

Shavuot in Song

Topic

Hebrew, *Shavuot*

Relevant Vocabulary

חג הבכורים (<i>Hag HaBikkurim</i>)	The Festival of the First Fruits (one of the names of <i>Shavuot</i>)
זמן מתן תורתנו <i>Zman Matan Toraeinu</i>	The Giving of Our Torah
דגל (<i>degel</i>)	Flag
כהן / כהנים (<i>Kohein / Kohanim</i>)	Spiritual leader(s) who performed the service in the <i>Beit Hamikdash</i> (often translated as <i>priest(s)</i>)
עליה לרגל (<i>alyiah laregel</i>)	Going up (to Jerusalem)
משכן (<i>mishkan</i>)	Desert Tabernacle
שמות (<i>Shemot</i>)	The Book of Exodus
דברים (<i>Devarim</i>)	The Book of Deuteronomy
בית המקדש (<i>Beit Hamikdash</i>)	The Holy Temple in Jerusalem

Song *Mi Barehev, Mi Baregel* written by Raphael Saporta

Grade Level(s):

3rd-5th

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Big Ideas

Jews went up to Jerusalem in mass during the three pilgrimage holidays specified in the *Torah*, , *Pesach*, *Shavuot*, and *Sukkot*. The pilgrimage to Jerusalem served to unify the people and create a sense of belonging.

Learning Targets

Students will:

1. Learn to read, and sing the song [Mi Barehev, Mi Baregel](#)
2. Become familiar with the Hebrew poet Raphael Saporta
3. Learn rhymes in Hebrew
4. Learn about pilgrimage to Jerusalem

Materials / Technology Needed

- iPads, iPhones, Macs or Chromebooks (to listen to the songs and visit sites)
- Paper and pencils/pens
- [Learning Hebrew Through Song](#)
- Color highlighters
- Online Pictures of Jerusalem

Raphael Saporta

[Raphael Saporta](#) (1913–1983) was born in the *Moshava Margoa* in Cyprus. (Between the end of the 19th century and the beginning of the 20th century, tens of Jews settled in the agricultural [moshavot of Cyprus](#). The settlement was meant to ease the distress of Eastern European Jews by settling in a piece of land in which they could realize the ideal of national redemption. Cyprus' close distance to Israel (472 km) provided the perfect training ground to implement the agricultural aspirations of the new settlers. The plan was to use Cyprus as a springboard to settle in the land of Israel when the time was ripe.

Raphael's father was the Rabbi and the teacher of the community. He was also Raphael's first teacher. Raphael moved to Israel in 1924 and studied at the Teacher's Seminary in Jerusalem. Like his father, Raphael, became a teacher and later a school director. In 1965 he became the editor of the magazine *B'mahane Nahal* and an editor in the publishing house *Tapuah* (Apple). During his life, Saporta wrote hundreds of rhymes for young children, and numerous children's poems and stories. His songs have musical quality to them; there are easy to pronounce and easy to remember. In honor of his work, in 1957 and in 1958, Raphael Saporta was awarded two different prizes for children's literature.

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Shavuot is one of the three pilgrimage holidays, along with *Sukkot* and *Pesach*, on which people would travel to Jerusalem to celebrate and make offerings. The holiday is celebrated on the 6th of the Hebrew month of *Sivan*, 50 days after the beginning of *Pesach*. *Shavuot* is called by different names that signify different aspects of the holiday. Biblically, the day is known as *Hag HaBikkurim* because it was the day that the first fruits of the harvest were brought before the kohanim in Jerusalem. Harvesting the first fruits and bringing them to the land of Israel was a cause for celebration, and an opportunity to celebrate in community. Everyone who brought *bikkurim* recited 6 *pesukim* that gave a brief history of the Exodus and God looking out for the nation in the land (*Devarim* 26:5-10).

Jews from all over Israel would come to Jerusalem with their *bikkurim*. They would travel by foot, by donkey, by cart. When they arrived, they would gather at the *Beit Hamikdash*, where they would wait their turn to offer their *bikkurim*. When it was their turn, they would place their basket on the altar and recite a short history of the Jewish people from the time they left Israel to the time at which they were bringing the *bikkurim*.

Alyiah Laregel (literally going up by foot). However, *Alyiah Laregel* refers to a *mitzvah* from the *Torah* (*Shemot* 23:17 and *Devarim* 16:16) to go up to Jerusalem three times a year for the holidays of *Pesach*, *Shavuot*, and *Sukkot*. At first, before the *Beit Hamikdash* was built, *B'nei Israel* would visit other sites in the land of Israel such as *Shilo* (*Samuel* 1, 1-3), the site of the *Mishkan*; later when the *Beit Hamikdash* was built, Jews would go up to Jerusalem from abroad and from other places in Israel.

Z'man Matan Torateinu refers its significance as the day that *B'nei Yisrael* received the *Torah* at *Har Sinai*.

Description of Activities

Trigger

Ask learners to describe a special trip they took with their families. Discuss the reasons for taking the trip (family reunion, vacation, special occasion, parents' work). Ask learners to rank the trips from 5 to 1 (5 - the one they liked the most, 1 - the one they liked the least). Learners are encouraged to bring in pictures of a family trip (or gathering) and share them. Take a few moments to compare notes and discuss results.

Activities

- a) Ask learners to imagine going on a pilgrimage to Jerusalem.
- b) Using their imagination, each learner is asked to write a poem containing 4 lines describing their experience. Each line should contain a maximum of 3-4 words. Let

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learners know that poems will be read anonymously to the whole group. Show pictures of Jerusalem on the screen and play soft music in the background.

- c) Collect the poems and read them aloud to the class without mentioned the learners' names.
- d) Tell learners that they will learn a song written by Raphael Saporta in the 50s.
- e) Teach the song *Mi Barehev, Mi Baregel* (see pedagogical instructions on how to teach a song in Learning Through Hebrew Songs).
- f) Read the rhyming words discretely.
- g) Organize an activity where each learner can draw excitement and contribute to a communal event. Example: end of the year celebration (with or without parents). Assign each learner to bring either a decorative item or a food item. Learners can sing the song *Mi Barehev, Mi Baregel* at the celebration.

Differentiation Options

Knowing that students learn in a variety of ways and modalities, the following options are provided to adjust the above lesson to meet the unique needs of your learners.

For learners who need more assistance

- Ask learners to illustrate the song being taught.
- Create an acrostic with the word *Shavuot*.

For learners who need extension opportunities

- Read [The Second Temple](#) description by Shelley Cohney. Design a visual itinerary of a typical pilgrimage during the Second Temple period.
- Add one verse to the song (in English or Hebrew or a combination of both).

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Lyrics for *Mi b'rehev, mi baregel* “מי בָּרֶכֶב, מי בָּרָגֶל”

Who by car, who by foot	מי בָּרֶכֶב, מי בָּרָגֶל,
Who will walk the entire walk?	מי יֵצֵעַד בְּסָךְ?
Who will be carry the flag on the head	מי בָּרֹאשׁ יִשָּׂא הַדָּגֶל,
And who will beat the drum?	וּבִתֵּף מִי יִהְיֶה?

Beat the drum and the cymbals	הֵךְ בִּתְּףֵךְ, בְּמִצְלִיתִים,
The triangle, the chimes,	בְּשִׁלִּישׁ, בְּצִלְצֵל!
We will go up to Jerusalem,	נַעֲלֶה נָא לִירוּשָׁלַיִם,
We will run there all night	שָׁם נִהְלֶה כָּל הַלַּיִל.

Rhymes (color coded)

Who by car, who by foot	מי בָּרֶכֶב, מי בָּרָגֶל,
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Who will walk the entire walk?	מי יצעד בסוף?
Who will be carry the flag on the head	מי בראש ישא הדגל,
And who will beat the drum?	ובתוף מי יך?
Beat the drum and the cymbals	הך בתוף, במצלתיים,
The triangle, the chimes,	בשליש, בצלצל!
We will go up to Jerusalem,	נעלה נא לירושלים,
We will run there all night	שם נהלה כל הליל.