



Jewish Art & Identity Calendar

Submitted by: Carol Baum and Malinda Fishman
Boulder Hebrew High Art for Social Justice Instructors

Subject Area: Explore and Depict Jewish Holidays, Life Events and Parshas.

Target Age Group

Teens- 8th grade to 12th grade

Note: Project is easily modified for use with any age group by adjusting teacher and/or assistant input such as students contributing just the illustrations.

Calendar creation may be adjusted for almost any age and level student as well as project complexity. The calendar could be created for use only within the classroom or could be duplicated for distribution to class members, as a community awareness item, fund raiser, gift and/or marketing tool.

Abstract

Students will create their own 13 month calendar with illustrations and/or thematic depictions of Jewish Holidays and Life Events. The wall calendar will also include questions and comments relating to the parshas. This project will help students gain a better understanding of the various Jewish Holidays, life events and parshas and how these events and teachings relate to their everyday life and Jewish identity.

Materials

You will need Jewish calendar program and calendars, Jewish reference materials and local Jewish organization event listings. Art supplies such as: glue sticks, glue, scissors, Jewish and everyday magazines and cards, paper of all sizes and colors, paints, colored pencils, markers, pastels and , embellishments such as beads, wire, fabric and yarn. The idea is to provide a wide assortment of choices in creating their image. Again, this part of the project may be adapted according to available supplies, in this case we wanted to provide a variety of art materials. If you wish to create multiple copies you will also need a camera, digital imaging and/or copying resources.

Procedure:

- Select 12-13 Jewish Holidays, Life Events to explore and express through art.
- Have the students decide if they wish to work in pairs or individually. (Ideally they should work on at least some segments in pairs or small groups to foster cooperative skills and interactions).
- Have each student, pair or small group select a holiday or life event.



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- Each person/group uses art supplies to create an image relating to their holiday for the calendar. The format could be a collage, drawing, painting or a 3-dimensional piece etc.
- As needed, photograph the image. If the calendar is intended for in classroom use only, affix the original piece to the calendar.
- Select 1-2 parsha themes to emphasize for each month and write ideas for discussion and/or tzedukah.
- Invite other classes to submit Jewish recipes, ideas for tzedukah and/or other community involvement projects.
- Reproduce the calendar at a copy center. The formatting and reproduction processes will be coordinated by the instructor and/or a parent.
- If timing/scheduling permit, it is ideal to complete the project over the course of an entire year so that holidays and parshas are explored as they occur. If this is possible, each student or small group create a piece of art for each holiday or life event and then as a group decide which ones to feature in the final calendar. They would also each write comments and or discussion questions for each of the selected parshas and then choose a few to feature in the calendar itself.

Questions to Consider:

- In creating the image(s) for the calendar, what were your considerations? If you were to do this project again, what would you do differently?
- Did you gain a better understanding of the Jewish holidays and life events? How could this add to your family's celebration of these holidays? Celebration with the local community?
- How could you help keep the Jewish traditions alive? How does your attending Hebrew High contribute to this goal?
- Why did you select these parshas over others?
- How do these parshas relate to your life? How could you contribute to the community after gaining a better understanding of them? List some things you could do over the next few weeks and months that will make a difference.
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- What are each student's plans for tzedukah in the community? Have them discuss how they plan to continue and possibly expand their plans.



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Comments and Feedback:

Through the creation of this calendar students will become more aware of the holidays and the parshas in each month. They will have the opportunity to come up with suggestions for tzedukah and become more involved in their communities. At the completion of the calendar, a sense of accomplishment will be experienced by all students, as the calendar is distributed in the community. . An overall awareness of holidays, shabbat, and parshas, will provide each student with a sense of Jewish tradition, celebration and community service. In addition, the small group work will broaden their understanding of the diversity within the Jewish community, their ability to work cooperatively with other Jewish teens and create pride in the completion and sharing of a group project.

References & Resources:

- Fields, Harvey J., Illustrations by Giora Carmi, [A Torah Commentary For Our Times, Volumes One, Two and Three](#), UAHC Press, New York, New York, 1993.
- Kalman, Sharon, Devorah Levinrad and Anita Hirsch, [Celebrating the Jewish Holidays: Cooking, Crafts and Traditions](#), Crescent Books, New York, New York, 1992.
- Loeb, Sorel Goldbert and Barbara Binder Kadden, [Teaching Torah: A Treasury of Insights and Activities](#), Alternatives in Religious Education, Inc., Denver, Colorado, 1984.
- www.Judaism.com
- [It's About Time](#) Computer Program Published by Davka (available form the bookstore on [www. Judaism.com](http://www.Judaism.com))



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