book</i> home or a QR code to a book on video ... and actually read?</p> <p>Another option: Choose 3-4 age appropriate books and offer to purchase one per child, based on individual preference. PJ Library or PJ Our Way books could also be an option,</p> <p>In the spirit of this from the Gifting Framework &gt;&gt; <b>sense of being part of, and in reciprocal relation to, something bigger than and beyond oneself</b> &lt;&lt; help learners see their interconnectedness with Jews past and present. This is a gift that Judaism offers them. And again, remember to interweave the core idea of the EU in your follow-up conversations.</p>	<p>contemporary Jews. The benefit of using this resource sheet is that the books and videos have been curated for the age group and are known to have Jewish information about the personalities.</p>
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### SESSION 3

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
  - **OPENING THE DOOR TO LEARNING: What are our names?**
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: What is the Three-Name text?**
    - **Why do we have at least three names?**
  - **EXTENSION OPTIONS focus on expanding familiarity with those who have earned a good name**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today's theme/focus.

Note that the developers of 3 + 3 use the following definitions for each of the kinds of names discussed in the *Midrash Tanhuma* text:

- a. The name that parents call them - their given name at birth, though this could also be a parental name like son, sweetie, or babe.
- b. The name that others call them - this is a more relational name like friend, brother or niece, though it could also be:
  - a kind of nickname like Suzze for Susan or Superman for Clark Kent,
  - or a profession like doctor,
  - or a descriptor like "polio survivor" (*that is a name we used as part of a 3-name discussion on violinist Itzak Perlman*).
- c. The name that one earns for themselves - this comes through effort, whether intentional or unintentional.
  - In the Purim story, Queen Esther stood up against Haman and earned names like "brave" and "upstander."
  - On the other hand, King Ahasuerus was pretty blind to Haman's hatred against the Jews. While one couldn't say that he tried to earn the name of "weak" or "ineffectual," those names could have been granted to him.

Note that an earned name is defined in terms of both human qualities (brave, peacemaker, good friend, patient, quick-to-anger, curious) in terms of one's talent or skill (athlete, musician, scientist) or special earned titles (MVP, Nobel Prize winner, Caldecott award winner). There is a bit of an overlap in the definitions of "the name others call a person" and "the name one earns;" at times, one can label a name either way.

Conceptually, the core activity is probably most appropriate for 5th/6th graders. If you wish to use it with younger children, consider how to adapt it. If you feel it is too complex for your learners (to whom you may need to explain that a name is more than Matt or Miri), focus on just one person and tell a story that illustrates their three names and how they earned one of them. Use open-ended questions to help children come to understand the idea of three names.

<p><b>3) EARNING A NAME: WHAT IS THE THREE-NAME TEXT?</b></p> <p><b>a) Why do we have at least three names?</b></p> <p>i) In advance of this activity, determine how many cards you will need to use from <a href="#">RESOURCE SHEET 3a – “Everyone Has Three Names”</a> (if you have 15 children, you will need 15 cards, representing 5 people from the sheet). Then, decide which of the people you wish to use with your learners - who might your children have some familiarity with? Cut apart those cards (if you choose 5 names, you will be working with 15 cards) and shuffle. Put aside the hint cards for the people you chose.</p> <p>ii) Remind learners of the 3-crown text and its conclusion that having a <i>shem tov</i> is better than all the crowns. Tell them that you have a new quote for them that is 1500 years old. Show (or tell) them the first part of the 3-name text, “Everyone has three names.” Ask them to put heads together and <b>figure out</b> what three names they think everyone has. Give them a hint: The three names are not their first, middle and last names. After a few minutes, pull learners back for a group sharing - what three names do they think everyone has?</p> <p>iii) Give each learner one of the cards from <a href="#">RESOURCE SHEET 3a – “Everyone has three names”</a> Their challenge is to find the children with the other cards that belong to this person. <b>If “everyone has three names,” what three names go together?</b></p> <p>(1) Younger children - do this together by calling up someone with a name card and then asking the others if they think they have a name that matches.</p> <p>(2) Older children - have them walk around the room, holding their card so others can read it. If they think someone might connect with their name, they should have a conversation.</p> <p>If learners are convinced that they have made a three-way-match, offer the hint card to help them verify.</p>	<p>The variety of stories and examples in this section bring to life this part of the Gifting Framework: the <b>richness of wisdom and memories gathered over the millennia, manifesting as diverse and interconnected Jewish perspectives, cultures and communities.</b></p> <p>Remember to practice <i>tzimtzum</i> - you <b>want to hear</b> their responses, not steer them in a certain direction. You also do not want to give away the answer to your question.</p> <p><b>Ask questions like:</b></p> <ul style="list-style-type: none"> <li>● What do you know about the person?</li> <li>● Why do you think these cards match?</li> <li>● Thumbs up/thumbs down - who agrees? does not?</li> <li>● Does anyone have a card that you think might be a better match? Why?</li> </ul>	<p><a href="#">RESOURCE SHEET 3a - “Everyone Has Three Names”</a></p> <p>Another thought: teen assistants might make a board or online game for the learners that illustrate these ideas. It would be the teens’ own inquiry/action process.</p> <p><a href="#">RESOURCE SHEET 3a – “Everyone has three names”</a></p>
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- iv) As each group of three makes a set of correct **matches**, *without telling learners that (or how) you are organizing the cards*, post them on the board/wall (or lay them out on the floor). The top card should be the name, the card in the middle should be the one the others call them, and the bottom card should be the name they earn. [Note: the cards on the resource sheet are not color-coded]

name	name	name
called	called	called
earned	earned	earned

- v) Tell learners that you sorted the cards by rows - each row has a different kind of name. Help them discover the connections by **asking**:
- (1) What kinds of names are in the top row?
  - (2) What kinds of names are in the middle row?
  - (3) What kinds of names are in the bottom row?
- vi) Share the three-name text with the learners, [RESOURCE SHEET 3b – Text: Every Person has three names](#) and compare the categories with the ones that the learners defined. Note that an earned name is one that takes effort on the part of the person, whether for good or for bad.
- vii) See if **children can guess** why this unit is called The 3 + 3 Project.

Teen assistants can be very helpful supporting children in the thinking/**matching** process.

**These questions** can be considered in heads-together groups (learners put their heads together in small groups to discuss), or as a whole class. Names in both the 2<sup>nd</sup> and 3<sup>rd</sup> categories can be hard to distinguish from each other, even if one knows the background story. One teacher reported that her class had a heated debate whether “Mom” is a name a person would be called (2<sup>nd</sup> kind of name from the quote) or whether it was an earned name (the 3<sup>rd</sup> name).

**ANSWER:** 3 crowns + 3 names

[RESOURCE SHEET 3b – Text: Every Person has three names](#)

<p>viii) Explain that during the course of the unit, you will be exploring a <b>big idea</b> that brings together the two texts, that how we live our lives defines the name we earn for ourselves and influences others whom our lives touch.</p>	<p>Younger children can also be introduced to this <b>big idea</b>, just state it in simpler terms like “our actions (how we live our lives) is what gives/earns us a name.” Also, “the way we act can touch or influence others.”</p>	
<p><b>SESSION THREE EXTENSION OPTION</b> (the ideas below will not significantly extend learning time, but rather bridge learning outside of your work space)</p> <p><b>Extension Option 1</b> - Challenge children to listen for names around them.</p> <ol style="list-style-type: none"> <li>Start by modeling what this could look like. Share a 2-3 minute <b>video</b> clip, or a segment from a book listed on RESOURCE SHEET 1b. Ask the learners to record the names they hear. Share the lists.</li> <li>Suggest that next time children are out-and-about (and perhaps a little bored), they listen to the kinds of names they hear around them - the names parents give, the names others call, and the names people earn for themselves. Ask children to <b>record</b> a list of what they hear.</li> <li>As a class, study the list and see what patterns the children can see. What fits the 3 names text? Which are a <i>shem tov</i>?</li> </ol> <p><b>Extension Option 2</b> - It would be sweet and empowering for the children to learn to offer feedback to their friends or family members. This would mean acknowledging a name that they noticed someone else earned, stating it, along with a kind of honor (minimally a high-five, but it could also be a name bracelet or other tangible item they create).</p> <p>Remember to keep building the master list of names earned. As you discuss them, weave in the big idea that you want children to leave with: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.</p>	<p>An option is to offer a link to a class Padlet, Google Doc, or Flipgrid on which children <b>record</b> the name they heard in real time. A teen can add the earned names from this activity to the chart paper.</p>	<p>This <b>video</b> segment from the Disney movie, “Tangled,” does not have a Jewish connection, but there are lots of names mentioned: <a href="https://youtu.be/tTuwo_TqIhQ">https://youtu.be/tTuwo_TqIhQ</a> Stop at 24.</p>

**SESSION 4**

- Greetings and checking in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: What is the Three-Name text?**  
Choose one of the following:
    - **CHOICE A: What does it mean to earn a name?** The Joseph Story
    - **CHOICE B: Is it easier or harder to earn a good name or a bad name?** A guest visitor
  - **EXTENSION OPTIONS focus on expanding familiarity with those who have earned a good name**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. Note Choice B on page 33 offers the option of inviting a guest to your session; this needs to be set-up in advance.

Spend time previewing the Joseph story in advance of the session. It is an interesting narrative found in the Torah, Genesis 37:1 – 36, 39:1 – 45:28 and 46:26 – 47:27. Especially focus on the verses that match the story segment you choose for your learners.

Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus.

<p><b>3). EARNING A NAME</b> (continued)– <i>Pick Choice A (below) or B (page 33)</i></p> <p><b>a. CHOICE A: What does it mean to earn a name?</b></p> <p>Use the Joseph story from the Torah as a way to illustrate what it means to earn a name. “Earning a name” is not just a role (like brother, sister, teacher, student), but it’s being called something based on your behavior.</p> <ul style="list-style-type: none"> <li>● You need to decide how you will share the story:                     <ul style="list-style-type: none"> <li>○ From a book, <b>Benjamin and the Silver Goblet</b> (Jacqueline Jules, Ill. by Elizabeth Baddeley. Minneapolis: Kar-Ben, 2009). <i>Benjamin, the youngest of Jacob's sons, travels to Egypt with his older brothers to retrieve Simeon who is jailed. In Egypt, Joseph, who is now governor, plays a trick on the older brothers by placing a silver goblet in Benjamin's bag. He would</i></li> </ul> </li> </ul>	<p>The Torah story of Joseph was chosen because his immature-and-then-maturing-actions take him through a number of “earned names.” From an annoying younger brother who is favored by his father, to a victim when he is thrown into the pit, to an interpreter of dreams for the baker/butler and the pharaoh, to a powerful leader who saves the Egyptians and those from surrounding nations, and finally to a brother who values family. Of course, another</p>	
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<p><i>like to see if the brothers would stay back and defend their youngest brother.</i></p> <ul style="list-style-type: none"> <li>○ From a video, <a href="https://youtu.be/VnlqKPIZQzI">https://youtu.be/VnlqKPIZQzI</a> and/or <a href="https://youtu.be/OSCAXrEmRRA">https://youtu.be/OSCAXrEmRRA</a>. Good for grades 3-6. Note that there is a third video that concludes the series, but it may be harder for the children to determine the name earned: <a href="https://youtu.be/ndETu4bzwAY">https://youtu.be/ndETu4bzwAY</a></li> <li>○ From the provided text segments [<a href="#">RESOURCE SHEET 4a: The Joseph Story from the Torah</a>] - good for grades 5-6. Also, check Torah Aura's <i>Being Torah</i> for a child-friendly translation.</li> </ul> <ul style="list-style-type: none"> <li>● You need to decide how much of the story to explore depending on the time you have for this section. You might choose a segment of the Joseph narrative or help children see the entire story-arc.</li> <li>● You need to decide how children will explore the connection between actions and a name:             <ul style="list-style-type: none"> <li>○ Will they offer suggestions for the name Joseph earns in various parts of the story? OR</li> <li>○ Will you offer a name and have learners explain why he earned it ("heads together")? OR</li> <li>○ Will you offer a variety of names (even some not relevant to the story) and have them match a name to the story segment?</li> </ul> </li> <li>● You need to decide whether the children will:             <ul style="list-style-type: none"> <li>○ Be divided into groups to work with one segment of the story. When <b>reporting back</b> to the entire group, they need to tell (or act out) their story segment and explain what name he earned.</li> </ul> </li> </ul>	<p>personality could be chosen, with corresponding text study.</p> <p>The Joseph narrative would make for an interesting parent study session, with a segment that explores how parents can support children as they earn both good (and not so good) names for themselves. This is tied to the Gift of Judaism's emphasis on the <b>uniqueness, value and blessing of each individual</b></p> <p><b>Reporting back</b> could be straightforward telling, or:</p> <ul style="list-style-type: none"> <li>● A short skit</li> </ul>	<p><a href="#">RESOURCE SHEET 4a: The Joseph Story from the Torah</a></p>
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<ul style="list-style-type: none"> <li>○ Be kept together, going through the story segment-by-segment.</li> <li>● You need to decide how you will connect the names that Joseph earned to the three-name-text.             <ul style="list-style-type: none"> <li>○ What did his parents call him? What did others call him? What name(s) did he earn?</li> <li>○ Which names might be considered a <i>shem tov</i>? Which not?</li> <li>○ Based on the Joseph story, which kind of name do they think is easier or harder to earn - a <i>shem tov</i> or a bad name (<i>shem ra</i>)?</li> <li>○ How did the choices that Joseph made (like showing off his new coat to his brothers, sharing his dreams, being respectful and helpful to Pharaoh, forgiving his brothers) earn him a name? How did the name that he earned at different points in the story influence others?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● An artistic piece (perhaps torn paper art – check this article <a href="https://thejewisheducator.files.wordpress.com/2018/03/katz.pdf">https://thejewisheducator.files.wordpress.com/2018/03/katz.pdf</a>)</li> <li>● A stop-motion animation (if you have 2 weeks for this)</li> </ul> <p>Note that in this conversation, an earned name takes effort, though one can earn a name intentionally or unintentionally. And, an earned name can be good or bad (for the latter, think of someone who has earned the name of “bully”).</p>	
<p><b>b. CHOICE B: Is it easier or harder to earn a good name or a bad name?</b></p> <p>ii) Invite a <b>guest</b> (or guests) from your congregation or community who can share their story for which others said they earned a good name OR where they may have felt that they earned a bad name. Ask the guest to try and tie in the big idea: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.</p> <ul style="list-style-type: none"> <li>● OPTION: In advance of the visit, share with children the story of how Abraham and Sarah took care of their three visitors, earning them the reputation of being hospitable. This sharing could be you or an assistant summarizing the story OR via a quick <b>video</b> (check the resources column). Then, have children decide how they could earn that same name when their guest comes - what will they serve (might they bake or cook something if you have time?). Learners</li> </ul>	<p>Bonus points for finding a <b>guest</b> who can put their story in a Jewish context and/or who is willing to share something other than a <i>shem tov</i>. This would be a great opportunity to invite in a clergy person.</p> <p>You could invite one guest who talks to the entire group, or several who each talk with a different small group of children. If the latter, how can you help children share what they learned from their visitor with each other?</p>	<p><b>Videos</b> of this Abraham/Sarah story include:</p>

<p>should be prepared to honor the guest upon arrival and consider the questions they wish to ask as part of the visit.</p> <p>After the guest(s) share their story(ies), have the children put their heads together to decide <i>what kind of name</i> they would give the person. Based on the story told, how easy or hard was it to earn that name? Give each group <a href="#">RESOURCE SHEET 4b - Name-ometer</a> and have them rate how easy or hard it seemed to be to earn that name.</p> <p>iii) Using the various name-ometer scores to open conversation, reflect together whether it is easier to earn a good name or a bad name. What evidence can learners offer from the stories told today, or from other learning they have done? How did the way the guest lived their life (made choices that they did) define the name they earned? How did this name, this reputation influence others?</p>	<p>If children are young OR are having a hard time deciding on <i>a name</i>, either you or the guest could offer three suggestions from which they could choose. They could just tell the name, or you could offer art supplies for them to create a picture to gift the guest.</p>	<p>For young children:  <a href="https://youtu.be/irtCpnaqZs4">https://youtu.be/irtCpnaqZs4</a> (stop at 1:49)          For older children or for teachers  <a href="https://youtu.be/uM1VW1WUdw4">https://youtu.be/uM1VW1WUdw4</a>          For teachers:  <a href="https://youtu.be/LuZVq0Mmbxg?t=57">https://youtu.be/LuZVq0Mmbxg?t=57</a> (stop at 2:05)</p> <p><a href="#">RESOURCE SHEET 4b - Name-ometer</a></p>
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**SESSION 4a: OPTIONAL**

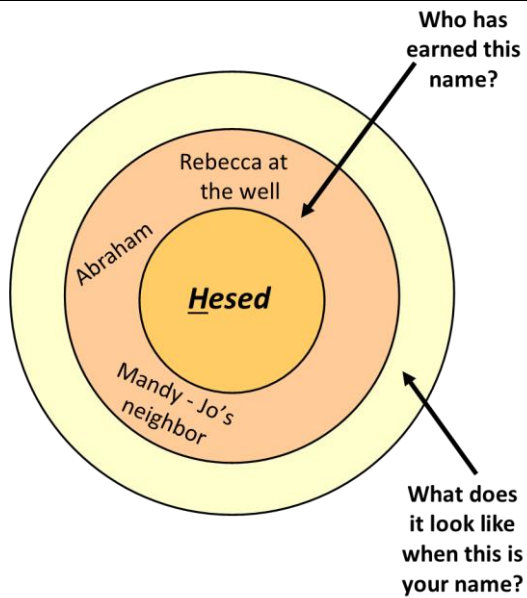
- Greetings and checking in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: Who are people who have earned a good name?**  
Choose one of the following:
    - **CHOICE A: A structured activity with “circle maps”**
    - **CHOICE B: Learner exploration with works of art**
    - **CHOICE C: Exploring contemporary stories**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. There are a lot of choices in this session – take your time to explore options before you choose. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus. There are three choices for this session. Decide which will work best with your learners. If you have extra weeks available to you, feel free to choose more than one.

<p>3) <b>EARNING A NAME (continued):</b></p> <p>c. <b>Who are people who have earned a good name?</b></p> <p>i) <b>CHOICE A</b> - a structured activity that helps children understand or deepen their understanding of some of the names people have earned.</p> <ul style="list-style-type: none"> <li>● Share stories/narratives of people who could have earned the same “name,” for example both Rebecca and Abraham showed <i>hesed</i>, kindness. See <a href="#">RESOURCE SHEET 4c - Fame for the same name!</a> for qualities/names shared by different people. To introduce the Hebrew, see <a href="#">RESOURCE SHEET 4d: Hebrew Words for 4c</a></li> <li>(i) With young children, offer a Hebrew name from <a href="#">RESOURCE SHEET 4c</a> and use the stories to help define it based on the narratives shared (also on <a href="#">RESOURCE SHEET 4c</a>). Share one story at a time, discuss it, and then share another story. You may use some or all of those on <a href="#">RESOURCE SHEET 4c</a></li> </ul>	<p>In <b>CHOICE A</b>, you provide the learners with the “name,” as well as examples of those who have earned the same name. The discussion is guided by the teacher or teen assistant.</p> <p>This can be structured in a Think-Pair-Share format – between each story/person ask them to think individually, pair with another person and then share back to the group.</p> <p>As children share ideas, keep tying in the EU - our actions (how we live our lives) earn us a name. Also, that our actions touch or influence others.</p>	<p><a href="#">RESOURCE SHEET 4c - Fame for the same name!</a> <a href="#">RESOURCE SHEET 4d – Hebrew words for 4c</a></p>
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<p>(ii) With older children, start by offering two stories that illustrate the name you wish them to work with (<a href="#">RESOURCE SHEET 4c</a>). Have children create a hypothesis of the name both of these people could have earned. Make sure they support their name choice by referring back to the narratives. Then add another story and ask learners if it supports their hypothesis or refutes it. Continue adding stories (one at a time) until learners have discovered a name common to all, as well as a robust understanding of the name – how do the actions of these people help define ____? If learners have enough previous background, learners could guess the specific name, or you could just provide it once children have defined it conceptually.</p> <ul style="list-style-type: none"> <li>• Make a personal connection to learners with the name being worked with. For example, ask questions like:             <ul style="list-style-type: none"> <li>(i) Who has shown <i>hesed</i> to you?</li> <li>(ii) What did they do, how did it feel?</li> <li>(iii) When have you shown <i>hesed</i> to others?</li> </ul> </li> <li>• “Grow” a “<i>Circle Map</i>” together with the learners. Put names (or pictures, articles, stories, illustrations) on the circle map for the second or third circles. [See below]</li> </ul>	<p>As these <i>circles</i> build, keep referring back to them regularly in future sessions - learners could use them for reference (“What did we say about _____?”) or as inspiration for the name they wish to earn for themselves. Post these on the wall for continual reference and compilation.</p>	
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- (i) After building the map, open the conversation to include the question: Where have learners shown *hesed* to others (or could show *hesed* to others)? Use their responses to help fill in the third circle – what does *hesed* look like?
- (ii) Add children’s (and teen/teacher) names to the second circle if it is agreed that they have earned this name.
- (iii) Consider exploring the results of earning a good name. For example, what good comes from people who show *g’vurah* (using one’s strength and power for good)?

Feel free to introduce overarching Jewish texts that support the “name.” For example, this text from Pirkei Avot supports *hesed*: The world stands on three things:

<p>On the Torah, on worship and on acts of loving kindness (<i>hesed</i>).</p> <p><b>Extension option:</b> After following this learning path as a whole class (e.g., with <i>hesed</i>), task smaller <b>groups to choose, explore and illustrate</b> a different name with a new circle map. More circle maps can be added as learners learn about other people who have earned a name for themselves. Learners can also make their own circle map as they work on their evidence of understanding project.</p> <p>ii) <b>CHOICE B</b> – This version is in the hands of the learners: Offer learners Jewish artwork or photographs that illustrate someone earning a good name (see <a href="#">RESOURCE SHEET 4e: Art of a Good Name</a>). For example, of Rebecca offering water at the well, Esther calling out Haman, Abraham taking care of the visitors, Jonah delivering the message to Nineveh, a painting of Jews studying, the photo of the Ethiopian immigrant son carrying his mother on his back, SpaceIL scientists, Jewish kids involved in social justice.</p> <ul style="list-style-type: none"> <li>Especially with younger learners - In small groups led by a teacher or teen assistant, share pictures one at a time and have a conversation to help children choose a name for a person in the scene that you indicate. First, ask learners to comment on what they see in the picture (what do they know or hypothesize about the situation, who the central person is, their thoughts on the picture itself, etc). Then, summarize the story for the learners and offer three potential names from which learners can choose. [They are also welcome to come up with their own <b>earned-name</b>.]</li> </ul>	<p>How will you work out <b>learner choice</b> regarding the name to be <b>explored</b>? Consider referring to the bibliography for books they may wish to read.</p> <p>In <b>CHOICE B</b>, the learners decide on the good name earned.</p> <p>This is where you the teacher and the learners become “co-learners.” There are no right or wrong answers to the naming.</p> <p>Note that the variety of pictures were chosen to support this gift from the Framework: <b>richness of wisdom and memories</b> gathered over the millennia, manifesting as diverse but interconnected Jewish perspectives, cultures and communities.</p> <p>Find an active way to gain consensus on an <b>earned-name</b> once the discussion ends - children might stand up if they agree with a name, or stand in different areas of the room (“if you</p>	<p><a href="#">RESOURCE SHEET 4e: Art of a Good Name</a></p>
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<ul style="list-style-type: none"> <li>● Older learners - Post the pictures in the room, along with a copy of the matching story on <a href="#">Resource Sheet 4e – Art of a Good Name</a>. Offer learners “stickies” and ask them to find three pictures that interest them. They will read the story, talk about the situation (if working in pairs or groups) and assign/grant an “earned name” to each. To do so, they will write a name on a sticky and place it on the picture.             <ul style="list-style-type: none"> <li>○ To scaffold the conversation, offer <a href="#">RESOURCE SHEET 4f- What Name Will They Earn?</a> It offers a protocol for learners to work in their groups.</li> <li>○ To help move discussion along, offer <a href="#">RESOURCE SHEET 4g- Names We Can Earn</a>. Make sure the learners know that not all names they might want to grant are on the sheet; they are welcome to determine their own.</li> </ul> </li> </ul> <p>iii) <b>CHOICE C</b> - A contemporary alternative to the artwork –</p> <ul style="list-style-type: none"> <li>● Use <a href="#">RESOURCE SHEET 4h – Earning a Name Today!</a> Choose which stories you think are best for your learners. Divide children into small groups, giving each one story. Make sure that children understand the instructions (“Your task”) at the top of the page, then give them time to work together.</li> <li>● If you have time, children could <i>illustrate the scene</i> in the story where it is clear that the person is earning their name.</li> </ul>	<p>feel X is the best name then stand here...”), do thumbs up or down, etc.</p> <p>This could be done individually, in pairs or small groups. However it is structured, learners write name ideas on their stickies, place them on the picture and then have a conversation to come to consensus.</p> <p>After sharing <a href="#">RESOURCE SHEET 4f</a>, ask if there are any names/words that learners would like explained, or have an example given. Remember to practice <i>tzimtzum</i> and first ask the other learners if they have a definition or example to offer.</p> <p>One option for this <i>illustration</i> is with the crayon resist technique. Give children a piece of white paper and a white crayon. Have them press hard as they illustrate the scene. [Yes, of course it will be hard to see what they</p>	<p><a href="#">RESOURCE SHEET 4f - What Name Will They Earn?</a></p> <p><a href="#">RESOURCE SHEET 4g - Names We Can Earn</a></p> <p><a href="#">RESOURCE SHEET 4h – Earning a Name Today!</a></p>
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- iv) **CHOICE D** – Personalities, short stories and choices
- Share with learners the “What Names Have I Earned?” presentation (<https://tinyurl.com/3WhatNamesEarned>).

If you have enough devices, assign pairs or small groups specific personalities or ask learners to complete the entire slide deck. Or, if you can project the slide deck, the entire group can work together.

- The task: read the story and then consider what name the person may have earned. There is a list of potential names at the bottom OR learners may offer (and then type) names that they feel better fit the person. Slide any chosen names into the blue band, “Name I Earned.”
- If learners do this in pairs or small groups, share together afterwards.

When done, whether you chose A, B, C, or D, ask children to reflect and identify the name(s) that they earned while working on this project. Were they: Helpful? Supportive? A team player? Etc.

I am **Moses**

You may not know this, but I had a speech problem. I was “slow of speech.” I didn’t know if I could help the Israelites in their time of trouble. But, with the help of my brother, Aaron, I was able to demand that Pharaoh let my people go!

I am proud that I was able to lead my people out of Egypt.

Name(s) I Earned

brave	concerned for others	connector of people	creative	curious	peace maker
wise	generous	hardworking	honest	problem solver	risk taker

draw!] When they offer their presentation to the class, offer watercolor paint, water and some paint brushes. Have them wash watercolor paint over the scene and voila - it should emerge, just as the earned name (metaphorically) will emerge.

Once you have copied the presentation, feel free to delete any slides with names that you do not want your children to work with because they may have encountered them in a number of other sessions or you may feel a person’s story is not age-appropriate for your group.

Note that if you do not choose Choice D, the presentation may be used in Session 6 and beyond (see Planning Considerations on page 49).

## SESSION 5

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: *What are the names we think we have already earned?***
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets; note that art supplies are needed and there is an opportunity to reach out to parents. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus.

Take time to look ahead to the Evidence of Understanding section (page 55 and beyond). Based on discussions with your learners, is there a project that seems most appropriate with which to conclude the unit? Based on this choice, what learning decisions within the curriculum guide do you need to make between now and then?

**Potential teacher-to-teacher conversation starter:** The earned-name text does not stipulate whether the name earned is a good one, but it does say that an earned name is the best kind of name. Do you think it matters if the earned name is a bad one - could that still be better than the other two kinds of names? How does this text, with its emphasis on earning-a-name, differ from the crown text that stipulates that a good name is superior to the others?

<p><b>3). EARNING A NAME</b> (continued)</p> <p><b>d. What are the names we think we have already earned?</b></p> <p>i) It would be helpful for children and parents to have a private conversation about the name(s) that the child has already earned <u>and</u> a name that they feel their child is on the way to earning and/or might consider. This could be an in-person conversation at home, part of a family day, or a planned phone call placed in the middle of the session. See <a href="#">RESOURCE SHEET 5a - Parent/Child Conversation</a>.</p> <p>If parents are not tapped for this input, children need to spend some time thinking about their earned names and aspirational ones. <a href="#">See RESOURCE SHEET 5b - The Name I Earn</a>. [This</p>	<p>This section especially lifts up this Gift: emphasis on the <b>uniqueness, value and blessing of each individual</b>.</p> <p>Note that in an earlier activity (page 18) you were prompted to decide whether to make two different requests of your parents simultaneously (the second one to cover the needs of this session). If you separated the discussion requests, consider how to help parents see this “ask” as different.</p>	<p><a href="#">RESOURCE SHEET 5a – Parent/Child Conversation</a></p> <p><a href="#">RESOURCE SHEET 5b - The Name I Earn</a></p>
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<p>resource sheet may also be sent to parents to help with the at-home conversation described in 5a.]</p> <p>ii) Ask each child to spend a moment to consider one name that they are proud to have earned. When each is ready (you may need to offer prompts), ask them to announce that name, then take a 6x6 paper in whatever color they choose from a <b>supply table</b>.</p> <p>iii) When all have chosen, ask everyone to illustrate their earned name using the <b>collage materials</b>, explaining that they will be making a <b>paper quilt</b> together (see the link with the quilt examples). If learners are stuck and do not know what to illustrate, remind them that it is the way that we live our lives that helps us earn a name for ourselves. What is one thing they are doing that has helped them earn this name? They should write their <u>earned</u> name on the square, though not their personal name.</p> <p>iv) When each child is done and the group is ready to share, ask each child to proudly show their square, tell their earned name, and explain why they earned it. As each child hands their square to be placed on the quilt, prompt the rest of the group to offer a round of applause and to say <i>kol hakavod</i> (Hebrew for “all the honor to you” or “way to go!”).</p> <p>Subtly tie in the ideas in the <b>EU</b> for each child’s name. Make sure that someone (a teen?) keeps a record of the names earned and the children’s names.</p> <p>v) Together, look at the quilt and consider the kinds of names the children have earned already.</p> <p>(1) Are there any patterns?</p>	<p>In advance, place on a <b>supply table</b>:</p> <ul style="list-style-type: none"> <li>• 6x6 squares of colored construction paper</li> <li>• a variety of <b>collage materials</b> (colored/textured paper, yarn, buttons, etc), clear glue, markers)</li> </ul> <p>It would be helpful for a teen assistant to measure out the space needed for the <b>paper quilt</b>, on either a bulletin board or wall. One inch wide construction paper strips should also be measured and cut - these can be set up as the grid/border that separates each image. Another option is to measure out bulletin board paper so that the squares fit and there is an equal gap between rows/columns.</p> <p>The <b>EU</b>: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.</p>	<p>This page has examples of <b>paper quilts</b> <a href="https://www.pinterest.com/pin/82120393178116834/">https://www.pinterest.com/pin/82120393178116834/</a> Consider showing one or two so the children understand that <b>BOLD</b> is better than micro.</p>
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<p>(2) Are there names that seem to be missing? [Like, what other names <i>might</i> children earn for themselves?]</p> <p>(3) Are there names that remind them of specific Jews learned about earlier in the unit?</p> <p>(4) Why (or how) does one’s actions create the name that we earn for ourselves? [This will take some thought!]</p> <p>(5) How many times of doing or saying something do they think it takes to earn a name? [You might have them hold up a hand with their prediction, or ask “thumbs-up, who thinks it takes more than 1 time?” Or 2 or 5 or 10?]</p> <p>(6) <b>What can they do</b> this coming week to keep earning their name?</p> <p>Praise the children for all the good they bring to the world! Encourage them to keep an eye out for the names that others earn for themselves.</p>	<p>[If you ask <b>question #6</b>, the next session could open with children sharing their at-home actions. For those who would like to share, what did they do to keep earning their name?]</p>	
<p><b>SESSION FIVE EXTENSION OPTIONS</b> – neither will add extra sessions.</p> <p><b>Extension Option 1</b> - See also the extension option for the sixth session; choose to do this extension only once, either at session five (this one) <u>or</u> six. Invite someone with strong Jewish textual background to join you in looking at the earned-names on the quilt. Together, match each quality to a Jewish personality, past or present.</p> <p>At the next session (or at a special concluding event), “gift” each child with the three names of one Jewish person who has the same earned name as them. Include a sentence or two of information on each matched person.</p> <p>A graphically talented teen assistant could create a certificate to be presented to each child. Options include:</p> <ol style="list-style-type: none"> <li>1) The child’s three names</li> <li>2) The name of a person who has a similar earned name</li> <li>3) Some information about the person</li> <li>4) The three-name text</li> </ol>		

<p><b>Extension Option 2</b> – Ask learners to be on the lookout for people who have earned a name or who do something in the moment that earns them such a name. They can share their observations at the next session.</p>		
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**SESSION 5a: OPTIONAL**

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: How can we honor the names that others earn for themselves?**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus.

Note that the name that others earn can influence our actions, which is why we might want to honor their names or reputation. Remember the EU: How we live our lives defines the name we earn for ourselves and influences others whom our lives touch.

<p>e) <b>OPTIONAL: How can we honor the names that others earn for themselves?</b></p> <p>i) There are plenty of times when people do things that earn them a good name.</p> <p>(1) Ask children for friend and family examples learners observed in the last week.</p> <p>(2) Share with children <b>a video</b> that shows people who have earned names for themselves. Options include:</p> <p><b>Talent related:</b></p> <ul style="list-style-type: none"> <li>● Itzhak Perlman (musician) <a href="https://tinyurl.com/3ItzhakPerlman">https://tinyurl.com/3ItzhakPerlman</a> (note that there is mention of the Holocaust).</li> <li>● Jessica Meir (astronaut) <a href="https://tinyurl.com/3JessicaMeir">https://tinyurl.com/3JessicaMeir</a></li> <li>● Moran Samuel (Israeli athlete) <a href="https://tinyurl.com/3MoranSamuel">https://tinyurl.com/3MoranSamuel</a> (stop at 3:59 - this video raises the question what happens if you can’t keep the name you earned for yourself)</li> </ul> <p style="text-align: right;">(continued)</p>	<p>Viewing <b>videos</b> could be handled as a full group (everyone watches the same video), or in small groups of learners that watch different ones. Note that biblical, rabbinic or other historical personalities could also be featured. The challenge is finding a short video with a Jewish connection that gives some clues as to how the person was honored for the name they earned for themselves. If you find a new video, please share on the JEC’s “If Not Now, When” Facebook group.</p>	
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<ul style="list-style-type: none"> <li>• Nissim Black (Orthodox Jewish rapper) <a href="https://tinyurl.com/3NissimBlack">https://tinyurl.com/3NissimBlack</a> (adults may wish to view the entire video to gain context, but this segment is more appropriate for the older children).</li> </ul> <p><b>Kindness related:</b></p> <ul style="list-style-type: none"> <li>• Meir Kay - <a href="https://tinyurl.com/3MeirKay">https://tinyurl.com/3MeirKay</a> (The Pay it Forward Station) and <a href="https://tinyurl.com/3KayMeir">https://tinyurl.com/3KayMeir</a> (Pay It Forward)</li> <li>• Kindness boomerang (an elementary school class) - <a href="https://tinyurl.com/3BoomerangKids">https://tinyurl.com/3BoomerangKids</a></li> <li>• Kindness boomerang (city street) <a href="https://tinyurl.com/3BoomerangCity">https://tinyurl.com/3BoomerangCity</a></li> <li>• Francine: <a href="https://tinyurl.com/3FrancineKindness">https://tinyurl.com/3FrancineKindness</a>. When you preview, know that this is one of those “wait for it” videos. If you choose to show this, there are a few caveats:             <ul style="list-style-type: none"> <li>(i) Consider only 6th graders and above since it is Holocaust focused, though there is nothing scary shared. Make sure your director approves this video for your age group.</li> <li>(ii) Share the sound for the beginning, but mute the video after a segment or two and read the translation for the children - it will be easier for them to hear your voice.</li> <li>(iii) Consider skipping between 2:53 and 3:47 - you could simply say that in this part she talks about a big meeting she organized a few years ago about mental health and the Holocaust.</li> </ul> </li> </ul> <p>Ask learners to identify:</p> <ul style="list-style-type: none"> <li>• The name (or names) earned</li> <li>• The ways that the people introduced have felt or received honor for their name. [Tie this into the EU</li> </ul>		
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<p>for them.] Some of the responses may be people clapping for them, medals, honors, internal feeling of pride or success, a thank you (what goes around comes around), someone telling them they did well, etc.</p> <p>Follow-up options:</p> <ul style="list-style-type: none"> <li>● Practice giving compliments to people who have earned a good name.</li> <li>● As a group, <i>design</i> a <i>kol hakavod</i> (way to go!) medal and then have everyone either make their own copy or print a “medal” for everyone to give to someone who they feel has earned a good name. When children take these home to grant to someone, include a 3x5 <i>card</i> that asks them to record who they gave it to and the name they earned. Ask them to bring the filled-out card back to the next session.</li> </ul> <p>At the next session (and/or the one after) ask individuals to share who they granted the medal to, the name the person earned, why they earned it, and their reaction or (perhaps) a story they told as a result.</p>	<p>One child, teen or adult can sketch out the ideas from the group and finalize the <i>design</i>. Children can hand-copy it onto a medal (use permanent markers for this) or the design could be transferred/printed to label paper and placed onto a medal.</p> <p>An option instead of the <i>card</i> is to offer a link to a Google Form where they can quickly and easily record the information once the medal is granted to someone.</p>	<p>Check the DIY medals at Oriental Trading.</p>
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## SESSION 6

- Greetings and check-in (3 min)
- Playing with ideas (10-15 min – if you feel you have time)
- Engaging with learning (inquiry, activity, action) - (30-45 min)
  - **EARNING A NAME: What is a name we would like to earn?**
- Reflecting (5-10 min)

**Planning considerations:** Preview this session, including all of the Resource Sheets, and determine if you will choose an extension option. Also, check to see if there are any questions recorded on the chart paper that learners could explore in conjunction with today’s theme/focus.

For younger children (and even for older), it would be helpful to have them working on this question one-on-one or one-on-two with a teen or adult. It may be that some parents, grandparents or congregants are willing to come in to assist with this session. The outline below can be followed by the helper working with each child, or if necessary, it can be accomplished with the group as a whole; it just will take longer. Note that a parent-child conversation on this topic was suggested in Session Five (see page 41).

A person may earn many kinds of names. Your learners have been collecting names throughout the unit, but older children may enjoy a more robust list that adds options from a Hebrew-English list of *middot* (for example, <https://iteach.org/project/middot-chart/>) or share Tiffany Schlain’s Making Menshes Periodic Table (<https://jewishcamp.org/making-mensches/>). You will need planning time to explore these options, as well as determine whether your learners have enough skills to use them fully.

If you have multiple workdays with your learners, introduce at each session one as-yet-unknown Jewish personality who has earned a name - children could hear a very short story or view a video and identify the name that they earned. This will keep building their Jewish learning. Planning and teaching this segment would be a great job for a teen assistant or, if you did not choose OPTION D in Session 4, you could introduce one person featured in the “What Names Did I Earn?” presentation: <https://tinyurl.com/3WhatNamesEarned>

Note that this activity (or its adaptation) is a helpful precursor to any of the Evidence of Understanding projects.

<p><b>f) What is a name (or names) we would like to earn?</b></p> <p>i) Have children look at the list of good names collected over the course of the unit and/or the “potential good names” (in the middle column of this document on page 50); these could be</p>	<p>Potential good names</p> <p><i>In the 3+3 planning process, a decision was made not to include Hebrew for these names since the vocabulary needed would not be kid-friendly. If you have a way to include familiar</i></p>	
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transferred to the chart paper of names collected by the learners throughout the unit.

- (1) Ask each child to identify one name they would like to earn. Yes, a child could earn more than one name, but start with a focus on one.
  - If children know the name they would like to earn, have them fill out the bottom (box with the blue background) of [RESOURCE SHEET 6a – It’s Decision Time!](#)

**What name(s) would you like to earn?**

Look at the list of names your work-group has collected during this unit.  
Pick some names you might like to earn and write them in the light yellow and purple boxes, below.

Then choose one or two names you would REALLY like to earn. Write them in the two sentences below.  
Explain why you picked them.

I would like to earn the name of \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I might also like to earn the name of \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Then proceed to ii (below).
- If they do not yet know what name they would choose, go through the names on the group chart (or [RESOURCE SHEET 4f](#)) one at a time and write down in the colored boxes of [RESOURCE SHEET 6a - It’s Decision Time!](#) any name a child thinks that they might like to earn.

*Hebrew besides the three exceptions noted, below, go for it!*

- Brave (*gibur*)
- Concerned for others
- Connector of people
- Creative
- Curious/questioner
- Deep thinker
- Empathetic
- Friend/partner
- Generous
- Gratitude giver
- Hard working
- Honest
- Keeper of family memories
- Kind (*hesed*)
- Loving
- Peacemaker (*oseh shalom*)
- Problem solver
- Responsible
- Risk taker
- Spiritual
- Wise

Remember that other kinds of names can be earned, such as related to one’s talent (musician, chef, athlete)

[RESOURCE SHEET 6a – It’s Decision Time!](#)

Check [RESOURCE SHEET 4f](#) for a sharable copy of this list.

<p>ii) Discuss the narrowed-down list, helping each child choose one or two names and then fill in the sentence(s) at the bottom of the page (blue background). Set up the <b>supplies</b> and ask each child to choose one sheet of colored construction paper with which to work and to take 5-6 index cards.</p> <p>(1) On one of the index cards, have the child write the name they want to earn with a colored marker. Place it on their sheet of construction paper.</p> <p>(2) Help each child brainstorm 4-5 things they could do (i.e., <b>how they live their lives</b>) to earn the chosen name. For instance, if they say they want to be a friend, they could:</p> <ul style="list-style-type: none"> <li>• Say hello to 3 classmates each day during school</li> <li>• Make a phone call to at least one synagogue-friend after school</li> <li>• Invite a guest to their house or apartment</li> <li>• Practice listening better to others</li> <li>• Participate in recess games that they might not normally do.</li> </ul> <p>Or, if they would like to earn the name of artist, they might:</p> <p>(a) Draw for 15 minutes every day</p> <p>(b) Ask an adult artist to walk around with them to look at the art in the synagogue’s building.</p> <p>(c) Ask to visit an art museum (a Jewish one would be wonderful!)</p> <p>(d) Watch three YouTube videos that focus on an aspect of Jewish art</p> <p>(e) Choose a media they are comfortable with and try something new</p> <p>(f) Choose a media they are not comfortable with and try something new</p>	<p>This ties in with the first part of the EU: How we <b>live our lives</b> defines the name we earn for ourselves ...</p>	<p><b>Supplies</b></p> <ul style="list-style-type: none"> <li>• 18x24 sheets of colored construction paper</li> <li>• 3x5 cards, with lines</li> <li>• writing instruments</li> <li>• colored markers</li> <li>• glue sticks</li> </ul>
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<p>Either the child or adult should write one idea on each of the index cards.</p> <p>iii) Help the child evaluate their brainstormed list, discarding any ideas that they feel are not feasible.</p> <p>iv) Have the child place the remaining cards on the construction paper, deciding on the arrangement.</p> <ul style="list-style-type: none"> <li>• They may choose to have the name-to-be-earned in the center and the other cards radiating out. [They may use a marker to connect each card, web-like to the name-to-be-earned.]</li> <li>• They may choose to place the cards along a kind of path, with the easiest to accomplish at the beginning and the harder items closer to the end. [They may draw the path between the cards, if they wish.]</li> </ul> <p>v) Find a way to anchor each child’s name and path in a Jewish context – is there a value Jewish value, Torah story, traditional text, or Jewish role model that they could connect to their aspired-to-name?</p> <p>vi) Discuss how they will work on the steps they outlined during the coming week. Remind them that how they live their lives defines the name they earn for themselves.[Note - this is a multi-week process.]</p> <ul style="list-style-type: none"> <li>• Which will be tackled first?</li> <li>• Which next?</li> <li>• Etc.</li> </ul> <p>vii) Develop a way for each child to record their progress:</p> <ul style="list-style-type: none"> <li>• A journal (they could write one sentence, draw a picture or take a photo daily)</li> </ul>	<p>As learners work, frame your observations in a way that helps them see how Judaism and Jewish life helps them grow – as they become, feel stronger attachments of belonging, and find ways to behave in a way that earns them a name they appreciate.</p> <p>This reflection is key, otherwise the session could have been part of any program, not a Jewish one.</p>	
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<ul style="list-style-type: none"> <li>• A VoiceThread or FlipGrid, or general audio/video recording.</li> <li>• A “1 Second Everyday” recording (search for this app name on the Apple Store or Google Play).</li> </ul> <p>viii) Each succeeding session, be sure to check in with learners:</p> <ol style="list-style-type: none"> <li>(1) What steps did they accomplish?</li> <li>(2) Is it easy or hard to be doing this work? [This could be a corners-of-the-room activity - “if it felt easy stand here,” “if it felt hard stand here.”]</li> <li>(3) How do they feel about the name they are earning? [Option - use a <a href="#">feelings poster</a> to help learners identify different emotions.] How does this name help them become, belong, behave?</li> <li>(4) How does this name connect with any of the stories they learned earlier about other Jews who earned a name?</li> <li>(5) What have others said (if anything) about their efforts to earn a good name?</li> <li>(6) Have they noticed any ways that their earning a good name has impacted others? Might they also be acting differently? Better?</li> <li>(7) What are their steps for the upcoming week?</li> </ol>		<p>There are free-to-use <a href="#">feelings posters</a> online. Here is <a href="#">one example</a>.</p>
<p><b>SESSION SIX EXTENSION OPTIONS</b></p> <p><b>Extension Option 1</b> (see also the extension option for the fifth session; choose to do this extension only once) – Invite someone with strong Jewish textual background to join you in looking at the names children would like to earn. Together, match each quality to a Jewish personality, past or present.</p>		

<p>At the next session (or at a special concluding event), “gift” each child with the three names of one Jewish person who has the same earned name as them. Include a sentence or two of information on each matched person.</p> <p>A graphically talented teen assistant could create a certificate to be presented to each child. Options include:</p> <ol style="list-style-type: none"> <li>1) The child’s three names</li> <li>2) The name of the person who has a similar earned name</li> <li>3) Some information about the person</li> <li>4) The three-name text</li> </ol> <p><b>Extension Option 2:</b> Ask children to consider who they influence with the name they earn for themselves. They could talk generally, or keep a list during the coming week. If doing the latter, encourage them to immediately write/record a time when their earned (or to be earned) name has the potential to influence someone.</p> <p><b>Extension Option 3:</b> Consider questions (or have a debate) to explore the effort it takes to earn a name:</p> <ul style="list-style-type: none"> <li>● If one holds a lemonade stand once, does that earn a person a good name? How many times might it take? How do you know?</li> <li>● If someone becomes a great soccer player is that the name they are known by, or is it hard-worker? persistent? team-supporter?</li> <li>● Is “Mom” or “Dad” a name people are called? Or is it a name they earn?</li> </ul>		
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## EVIDENCE OF UNDERSTANDING: Participating in design/action

The 3+3 Project is a combination of inquiry and action.

- **In the Inquiry section** (sessions 1-6), the learners spend time uncovering the idea of earning a good name, first by defining a good name and then by exploring what it means to earn a name (whether good, bad or otherwise).
- **In the Evidence of Understanding section** (sessions 7-9), the learners show their understanding of the big idea by taking action. Unlike more traditional part-time/synagogue learning models where the teacher tells them what they will accomplish, in this learning approach, the learners take responsibility for both the design and the action.

What you need to know:

- Before beginning “The 3+3 Project,” temporarily choose an evidence of understanding project (below, left column). This will help you make initial curricular decisions.
- A few weeks prior to introducing this Evidence of Understanding action-segment check the project suggestion list again to see if another choice would be more appropriate to this particular group based on their questions and interests. At this point, consider if there are activities from the curriculum that you specifically want to include or exclude. The goal is to prepare learners to tackle the project successfully.
- Before beginning any of the evidence of understanding projects, children need to have completed the final learning activity that has them consider the name they wish to earn, along with steps to accomplish it:
  - 3) EARNING A NAME: WHAT IS THE THREE-NAME TEXT?
    - f) What is a name (or names) we would like to earn? (pages 49-54, above)
- As much as possible, give learners control of decision-making and direction in the final project. See [RESOURCE SHEET 6a – Action Map](#). How will you practice *tzimtzum* and put yourself in the role of guide, facilitator, mentor ... rather than director?
- Thread the Enduring Understanding in conversations - remember that the purpose of this part of the learning process is to see how the children understand the big idea and can apply it. Their final reflection will be tying their actions to the ideas behind the 3+3 texts, as well as the EU: *How we live our lives defines the name we earn for ourselves and influences others whom our lives touch*. Listen for how children are applying the Enduring Understanding. An additional reflection to consider is why children they think this unit was chosen as part of their Jewish learning? What did they gain Jewishly from it?
- This is a good time to explore with children some of the positive results of earning a name for oneself, especially in relation to becoming, belonging and behaving.

Evidence of Understanding project ideas	Planning notes
<ul style="list-style-type: none"> <li>● Develop a 1-3 week plan for earning a name that they choose for themselves. Act on it and evaluate.                             <ul style="list-style-type: none"> <li>○ Use a creative, graphic organizer for developing the goal and executing the plan.</li> <li>○ This could be bolstered by a daily-recorded progress report - a selfie-video or audio recording.                                     <ul style="list-style-type: none"> <li>■ If on Flipgrid or VoiceThread, it could build day-by-day</li> <li>■ If a regular video, it could be edited into a coherent story/film.</li> <li>■ If on the “1 Second Everyday” app, a video is automatically created one second at a time.</li> </ul> </li> </ul> </li> </ul>	<p>The direction for this project will emerge from the activity on pages 49-54, above. In the spirit of <i>tzimtzum</i>, empower the learners to develop a plan, rather than telling them the steps to take.</p> <p>During the group’s work time, you may wish to:</p> <ul style="list-style-type: none"> <li>● Check-in and debrief children’s progress</li> <li>● Suggest they create a name-reminder for themselves during the weeks they are working to earn a name (for example: a <i>hamsa</i> with the name in the middle; a hand-stamped word bracelet with the name they wish to earn; a social media meme the teacher sends home on a given day; etc.)</li> <li>● Practice using the technology</li> <li>● Discuss roadblocks and support learners in finding their way around them</li> </ul> <p>When they finish working their plan, find a creative way for learners to share the name they wish to earn and their progress.</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from their evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>● Create a project that requires the kind of actions learners hope to cultivate to earn their name.</li> </ul>	<p>This might be accomplished as a full group, in small groups or as individuals (all with appropriate guidance). Remember that the earned name can relate to</p> <ul style="list-style-type: none"> <li>● a personal quality (like an upstander, a peacemaker, a kind person) - in this case, the project could be social</li> </ul>

Evidence of Understanding project ideas	Planning notes
	<p>justice oriented, tied in with a specific Jewish value or text.</p> <ul style="list-style-type: none"> <li>● a talent or skill (like a song writer, dancer, artist) - in this case, the project will draw on the skills and qualities the children wish to develop.</li> </ul> <p>Learners will need to decide on the name and their specific action steps. They will need to complete the steps. During this segment, consider how you can continue to weave in Jewish content.</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from their evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>● Take age-appropriate (and safe) action to support a child               <ul style="list-style-type: none"> <li>○ Who is being called hurtful names by others, or</li> <li>○ Who would like to earn a different name</li> </ul> <p>This might be child-specific, or a more global project (e.g., something similar to the Buddy Bench - <a href="https://tinyurl.com/3BuddyBench">https://tinyurl.com/3BuddyBench</a>).</p> </li> </ul>	<p>This project starts with a needs assessment – what do children see that needs changing? An example of a specific project could be setting up a way that every child/family that enters the building for the education program is greeted and connected to others. Another idea is to help the synagogue earn the name of being welcoming - they would study current ways people are greeted (or not) on Shabbat, create and execute a plan with support. During this segment, consider how you can continue to weave in Jewish content.</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from their evidence of understanding project AND tying in related stories explored during the unit itself.</p>

Evidence of Understanding project ideas	Planning notes
<ul style="list-style-type: none"> <li>● Create artwork that illustrates a name that they would like to earn (or perhaps some artistic map that illustrates the paths taken to earn that name) along with a commentary. This might be used for:                             <ul style="list-style-type: none"> <li>○ A synagogue/host institution art exhibit.</li> <li>○ Note cards distributed to the congregation, each with a different learner’s illustration and commentary.</li> <li>○ If not used for this summative assessment, the artwork could serve as the starting point for many of the other assessment options.</li> </ul> </li> </ul>	<p>This project would follow-up the name-earning activity on pages 49-54, above, and ideally be facilitated by an artist that can introduce and support children in creating an artistic design. During this segment, consider how you can continue to weave in Jewish content.</p> <p>As children work, they will need to reflect on the EU, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself. How will they bring Jewish ideas/learning to their designs?</p>
<ul style="list-style-type: none"> <li>● Write and illustrate a Jewishly focused children’s story that illustrates a person earning a name for themselves, whether bad or good (hopefully that latter, but maybe the first!). Arrange for the storybook to be printed, bound and presented to the synagogue library, the community’s women’s shelter, or other such place. [This is a great project to do in collaboration with a local author or writing cooperative.]                             <ul style="list-style-type: none"> <li>○ Option: create an animated or live-action video instead of a book.</li> </ul> </li> </ul>	<p>This project is best facilitated by an author, an elementary language arts teacher who has helped children write and illustrate books, or someone similar. Children will need to</p> <ul style="list-style-type: none"> <li>● go through a similar name-earning thinking process as outlined above on pages 49-54 (perhaps pulling from the previously discussed Jewish stories or personalities, exploring the ways that one can earn a name)</li> <li>● develop a storyline and</li> <li>● create illustrations.</li> </ul> <p>Jewish elements should be part of the story, though learners may take a Jewish personality and tell their story through a lens of name-earning.</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>● Create a social media series (e.g., Instagram, a “public service announcement”) that explains and advocates for the power of a good name.</li> </ul>	<p>Besides considering the messages they wish to promote, children would benefit by exploring with a marketing or social media professional what makes a strong meme. They should review the Jewish stories learned throughout the unit and</p>

Evidence of Understanding project ideas	Planning notes
	<p>consider how to make this a Jewishly-focused PSA, rather than a general one. During this segment, consider how you can continue to weave in Jewish content.</p> <p>They might need to learn to use an app like Canva for their social media series.</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>Record interviews with people determined to have earned a good name. Edit these into a podcast.</li> </ul>	<p>Learners will need to decide who to interview and how (what kinds of questions should they ask, how they discover if the person has the kind of story they are looking for - it should be Jewishly focused or anchored in Jewish values/texts). They would benefit from the assistance of someone with podcast experience, though they could also use a storytelling app, whether on a smartphone or via a recording booth that has story-telling supports (some public libraries have these for the public use).</p> <p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>Write a song with the help of a musician (for example: <a href="https://vimeo.com/280640394">https://vimeo.com/280640394</a> or <a href="https://www.facebook.com/watch/?v=136107165099088">https://www.facebook.com/watch/?v=136107165099088</a>)</li> </ul>	<p>To accomplish this, connect with a songwriter who has experience facilitating children through this process. Children will need to review/discuss the key ideas and stories from the unit before working on a song. During this segment, consider how you can continue to weave in Jewish content.</p>

Evidence of Understanding project ideas	Planning notes
	<p>Finally, learners will need to reflect on the EU in some formal way, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself.</p>
<ul style="list-style-type: none"> <li>Develop a room-sized hands-on or crawl through exhibit of the types of names someone can earn – positive and negative.</li> </ul>	<p>This is pretty ambitious, but do-able with creative children and teachers. The learners should learn about successful exhibits via a trip to a local museum that does a good job with hands-on activities, or do a virtual visit with a museum educator (ideally, this would be with one connected to a Jewishly-focused museum that caters to children, but could be any that does well with children’s engagement). Might learners “study” a museum exhibit to reflect on what makes it engaging? [This, as compared to someone telling them the elements to include.]</p> <p>Children will need to consider the big ideas and stories that emerge from the unit and how to translate them to a museum “exhibit” or activity. Help learners consider how to bring a Jewish theme into the exhibit.</p> <p>Note that appliance boxes can be used for this – some wrapped with bulletin board paper (the sides used for displays), and others on their sides that could be crawled through with illustrations and commentary on the inside.</p> <p>Finally, they will need to reflect on the EU in some formal way, bringing in their learning from this evidence of understanding project AND tying in the stories explored during the unit itself.</p>



### List of Resources for “3 + 3” Project

\*E!- indicates available through Epic digital library

\*\*PJ - indicates available through PJ Library or PJ Our Way - children may have them at home  
Locations of book usage within the curriculum are noted, especially on the RESOURCE SHEETS.

#### Picture Books

*Consider their use for all ages, depending on language complexity and content-focus.*

**An Unlikely Ballerina.** (Krystyna P. Goddu, Ill. By Cosei Kawa. Minneapolis: Kar-Ben Publishing, 2018) - A small, frail girl with wobbly legs and turned-out toes became the first Jewish prima ballerina assoluta in history, Alicia Markova. Includes the inspiration of Anna Pavlova, a famous Jewish ballerina, as well as facts about Markova's life.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**Annie Shapiro and the Clothing Worker’s Strike.** (Marlene T. Brill. Minneapolis: Millbrook Press 2011) - In Chicago in 1910, Annie Shapiro, a seventeen-year-old Jewish girl, led a group of forty thousand garment factory workers on a strike. At the end of the book, the story is in script format to put on a reader's theatre performance.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**As Good as Anybody: Martin Luther King, Jr., and Abraham Joshua Heschel's Amazing March toward Freedom.** (Richard Michelson, Ill. by Raul Colon. New York: Alfred A. Knopf, 2008) - Early experiences of prejudice motivated Martin Luther King, Jr. and Rabbi Abraham Heschel to become civil rights activists. An idealistic introduction for primary grade children to two important religious leaders.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>E!PJ</sup> **Bagels from Benny** (Aubrey Davis, Ill. by Dusan Petricic. Toronto: Kids Can Press, 2003) - A sweet retelling of a traditional tale about thanking God by leaving bread (challah or bagels) in the synagogue.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **Benjamin and the Silver Goblet** (Jacqueline Jules, Ill. by Elizabeth Baddeley. Minneapolis: Kar-Ben, 2009) - Benjamin, the youngest of Jacob's sons, travels to Egypt with his older brothers to retrieve Simeon who is jailed. In Egypt, Joseph, who is now governor, plays a trick on the older brothers by placing a silver goblet in Benjamin's bag. He would like to see if the brothers would stay back and defend their youngest brother.

- Referenced in Session 4 - *What does it mean to earn a name?*

**The Book Rescuer: How a Mensch from Massachusetts Saved Yiddish Literature for Generations to Come.** (Sue Macy, Ill. by Stacy Innerst. New York: Simon & Schuster, 2019) - In a folkloric voice, the author describe how Aaron Lansky saved over 1.5 million Yiddish books.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>PJ</sup> **Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909.** (Michelle Markel, Ill. by Melissa Sweet. New York: Balzer and Bray, 2013) - A young, Jewish immigrant woman in New York City organizes her co-workers in a garment factory to strike against their poor working conditions. Information about the garment industry is provided at the end of the book.

- Referenced in Session 2 - *What is a good name, a טוב דאָס? What does that mean?*

<sup>PJ</sup> **Chicken Soup by Heart.** (Esther Hershenhorn, Ill. by Rosanne Litzinger. New York: Simon & Schuster, 2002) - A "nice boychik" named Rudie reciprocates Mrs. Gittel's kindness to him by making her chicken soup when she has the flu.

- Referenced in Session 1 - *What kinds of names do people have?*

**Dear Mr. Rosenwald.** (Carol Boston Weatherford, Ill. by Gregory R. Christie. New York: Scholastic Press, 2006) - In the early 1920s, Julius Rosenwald, the president of Sears, Roebuck & Co., was inspired by Booker T. Washington to give millions to build schools for African American children in the rural South, on the condition that the local community raised money also. This picture book tells the story from the viewpoint of Ovella, age ten, part of a sharecropper family who attends a rough one-room schoolhouse when she is not picking cotton.

- Referenced in Session 2 - *What is a good name, a טוב דאָס? What does that mean?*

<sup>PJ</sup> **Emma's Poem: The Voice of the Statue of Liberty.** (Linda Glaser, Ill. by Claire A. Nivola. Boston: Houghton Mifflin Harcourt, 2009) - Tells of Emma Lazarus growing up in a wealthy Jewish family in the late nineteenth century. She was very concerned about the impoverished immigrants to the United States. Many of them were Jewish like herself and fled persecution in Europe. She spoke out on behalf of this group at a time when women were expected to keep quiet. She entered a poetry contest as a fundraiser for the Statue of Liberty that was a gift from France as a sign of freedom. Her poem was about freedom and rights for oppressed immigrants. It was printed on a plaque at the bottom of the statue.

- Referenced in Session 2 - *What is a good name, a טוב דאָס? What does that mean?*

<sup>PJ</sup> **The First Gift.** (A.S. Gadot, Ill. by Marie LaFrance. Minneapolis: Kar-Ben, 2006.) - The first gift we are given is our name. In this story about names, a boy recalls his namesake, King David, and talks about names in general, including the various names by which a single person might be known.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>E! PJ</sup> **Gittel's Journey: An Ellis Island Journey.** (Leslea Newman, Ill. by Amy June Bates. New York: Abram's Books for Younger Readers, 2019) - Gittel and her mother are immigrating to America together, but when her mother is stopped by the health inspector, Gittel must make the journey alone. Her mother sends her with her Shabbat candlestick holders and writes her cousin's address in New York on a piece of paper. With the help of a translator, Gittel finds her American family.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>E! PJ</sup> **Goldie Takes a Stand: Golda Meir's First Crusade.** (Barbara Krasner, Ill. by Kelsey Garrity-Riley. Minneapolis: Kar-Ben, 2014) - A glimpse at the early life of Israel's first female Prime Minister, who was born in Russia and grew up in Milwaukee. This story is based on a true episode in the early life of Golda Meir.

- Referenced in Session 2 - *What is a good name, a טוב דאָס? What does that mean?*

<sup>EI</sup> **A Heart Just Like My Mother's.** (Lela Nargi, Ill. by Valeria Cis. Minneapolis: Kar-Ben, 2018) - Anna loves hearing stories of her mother's childhood at Mr. Reuben's grocery store, but makes her own impression after collecting money in a *tz'dakah* box to feed a hungry man.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **I Dissent: Ruth Bader Ginsburg Makes her Mark.** (Debbie Levy, Ill. by New York: Simon & Schuster Books for Young Readers, 2016) - Supreme Court justice Ruth Bader Ginsburg spent a lifetime disagreeing: disagreeing with inequality, arguing against unfair treatment, and standing up for what's right for people everywhere. This biographical picture book about the Notorious RBG, tells the justice's story through the lens of her many famous dissents, or disagreements.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**Liberty's Voice: The Story of Emma Lazarus.** (Erica Silverman, Ill. by Stacey Schuett. New York: Dutton Children's, 2011) - A biography of Emma Lazarus. During the nineteenth century, Emma grew up in a privileged Jewish home. Her father insisted that she be educated despite being a girl. She became interested in poetry and Ralph Waldo Emerson was her teacher. She started writing articles for the rights of immigrants and was asked to write a poem for the base of the Statue of Liberty.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>EI</sup> **Marcel Marceau: Master of Mime.** (Gloria Spielman, Ill. by Manon Gauthier, Minneapolis: Kar-Ben, 2011) - As a young Jewish boy, Marcel Marceau knew he wanted to be a silent actor, just like Charlie Chaplin. When World War II intervened, he joined the French resistance, helping to get young Jews to safety during this dangerous time.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>E PJ</sup> **My Name is Aviva.** (Leslea Newman, Il. by Ag Jatkowska. Minneapolis: Kar-Ben, 2015) - Aviva is not happy with her unusual name until she hears wonderful things about her great-grandmother, after whom she was named.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **Nachshon, Who Was Afraid to Swim: A Passover Story.** (Deborah Bodin Cohen, Ill. by Jago. Minneapolis: Kar-Ben, 2009) - Based on a *midrash* about Nachshon ben Aminadav set during the crossing of the Red Sea. Nachshon, a slave under Pharaoh's rule, was very brave except for his fear of the water. Moses told him that one has to conquer fears to be truly free. When Moses led the Israelites to freedom, Nachson faced his fear and crossed the Red Sea.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>EI PJ</sup> **A Sack Full of Feathers.** (Debby Waldman, Ill. by Cindy Revell. Orca Publishers, 2006) - Yankel loves to spread the rumors he hears, when he's in his father's store in the *shtetl* (a small European community). But, Yankel doesn't realize how harmful this can be, so the rabbi decides to teach him an important lesson.

- Referenced in Session 1 - *What kinds of names do people have?*

**You Never Heard of Sandy Koufax?!** (Jonah Winter, Ill. by Andre Carrilho. New York: Schwartz & Wade Books, 2009) - A biography of the Jewish pitcher is written in street slang as if the author is part of the Brooklyn Dodgers and talking to the reader. It shows Koufax as unpredictable and independent. It mentions anti-Semitism from other players and the famous time Koufax refused to play the World Series game over Yom Kippur.

- Referenced in Session 2 - *What is a good name, a טוב מצי? What does that mean?*

***Additional picturebooks and resources about names,  
but do not necessarily fit the big ideas of the unit:***

**Always an Olivia: A Remarkable Family Story** (Carolivia Herron, Ill. by Jeremy Tugeau. Minneapolis: Kar-Ben, 2007) - An elderly black grandmother passes on the story of the family's Jewish origins to her young granddaughter, Carol Olivia. As family members flee the Spanish Inquisition, are kidnapped by pirates and eventually sail to America, one daughter in each generation is given the name Olivia, from the Hebrew *Shulamit* meaning "peace," to honor the Jewish part of their ancestry.

<sup>PJ</sup> **Rebecca's Journey Home.** (Sugarman, Brynn Olenberg, Ill. by Michelle Shapiro. Minneapolis: Kar-Ben, 2006) - A Jewish family adopts a Vietnamese baby. The story describes the welcoming of the child and the process of giving her a Jewish identity.

<sup>PJ</sup> **A Song for My Sister.** (Lesley Simpson, Ill. by Tatjana Mai-Wyss. New York: Random House, 2012) - Mira's birthday wish comes true when her baby sister is born, but the little one spends her first eight days wailing, leaving the family at a loss for a name to announce at her *simhat bat* (naming ceremony) until Mira's song during the naming ceremony has an unexpected effect.

**Sophie's Name.** (Phyllis Grode, Ill. by Shelly O. Haas. Minneapolis: Kar-Ben, 1990.) - Sophie Davida Finkle-Cohen dislikes her long name until she learns about the people she was named after.

**"Traditions of a Jewish Baby Naming (video)."** BimBam. <https://www.bimbam.com/traditions-of-jewish-baby-naming/>

### Chapter Books

and/or books for older elementary age children

**Abraham Joshua Heschel: Man of Spirit, Man of Action.** (Or N. Rose. Philadelphia: Jewish Publication Society, 2003) - A biography of the Jewish rabbi, educator, and civil rights activist that details Abraham Joshua Heschel's life from his strict Hasidic education through his escape from the Holocaust and his emigration to the U.S. It tells how he became a passionate supporter of the African-American civil rights movement.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>PJ</sup> **The Bicycle Spy.** (Yona Zeldis McDonough. New York: Scholastic, 2016) - Marcel dreams of someday competing in the Tour de France. Ever since Germany's occupation of France began two years earlier, in 1940, the race has been canceled. Now, there are soldiers everywhere, interrupting Marcel's rides with checkpoints and questioning. Then Marcel learns that his parents are part of the French Resistance. He hopes that he can help his new Jewish friend.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **The Boy from Seville.** (Dorit Orgad. Minneapolis: Kar-Ben, 2007.) - Manuel's family lives in seventeenth century Spain during the Inquisition. They face increasing dangers of their true Jewish identity being discovered by Inquisitors.

- Referenced in Session 1 - *What kinds of names do people have?*

**The Champion of Children: The Story of Janusz Korczak.** (Tomasz Bogacki. New York: Farrar Straus Giroux, 2009) - In 1912, a well-known doctor and writer named Janusz Korczak designed an extraordinary orphanage for Jewish children in Warsaw, Poland. Believing that children were capable of governing themselves, he encouraged the orphans to elect a parliament, run a court, and put out their own weekly newspaper. Even when Korczak was forced to move the orphanage into the Warsaw Ghetto after Hitler's rise to power, and couldn't afford to buy food and medicine for his charges, he never lost sight of his ideals.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**Chance: Escape from the Holocaust.** (Uri Shulevitz. New York: Farrar Straus Giroux, 2020) - A memoir that describes the childhood of the Caldecott award winning artist and children's book author, Uri Shulevitz, during the time of the Holocaust. For eight years, his family lived as refugees, fleeing from Warsaw to the Soviet Union, to Turkestan and then to France.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>PJ</sup> **DK Life Stories: Albert Einstein.** (Wil Mara, Ill. by Charlotte Ager. New York: DK Children, 2019) - A biography about Albert Einstein's family and education that describes his travels and troubles. The story of how he received a special compass as a young boy that first set him on a path to questioning the world around him.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**The Failure Book: How 22 Extraordinary People Persisted to Beat the Odds and How You Can Too.**

(Karen Lilly. Millburn, New Jersey: Behrman House, 2019) - "What do Albert Einstein, Michael Jordan, JK Rowling, P!nk, and Abraham Lincoln all have in common? They messed up. They miscalculated. They made mistakes. They FAILED. So did every one of the extraordinary people profiled in this book. One couldn't get into college and another lost several elections. One was sent to prison and another had his factory blow up. Yet when faced with failure, each found ways to persist, beat the odds, and come out on top." *Referenced in the curriculum, but may serve better as a teacher resource.*

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**Janusz Korczak's Children.** (Gloria Spielman, Ill. Matthew Archambault. Minneapolis: Kar-Ben, 2007.) - Henryk Goldszmidt was more popularly known as Janusz Korczak. Janusz Korczak was a writer, doctor, and an enlightened leader in the field of education. He established a Jewish orphanage in Warsaw, where he introduced the world to his progressive ideas in child development and children's rights. When the Nazis occupied Warsaw, the orphanage was moved to the ghetto. Then, when the children were deported to a concentration camp, Dr. Korczak was offered his freedom. He refused and boarded the train with the children to Treblinka. *Note - When we went to press, Amazon was selling a single copy for almost \$1000. Order from the publisher for a much better price!*

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

<sup>PJ</sup> **The King of Mulberry Street.** (Donna Jo Napoli. New York: Random House, 2005) - Dom is a nine-year-old Italian Jewish boy whose mother sends him alone from Naples to New York in hopes he can make a better life. He is desperately poor in material possessions, but rich in folk wisdom and simple goodness.

- Referenced in Session 1 - *What kinds of names do people have?*

**The Length of a String.** (Elissa Brent Weissman. New York: Dial Books for Young Readers, 2018) - Twelve-year-old Imani, the only black girl in Hebrew school, is preparing for her bat mitzvah and hoping to find her birthparents when she discovers the history of adoption in her own family through her great-grandma Anna's Holocaust-era diary.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **Letters from Cuba.** (Ruth Behar. New York: Random House, 2020). - The situation was dire for Jews in Poland on the eve of World War II. Esther's father fled to Cuba and years later, she is the first family member sent to join him. Esther and her dad work to earn enough money to bring the rest of the family to Cuba. Over time, Esther develops her resourcefulness and shows her talent for bringing people together.

- Referenced in Session 1 - *What kinds of names do people have?*

**Lola Levine is not Mean.** (Monica Brown, Ill. by Angela Dominguez. NY: Little, Brown and Company, 2014). - Lola Levine is a second grader who loves playing soccer and is part of a multi-cultural family. Her dad is Jewish, her mom is Catholic and she enjoys a variety of foods including her mom's *café con leche* and dad's *matzah* ball soup. The storyline offers great examples of names your parents call you, the name you are called and the name you earn for yourself. Note that there are a number of books in the Lola Levine series.

- Referenced in Session 1 - *What kinds of names do people have?*

**Monsieur Marceau: Actor without Words** (Leda Schubert, Ill. by Gerard DuBois. New York: Roaring Book Press, 2012). - A biography about the life of Monsieur Marceau, the mime. He was born in France and when World War II broke out he was involved in the Jewish underground resistance. After the War, he studied and became a world famous mime.

- Referenced in Session 2 - *What is a good name, a טוב דעם? What does that mean?*

**Natan Sharansky: Freedom Fighters for Soviet Jews.** (Blake Hoena, Ill. by Daniele Dickmann. Minneapolis: Kar-Ben, 2021) - A graphic novel biography about the Soviet Jewry “refusenik” and human rights activist Anatoly (Natan) Sharansky. He was born in 1948 to a Jewish family in Ukraine (at that time part of the Soviet Union). He was arrested as a young man and later imprisoned for wanting to leave the Soviet Union and go to Israel. His struggle became the struggle of all Soviet Jews who wished to leave. With the help of his wife, many Jewish activists, and world leaders, he eventually succeeded in immigrating to Israel, paving the way for the release of other Soviet Jews who wished to live in freedom.

- Referenced in Session 2 - *What is a good name, a טוב דעם? What does that mean?*

**Sam I Am.** (Ilene Cooper. New York: Scholastic, 2004) - Twelve-year-old Sam's mother is Christian and his father is an agnostic Jew. Religious tensions emerge in his happy family around Christmas and he begins to wonder why religion is so often a bone of contention between people. When his class begins to study the Holocaust, Sam becomes conscious of his Jewish identity and he directs his many questions not only to the people around him, but also to God.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>E1PJ</sup> **...Too Far From Home.** (Noomi Shemuel, Ill. by Avi Katz. Minneapolis: Kar-Ben, 2020) - Eleven-year-old Meskerm, half-Ethiopian and half-American, faces prejudice when she enters a new school just as Israel is coping with a large influx of new immigrants from Ethiopia.

- Referenced in Session 1 - *What kinds of names do people have?*

<sup>PJ</sup> **Who Was Harry Houdini?** (Tui T. Sutherland. New York: Random House, 2019) - A biography about the life of the famous Jewish magician.

- Referenced in Session 2 - *What is a good name, a טוב דעם? What does that mean?*

***Chapter books not referenced in the curriculum,  
but relate to the theme of earning a name***

<sup>PJ</sup> **Looking for Me: ...in This Great Big Family** (Betsy R. Rosenthal. Boston: Houghton Mifflin, 2012) - One of 12 siblings growing up in depression-era Baltimore, Edith feels lost in a sea of siblings. When a kind teacher encourages Edith to be a teacher herself one day, Edith sees prospects for a future all her own.

**Odette's Secrets.** (Maryann Macdonald. New York: Bloomsbury, 2013) - When Odette's father becomes a Nazi prisoner-of-war and the Paris police begin arresting Jews, her mother sends Odette to hide in the Catholic French countryside where she must keep many secrets to survive.

<sup>PJ</sup> **Searching for Lottie.** (Susan L. Ross. New York: Holiday House, 2019) - Twelve-year-old Charlie, a budding violinist, decides to research the life of her great-aunt and namesake for her middle school ancestry project. Everyone in Charlie's family believes Great-Aunt Charlotte (called Lottie), a violin prodigy, died at the hands of the Nazis, but the more Charlie discovers about her long-lost relative, the more confusing Great-Aunt Lottie's story becomes.

<sup>PJ</sup> **Stealing Home.** (Ellen Schwartz. Toronto: Tundra, 2006) - Set in Brooklyn in 1947, Joey is an orphan who is biracial and sent to live with his Jewish relatives. As Joey yearns for acceptance, especially from his stern grandfather, his struggle is mirrored by that of his favorite baseball player, Jackie Robinson, who stoically endures prejudice on the baseball field.

**The Storyteller's Beads.** (Jane Kurtz. New York: Harcourt Brace & Co., 1998) - A blind Jewish girl and a Christian girl overcome prejudice and suspicion as they help one another on a hazardous exodus from Ethiopia to a refugee camp in Sudan.

**The Stranger within Sarah Stein.** (Thane Rosenbaum. Lubbock, TX: Texas Tech University Press, 2012) - When her parents separate, twelve-year-old Sarah Stein feels split into her mother's daughter and daddy's girl. She is helped to find her true-self by both a disgraced firefighter who lives in a hidden room in the Brooklyn Bridge, and her grandmother's story of her own past as a hidden child in the Holocaust.

<sup>PJ</sup> **The Truth about My Bat Mitzvah.** (Norah Raleigh Baskin. New York: Simon & Schuster Children's Publishing, 2008) - Caroline comes from an interfaith family. She never felt that she was part of any religion. When her grandmother passes away, her grandmother leaves her a silver Star of David. Then, Caroline starts questioning her religious identity and wondering if she should have a Bat Mitzvah.



### Additional Resources

**Count Me In: Jewish Wisdom in Action.** (Vicki Lieberman. Millburn, New Jersey: Behrman House, 2005)  
 - Helps pre-teens and teens explore Jewish values through the lens of their daily experiences. Includes traditional stories, source material from biblical and Talmudic text, critical thinking activities, interactive features, practical ideas to introduce students to the ethical basis of Judaism, and guidance in applying what they learned to real life. The values examined are: wisdom and action, life, free will, persistence, study, community, judging, possessions, argument, peace and balance. There is a teacher's guide. Developed for Grades 6-8.

**The Failure Book: How 22 Extraordinary People Persisted to Beat the Odds and How You Can Too.** (Karen Lilly. Millburn, New Jersey: Behrman House, 2019) - "What do Albert Einstein, Michael Jordan, JK Rowling, P!nk, and Abraham Lincoln all have in common? They messed up. They miscalculated. They made mistakes. They FAILED. So did every one of the extraordinary people profiled. One couldn't get into college and another lost several elections. One was sent to prison and another had his factory blow up. Yet when faced with failure, each found ways to persist, beat the odds, and come out on top."  
 Developed for grades 6-8.

- Referenced in Session 2 - *What is a good name, a טוב שם? What does that mean?*

**A Kid's Mensch HandBook: Step by Step to a Lifetime of Jewish Values.** (Scott Blumenthal. Millburn, New Jersey: Behrman House, 2004) - A text for grades 3-5 that brings Jewish values to life with an engaging blend of *mitzvot*, *middot*, and Jewish wisdom.

**Making a Difference: Putting Jewish Spirituality into Action One Mitzvah at a Time.** (Bradley Shavit Artson and Gila Gevirtz. Millburn, New Jersey: Behrman House: 2001). – Explores ethical and ritual *mitzvot*, offering practical and creative ways to observe them. Includes numerous Jewish texts and helps learners consider the kind of adult they want to become. Developed for grades 6-8.

