



Biblical Newspaper by Shirly Pugatzky

Subject area: Torah, Hebrew, Jewish History & Culture, Tools/Games, Israel, Art.

Educational Tool for single or multiple use

Target age group: 3rd grade and up (level of activity can rise as age appropriate)

Lesson Objectives: *The students will learn the Torah stories with great details and receive a new vocabulary from the specific Torah story. The student will be able to use his creativity and imaginations with regards to the era learned, and raise inspiration to the studies of Torah all together. The student will learn new facts about the era, culture, Geography and History of Israel and the nations surrounding it and will be able to deeply experience the culture.*

This method is highly creative and inspiring for all children and adults as well. The idea here is to teach the Torah stories in details. I usually read straight from the Torah, and take note as we go along. The teacher should stop frequently for discussion with the students. The notes are taken in both English and Hebrew. The use of Hebrew is more for new vocabulary and in English for thoughts and ideas, Midrash and so forth. This creates the ground material for the news paper. When the teachings and reading the story or the Parashat Hashavua (the portion of the week, which could take more then one or two classes if going into details) is done, we move into the next faze of starting to create the news paper.

The process of making the news-paper starts by choosing the main event, which should be from the Torah we just red. This event or story will be on the front page as the main and most important issue of the new-paper. In this case as you can see further in the example we choose the nomination of Yosef to be Paro's first man as the main event and front page story. Once we choose the main article, we started thinking about the rest of the paper which includes articles, interviews, advertisements, pictures, death and marriage announcements and more as your imagination takes you. These articles and advertisement are relative to the time and content of the story.

Each student picked up or came up with an idea for a section he/she wanted to cover in this audition. The student had time to go home, make a search, think and write her piece. Some pieces had to stay very loyal to the torah and some could be more inventive and creative. They could bring pictures, talk to parents, read other material and so forth.



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If the teacher likes the idea of a news-paper, the class could develop a formant of the paper, and repeat it for different stories. For instance, there can be a weather report. There can be a column of questions and answers in different areas and subjects. It could be a small Torah discussion about the vents taking place. There could be a fashion section and a job search and more. It is important to see what the children come up with since usually they will have fresh and new ideas about this.

In the case of Josef in Egypt, the book Egypt, Gods, Myths and Religion by Lucia Gahlin can be helpful. This book is extremely illustrated and has many sections that can be used for our purpose. For example there was a map in there that can be copied and used as a map section in the paper with some highlighted locations and events. For the fashion section there where some good pictures and for advertisement we found pictured of tools and advertise them as new tools available in the market.

There are many other books that the teacher can find to be a source book for the class. And there is always the internet.

Example- Yosef in Egypt

*I worked with 3rd grade at the BJDS on the full story of Yosef. When we reached the point when Yosef was appointed to be the ruler of Egypt, we decided to make the news paper and have the news of his appointment at the front page. From then on each child started developing different articles. Some made interviews with the master of drinks and some people at the jail, with regards of Yosef's history and life story. Some had a fashion column. There were advertisements for food and grains which were very relevant to our story. There were articles about new Pyramids and more. The children repeated some of the material mentioned in the story and created new aspect to it, like a *Midrash*. They put their own point of view or questions and concerns with regards to the topic at hand. Others were enthusiastic to explore more the time and era of the story. At this point children can be encouraged to search the news or books and be inspired to study out of interest and curiosity (a Jewish MUST learning style). The children can work on one piece by themselves or they can create an article with a partner.*

Once all the material is collected and ready, the articles, pictures, drawings, collages the children made, the teacher and her helpers, can put it all together into a beautiful Biblical newspaper which the whole community can enjoy and Share.



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This is both an individual journey for each kid into the depth of the story and events and at the same time a community effort for the one, special never before edition of the Biblical news paper.