
Holiday Facts & Fun:
HANUKKAH
2ND Edition



Teacher's Guide

Written by Barri Golbus

**Produced by
Colman Communications Corp.**

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Hanukkah

2nd Edition

From the
Holiday Facts & Fun
Series

Grades K-5

Viewing Time: 15:00

PROGRAM OVERVIEW

Intended Audience and Uses

Hanukkah, 2d Edition has been produced for students in grades K-5. This video has several classroom uses. First, it can be used to help students understand and appreciate the holiday. Second, the historical section can be used as part of primary-intermediate social studies units that cover Middle Eastern and European history. This program meets McREL K-4 History Standard 1, Level I, Benchmark 5 (Understands personal family or cultural heritage through stories, songs, and celebrations); McREL U.S. History Standard 1, Level II, Benchmark 8 (“Understands the historical events and democratic values commemorated

by major...holidays”), and McREL K-4 History, Topic 4 (“The history of Peoples of Many Cultures Around the World”).

Program Synopsis

Hanukkah, 2nd Edition is divided into three sections. The introduction shows the Hyman family (7-year-old Max, 9-year-old Samantha, 13-year-old Zach, Dr. Hyman, Mrs. Hyman and Grandpa Larry) attending a pre-Hanukkah celebration at their synagogue in Northfield, Illinois, a Chicago suburb. The family is shown at the event’s potluck dinner, then at a rousing musical program in the temple’s sanctuary. The introduction also shows the family at home putting up their holiday decorations. The second part recounts the historical background of Hanukkah. The story features the tyrannical rule of Antiochus IV, the foreign (Syrian) ruler who attempted to Hellenize the Jewish people by stamping out their religion, and the Hasmonean revolt led by Judah Maccabee. The historical section ends with the Jews retaking their temple in Jerusalem and with the “miracle of the holy lamp.” The third section shows how the Hymans celebrate the holiday – by making cookies, potato pancakes called *latkes*, celebrating with friends, playing a game with a top called a *dreidel*, eating chocolate candy called *gelt*, having a large dinner with traditional foods, exchanging gifts and singing traditional Hanukkah songs.

VIEWER OBJECTIVES

After viewing this video and participating in the suggested activities, viewers should be able to do the following:

1. Explain the historical background of Hanukkah.
2. Tell why Hanukkah is a celebration of religious freedom.

3. Recount how the Hyman family celebrates Hanukkah.
4. Tell the significance of the cooking oil used to make *latkes* and the chocolate in *gelt*.

The producers encourage you to make adaptations and changes to the following lesson plan whenever you feel it will enhance your students' learning experiences. Only by tailoring the material to your unique classroom situation will you be able to maximize the educational experience afforded by these materials.

SUGGESTED LESSON PLAN

Viewing Strategies

Various strategies may be employed when showing this program to your class. If you wish to use the presentation as a way to give general information about the holiday, you may find it useful to show it in its entirety in one screening, then follow up with appropriate questions (see the ***Suggested Discussion Questions*** blackline master) and/or activities suggested in this guide. Alternately, you may wish to show only the first several sections of the video if presentation time is limited, or if your class is using the video to learn only historical information about the holiday. If the historical section is viewed alone, you may find it useful placing the account in historical perspective by mentioning that Judea was conquered by the Greek ruler, Alexander the Great, around 330 B.C. After Alexander died, his kingdom was divided up. Eventually, one section of Alexander's kingdom wound up in the hands of the Syrian ruler, Antiochus IV, the antagonist of the Hanukkah story. Antiochus was Hellenized; that is, he accepted Greek culture.

Introduce the Program

The producers encourage you to prescreen the program to familiarize yourself with its content.

Ask your students how many religions there are in our country. Have them name several examples. Explain that in our country, people are free to worship as they please. Our founding fathers understood that everyone has a right to practice their religious customs and beliefs as long as those beliefs and customs don't harm others. Freedom of religion isn't allowed in all countries, however. Where this important freedom isn't allowed, there is often conflict because people are willing to fight and die for their religious beliefs.

Pre-Viewing Activities

On your classroom globe or map, have someone find the country of Israel. Tell the class that this country was established as a homeland for the Jewish people after World War II. Explain that more than 2,000 years ago, the Jewish people lived there, but left to go to other parts of the world after their land was taken over by foreign conquerors. Mention that the country was called *Judea* in ancient times. Tell your students they will now see a video about those ancient times – and a holiday Jewish people celebrate today to remember an important event that happened at that time.

Post-Viewing Activities

Discuss the program, using the *Suggested Discussion Questions*, if you prefer. If your class has seen only the historical section, pass out *Who Were They?* Have your class complete this exercise either as an individual seat activity or as a class activity. If you chose the former, have several students read their answers and discuss. If your class screens the entire program, hand out both *Who Were They?*

and *Hanukkah Symbols*. Have everyone complete these handouts as either individual seatwork, as a class activity after the pictures have been colored, or as homework.

Do you have any Jewish students in your class? If so, ask them to tell how they celebrate the holiday. Do they celebrate like the Hyman family? If not, what are the differences? You may note that there are three main forms of Judaism – Orthodox, Conservative and Reform – and that each celebrates the holiday somewhat differently. The Hyman family practices Reform Judaism.

DESCRIPTION OF BLACKLINE MASTERS

SUGGESTED DISCUSSION QUESTIONS – Gives questions that may be asked after each segment is viewed.

WHO WERE THEY? – An activity that reviews the three main characters of the Hanukkah story.

HANUKKAH SYMBOLS – A fun activity that reviews the key symbols of the holiday mentioned in the video.

ANSWER KEY

Video Quiz: 1. c., Judaism 2. True 3. Antiochus IV 4. b., a dishonest man Antiochus IV appointed to be the religious leader of the Jewish people 5. False. The language of the Jewish people 6. b., burned furniture, statues of Greek gods, weeds. 7. With only enough oil to last for one day, the holy lamp in the temple burned for eight days. 8. False 9. a., latkes, brisket and kugel. 10. b. The Festival of Lights

Who Were They?

Top left: Judah Maccabee, the leader of the Jewish revolt that took back the temple.

Bottom left: Antiochus IV, the foreign king who took away the Jews' religious freedom and tried to force them to worship Greek gods.

Right: Menelaus, the dishonest man Antiochus appointed as high priest (religious leader) of the Jews.

Hanukkah Symbols:

From upper left, clockwise: (1) Latkes and oil. The oil is a reminder of the oil in the temple lamp that burned for eight days. (2) Menorah: the candelabra lit for eight days during Hanukkah. (3) Gelt, the chocolate candy wrapped in foil to look like coins, passed out as a reminder of the taxes the Jews had to pay and as a way to understand that freedom is sweet. (4) Dreidel, a top used to play a game at Hanukkah time.

TRANSCRIPT OF THE VIDEO

It's a cold December evening in Northfield, Illinois.

And at Temple Jeremiah, the Hyman family – Max on the left, Grandpa Larry, Zach, Samantha (better known as Sami), and Dr. and Mrs. Hyman – have come to attend a pre-Hanukkah celebration at their place of worship.

It's held one week before Hanukkah begins.

As you can see, a large crowd has gathered for the festivities, which start with a pot-luck dinner.

The event gives family members – children, parents and grandparents – a chance to come together and look forward to very special holiday the Jewish people celebrate each year.

After the dinner, everyone gathers in the temple's sanctuary for the evening's program.

It's a joyous affair that features lots of rousing, high-spirited music.

As you can see, everyone, including the Hymans, joins in.

The pre-Hanukkah celebration is somewhat of a warm-up for the real thing, which, in the Hyman household, really gets started when the decorations go up.

Hanukkah is a busy and happy time for the Hymans, who, like others of their religious faith, who celebrate this cheerful holiday for eight days each year.

Today's celebration of Hanukkah began with an event that took place about 2,200 years ago at the eastern edge of the Mediterranean Sea, in the ancient land of Judea.

There, the Jewish people lived as shepherds, farmers and merchants.

They lived alongside many Greek people whose armies had conquered Judea more than a hundred years before.

Even so, the foreign rulers allowed the people of Judea to practice their own religion, called Judaism.

This belief had but one God, unlike the religion of the Greeks, which had many gods such as Zeus, Cyclops and Hera.

Then, one day a new foreign ruler, Antiochus IV, came to power.

He declared that the Jewish people now had to worship many gods, as did the Greeks.

And he chose a man named Menelaus to be the new religious leader, or "high priest," of the Jews.

Antiochus knew that Menelaus wasn't a real priest, however.

Moreover, Menelaus was dishonest. He began stealing beautiful religious cups, lamps, and other objects from the Jews' most important place of worship, their "temple" in the city of Jerusalem.

As you can imagine, the Jews were very upset. Having many of their things stolen was bad enough, but being forced to worship Greek gods was simply unbearable to them!

They thought their troubles would end, however, when Antiochus led his army out of Judea to take over the country of Egypt.

But the evil ruler ran into strong Egyptian armies.

Soon, a report came back to Jerusalem saying that Antiochus was killed in battle.

Heartened by the report, the Jews revolted against Menelaus, and took over their temple.

But the report of Antiochus's death wasn't true. The evil ruler returned to Jerusalem, and when he heard about the Jewish revolt, he became furious!

He took over the temple once again and put statues of Greek gods in it. He also stole all the sacred treasures that hadn't been taken before.

Finally, he told the Jewish people that they could no longer observe their holy day, the Sabbath.

Nor, he said, could they study the Torah, their holy book.

Soon, soldiers began marching through the countryside to stamp out the Jewish faith.

In time, they came to a small village where they began to treat an old man, named Mattathias, terribly.

The soldiers didn't know it, but Mattathias's son, Judah, was nearby. Judah was brave, smart – and strong -- so strong that he was known as the "Maccabee," or "the hammer" in Hebrew, the language of the Jewish people.

Judah Maccabee fought the soldiers, along with some others in the village and then fled to the nearby hills, where they formed an army to fight Antiochus.

Judah's plans were so clever, and his soldiers so willing to follow them, that they were able to defeat the much larger armies of the Greek ruler.

Once again, the Jewish people took back their beautiful temple.

But what they found there made them weep – statues of Greek gods stood everywhere, weeds grew in the once carefully tended courtyard, and the furniture was burned and broken.

But everyone set to work rebuilding and cleaning, and, in time, the temple was better than ever.

And so it was decided that a celebration should be held. But there was one problem.

There was only enough holy oil to burn in the temple's lamp for one day.

But then, a miracle happened! With only one day's worth of oil, the lamp burned for eight days!

From that time onward to this very day, Hanukkah is celebrated to help the Jewish people remember the miracle of the holy lamp in the temple – and the time when they won back their religious freedom.

Lighting candles on a candelabra called a “menorah” is one of the ways Jews celebrate the holiday.

A special prayer is recited as the candles are lit, first in Hebrew and then in English.

Besides saying prayers and lighting candles, Hanukkah is celebrated in many other ways, such as making special holiday foods, including cookies.

Hanukkah cookies are usually cut into shapes. One of those shapes is the Star of David – a symbol of the Jewish people.

Another shape is the dreidel, a top used in a game often played at Hanukkah time.

Mrs. Hyman: How do they look?

Sami: They're nice and golden and pretty.

Narrator: Once the cookies are baked, it's time to put on the frosting and the sprinkles. And perhaps sample some of the frosting.

Mrs. Hyman: How is it?

Max: Yummy!

Dr. Hyman is responsible for another holiday treat made from potatoes. They're potato pancakes called latkes.

To make them, cut up potatoes are shredded in a food processor and then mixed together with onions and spices.

Friends often join the Hymans for a big Hanukkah dinner on the eighth, and last day, of what's called "the festival of lights."

This year it's their next-door neighbors, the Foxes.

After they arrive, Dr. Hyman continues making his latkes. The cooking oil in which they're fried is a reminder of the holy oil that miraculously burned for eight days in the temple.

In no time at all, the latkes merrily sizzle in the pans, where they fry up to a golden brown.

They look delicious! And they are delicious!

Sami: Okay, guys. They're ready!

Narrator: Some people, such as Max, like their latkes with apple sauce.

Others, like Sami, like theirs plain.

Grandpa Larry prefers his with sour cream.

A few minutes later, as the last batch of latkes sizzle in the pan, Mr. Fox hands out "gelt," chocolate candy wrapped in gold foil to look like coins.

The coins are a reminder of the taxes the ancient Jews had to pay to the Greeks.

The candy inside shows that freedom is sweet.

Later, while the adults make the final preparations for the big holiday feast, the children play "spin the dreidel."

Each person who plays gets some beans, and then places one into what is called "the pot," or "kitty," which a lucky player – maybe it'll be Zach – can win.

The dreidel is spun and, depending on which Hebrew letter faces upward when it stops...

Zach: Gimmel! Yeah!

Narrator:...the player gets the whole pot, like Zach, or half the beans, or none – or the most unlucky player must put a bean in the “kitty.”

Instead of beans, players sometimes use nuts, toothpicks or pennies.

Later, everyone gathers around the menorah. In the Hyman family, it's a tradition that the oldest family member lights the candles on the last night of the holiday.

After the candles are lit, the food is set out for dinner. A traditional beef dish, brisket, is served.

Another food commonly seen on Hanukkah is “kugel,” a sweet noodle casserole.

And, of course, there are latkes.

To many Jewish people, gathering around the table for a big Hanukkah dinner is one of the best parts of the holiday.

There's pleasant company, plenty of delicious food – with second helpings if anyone wants them – interesting conversation and lots of laughter!

Hanukkah presents are passed out to the children after dinner, and then promptly opened, one child at a time.

The celebration ends with Hanukkah songs.

For the Hymans, Foxes and other Jewish families, the songs, activities and foods of Hanukkah act as reminders of an important event in history -- a time when the Jewish people fought for, and won the right to worship as they pleased.

Freedom of religion is important to all of us, and that's why we can all appreciate Hanukkah, whether we're Jewish, Christian, or any other faith.

Web Resources

Hanukkah: The Festival of Lights
factmonster.com/spot/hanukkah.html

Kids' Domain Hanukkah Page
kidsdomain.com/holiday/chanukah/

Hanukkah Crafts
enchantedlearning.com/crafts/hanukkah/

Discussion Questions – Hanukkah, 2nd Edition

For Segment One

1. Who are the members of the Hyman family? (Max, Sami, Zach, Dr. and Mrs. Hyman, Grandpa Larry)
2. Where did they go for their pre-Hanukkah celebration? (Temple Jeremiah in Northfield, IL)
3. What did they do at the celebration? (Ate a pot-luck dinner, sang songs)
4. What else do the Hymans do before Hanukkah begins? (Put up decorations in their home)

For Segment Two

1. When does the story of Hanukkah take place? (About 2,200 years ago)
2. Where does it take place? (In Judea, on the eastern shores of the Mediterranean Sea)
3. Who lived in Judea? (Jews and Greeks who had conquered the Jews many years before)
4. How many gods did the Jews believe in?
5. How many gods did the Greeks believe in? (Many)
6. What did Antiochus IV order the Jews to do? (Worship Greek Gods)
7. Who was Menelaus? (The dishonest man Antiochus appointed as “high priest” of the Jews)
8. What did Menelaus do? (Stole religious objects from the temple)
9. What did Antiochus do when he heard about the Jews’ revolt? (Took over their temple, put statues of Greek gods in it, said Jews could no longer read the

Torah nor worship on their Sabbath)

10. Who did the Antiochus’s soldiers mistreat? (Mattathias)
11. Who led the revolt against Antiochus? (Judah Maccabee)
12. What does “Maccabee” mean in Hebrew? (The “hammer”)
13. What was the miracle celebrated at Hanukkah? (The oil in the temple lamp burned for eight days with only one day’s worth of oil in it.)

For Segment Three

1. What is a menorah? (The candelabra used to hold Hanukkah candles)
2. Name two shapes Hanukkah cookies are shaped like. (Star of David, *dreidel*)
3. What are latkes? (Potato pancakes)
4. Why are they fried in oil? (A reminder of the oil in the lamp in the temple)
5. What is *gelt*? (Chocolate candy wrapped in foil to look like coins)
6. What do the coins stand for? (The taxes Jews had to pay to foreign rulers)
7. What does the chocolate inside mean? (Freedom is sweet)
8. What is a *dreidel*? A top used in a game played a Hanukkah time.
9. What are three traditional foods served at Hanukkah dinners? (Brisket, *kugle*, latkes)
10. What is *kugle*? (A sweet noodle casserole)

Name _____

Hanukkah Symbols

Directions: Color the pictures below. Write a sentence or two telling what the symbol is and why it is seen at Hanukkah time.



Name _____

Who Were They?

Directions: Color the pictures below. Beneath each one, tell who the person was and why he was important in the Hanukkah story.

