




# Learning with Primary Sources



# INSTRUCTIONS

- 
- a. Open a new tab and go to the Poland resource pack - <https://bit.ly/2UDYsyw>
  - a. Choose a resource to work with (don't spend a long time choosing)
  - a. Add to the Google slides:
    - Name and country of group members
    - Image of resource (Click on print, right click, copy image, paste to sheet)
    - 1-2 connections
    - 1-2 activities

# BREAKOUT ROOM #2

Anna C. - Moldova and Nance A. from USA



## Connecting

Have you celebrated Simchat Torah?

Did you carry a flag? What was on it? Did you get treats?

What do you like most about Simchat Torah?

What are the lessons of this holiday?

## Creating

Creating - Students can make their own Simchat Torah flags and learn songs to sing while marching. Organize a parade for the whole school. The flag poles often had apples on the top - we could do a food drive rather than have our own treats.

# BREAKOUT ROOM #3

(Names and countries of group members):

Add an image here



Connecting What kind of food is this woman making? On what occasion is do you think she is preparing food for? Who is watching her? Do you think this way of cooking has been passed on to the child?

1. Think about the food that is eaten in your household today. Are they the same kinds of food that your grandparents made for their families?
2. Is it important for you to carry on the family cooking traditions and special recipes?



# BREAKOUT ROOM #4

(Names and countries of group members):

Add an image here



*Kuchnia dobroczynna dla bezdomnych w Arłensteinie  
Polskiem.  
Scene vor der jüd. Armenküche.*

Connecting  
Madene - Israel  
Maria - Italy  
Daniel - Finald

Creating

- First of all the stages of interpretation -observing, understanding, connecting
- Creative project: Research project - today - in your country, are there people who are in need? Who helps them?
- Look for postcards used today to get support for the needy

# BREAKOUT ROOM #5

(Names and countries of group members): Lowell (Israel),  
Hadassah (Austria), Rachel (Israel)

4-step process (which objects do you see?)  
What does the flag tell about the  
religious/political environs? What about  
the flags in the flag? Why is it red and  
beige?



## Connecting

How do you celebrate Simchat Torah?

Which of these symbols do you know from  
home/your synagogue?

## Creating

Create your own Simchat Torah flag!

If you had to simplify the flag, what would be the most  
important parts that you'd choose?

Imagine you're living in the year 1902: create a national  
flag for Israel!

# BREAKOUT ROOM #6

(Nadia, Wendy, Bori):

Add an image here



Who do you think these people are? Why might they be in lines? Have you noticed a similar situation in your community? What are some reasons people do not have enough food?

What are the social problems in your community?  
Do you volunteer? / Have you volunteered?

**Creating:** Choose 1 of the following:

1. Write a tweet which notifies about the “soup kitchen” available in your area. Think about the people you would like to notify about the service. Include some photos.
2. You have just returned from volunteering in your local soup kitchen, write about your experience. Include some photos.
3. Organise a “soup kitchen” event for the next Shabbat or Chag. Where will you get the food from? How will you deliver it? Who will help you? Why should people help? Write the emails to the relevant people to get people to help you.

# BREAKOUT ROOM #7

(Names and countries of group members):

Add an image here

Connecting

Creating



# BREAKOUT ROOM #8

(Names and countries of group members):

Add an image here

Connecting

Creating

# BREAKOUT ROOM #9

(Names and countries of group members):

Add an image here

Connecting

Creating

# BREAKOUT ROOM #10

(Names and countries of group members):

Add an image here

Connecting

Creating