



Five Senses for Four Names

Topic

Station Activities for Passover

Grade Level(s)

All

Goals for the Lesson/Activity

Students will be able to:

- Recite the four names of *Pesach*
- Explain the significance of each of *Pesach's* four names
- Relate the meaning of *Pesach's* names to the five senses

Materials needed

- Matzah Making Instructions (downloadable)
- Image(s) of doorposts with blood on them. Click [here](#) for one possibility.
- Classic Art Supplies (optional)
 - Paper
 - Crayons
 - Clay
 - Markers
 - Scissors
 - Etc.
- Different kinds of bread (including matzah if you do not have access to an oven)
- Blindfolds
- Station Signs (downloadable)

Technology needed (optional)

- A sketching or drawing app for the *Chag HePesach* station. Two possibilities include:
 - **Tayasui Sketches**; free for iOS and Android (tayasui.com/sketches/)
 - **Autodesk SketchBook**; free for all major platforms (sketchbook.com/)
- An audio editing app for the *Zeman Cheruteinu* station. Two possibilities include:
 - **GarageBand**; \$4.99 for Mac and iOS (garageband.com)
 - **Audacity**; free for PC and Mac (audacityteam.org/)
- Music that might recall feelings about freedom
 - Some suggestions include:
 - [Psalm 136](#)
 - [Psalm 150](#)
 - [Mi Chamocha](#)
 - [Krakow Niggun](#)
 - [Midbar](#)
 - [Red Sea](#) (from the Prince of Egypt)

Prepare in Advance

- Set up stations with the corresponding signs.
- Arrange to have access to an oven.



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Background for Teachers

During the holiday of *Pesach*, we commemorate different aspects of *Yetziat Mitzrayim* (the Exodus from Egypt). These different aspects of commemoration are apparent in the different names that the holiday is given.

Pesach (Passover) – God *pasach* (passed over) the homes of *B'nei Yisrael* (the Children of Israel) as God hit the Egyptians with the plague of the Death of the Firstborn (*Shemot* (Exodus) 12:27).

Chag HaMatzot (The Holiday of Unleavened Bread) – *B'nei Yisrael* ate matzah when they left Egypt because they did not have time to let their dough rise. God commanded us to eat matzah during the holiday in order to remember this time (*Shemot* 12:16, et al.). There is also a tradition that we ate matzah on *Pesach* to commemorate that *B'nei Yisrael* ate matzah while enslaved in Egypt because matzah is a poor person's bread (e.g. Ramban* on *Devarim* (Deuteronomy) 16:2). However, the Maharal** (*Gevuros Hashem* 51) points out that this tradition does not make sense because the Torah specifically states that the reason for eating matzah on *Pesach* is that *B'nei Yisrael* left in haste (*Devarim* 16:3).

Chag HaAviv (The Spring Holiday) – We read in the Torah that God took *B'nei Yisrael* out of Egypt during the spring. We also read that *B'nei Yisrael* should commemorate the holiday during the spring (*Shemot* 13:4-5).

Zeman Cheiruteinu (The Time of Our Freedom) – The holiday commemorates when God took us out of slavery in Egypt and brought us into a state of freedom (*Shemot* 13:14)

*The Ramban (Rabbi Moshe ben Nachman) was a prominent 13th-century commentator on the Bible, Talmud, and philosophy. He is also well known for his successful argumentation during the Disputation of Barcelona in 1263.

**The Maharal (Rabbi Judah Loew ben Bezalel) was a prominent 16th-century mystic and Talmud scholar in Prague. There is a later Jewish legend that he created the Golem of Prague to defend his community.



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Description of Activities

1. Explain that the class will be experiencing Pesach through an exploration of different aspects of Pesach's four different names.
2. Knead and bake matzah as a class.
3. Enjoy the stations!

Chag haPesach – Sight

1. Post a picture of a doorpost with blood on it.
2. Each student creates a symbol that represents who they are as a Jew.
 - a. Students may choose to create their symbol from classic hands-on art supplies.
 - b. Students may use a tablet or computer to create their symbols.

Chag Hamatzot – Taste

1. Have a taste test of different kinds of bread. Include the matzah that the students baked along with white bread, wheat bread, oat bread, gluten-free bread, etc. Students record their observations of the different breads.
2. Remember that matzah is bread. It just has not had time to rise.

Zeman Cheruteinu – Hearing

1. Students listen to the music playing. It might be worth suggesting to students that they close their eyes, so they can focus on the music.
2. Students choose one of the following options:
 - a. Write and perform your own song. (Create a music video to go with your song or with the provided songs.)
 - b. Using an audio editing program, create a remix of the song.

Chag HaAviv – Smell

1. Everyone goes outside to smell spring. (If it is raining or too cold, bring some spring items from outside into the classroom. Be creative about what constitutes a spring smell.)
 - a. Students explore the outside in pairs. One person from each pair wears a blindfold in order to focus on the sense of smell.
 - b. Students observe what they smell.
 - c. Pairs switch who is wearing the blindfold and repeat section b.