

CORNERSTONE 2016 RESOURCE

Cabinet of Curiosities: Museum

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SUMMARY:	A museum-like experience for participants that looks at Jewish history and traditions through a self-guided exploration of ritual and everyday objects.																
TOPICS:	Camp-wide/Large Group Programs, Global Jewish Community, Holidays and Celebrations, Identity, Jewish Culture, Jewish History, Jewish Text, Jewish Values, Life Cycle Events, Visual Arts																
LEARNING OBJECTIVE:	Participants will learn about Jewish traditions and history by looking closely and thinking about various objects found in Jewish life.																
AUDIENCE:	large groups; campers of all age																
LENGTH:	90-120 Minutes																
APPENDICES :	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Guide Book</td> <td style="width: 50%; border: none;"> Museum Numbers Doc1 Labels</td> </tr> <tr> <td style="border: none;"> colour coded questions</td> <td style="border: none;"> Museum Questions Document 1 Maimo</td> </tr> <tr> <td style="border: none;"> Museum Home Doceumnet 3 - Blessing Home</td> <td style="border: none;"> Museum Questions Document 2 - Unetaneh Tokef</td> </tr> <tr> <td style="border: none;"> Museum Home Document 1 Labels</td> <td style="border: none;"> Museum Rituals Doc1</td> </tr> <tr> <td style="border: none;"> Museum Home Document 2 - Shma</td> <td style="border: none;"> Museum Rituals Doc2 -labels</td> </tr> <tr> <td style="border: none;"> Museum Home Document 4 - Children Blessing, Corner</td> <td style="border: none;"> Museum Time Doc1 - Shabbat as a Sanctuary in Time</td> </tr> <tr> <td style="border: none;"> Museum Migration Document 2- Genesis</td> <td style="border: none;"> Museum Time Doc2 What time Is it on the Clock of the World</td> </tr> <tr> <td style="border: none;"> Museum Migration Document1 Ruth</td> <td style="border: none;"> Museum Wilderness Doc 1- Labels</td> </tr> </table>	Guide Book	Museum Numbers Doc1 Labels	colour coded questions	Museum Questions Document 1 Maimo	Museum Home Doceumnet 3 - Blessing Home	Museum Questions Document 2 - Unetaneh Tokef	Museum Home Document 1 Labels	Museum Rituals Doc1	Museum Home Document 2 - Shma	Museum Rituals Doc2 -labels	Museum Home Document 4 - Children Blessing, Corner	Museum Time Doc1 - Shabbat as a Sanctuary in Time	Museum Migration Document 2- Genesis	Museum Time Doc2 What time Is it on the Clock of the World	Museum Migration Document1 Ruth	Museum Wilderness Doc 1- Labels
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MATERIALS:	<p><u>Entry:</u> Buttons or small entry tokens, Museum Guide Printouts</p> <p><u>Wilderness:</u> Printed: Museum Wilderness Room Documents large tent to pitch, pillows and mats, kids books about wilderness, rocks that which to build a fire, foods found in the wilderness</p> <p><u>Home:</u> Printed: Museum Home Room Documents Paper, Pens or pencils, Mezuzah, Pictures of artistic Birkat Habayit , Jewish Books, Family Pictures , Black piece of paper</p> <p><u>Time:</u> Printed: Museum Time Room Documents Shabbat Candles, Havdalah Candle Crayons, Colored Pencils; Print outs of the texts</p> <p><u>Numbers:</u> Printed: Museum Numbers Room Documents Haggadah, shekels, Tzitzit, Images of Holocaust tattoos various strings and safety pins, 3 tzedakah boxes, a lot of pennies</p> <p><u>Migration:</u> Printed: Museum Migration Room Documents Lots of photos; a rescued Torah; various maps; various photos of Jewish rituals in different locations around the world; Bene Israel: Jews of Mumbai Video; Reading materials including personal stories from Operation Exodus, the Jews of Asia series, relevant children's books, etc., white paper, color pencils, pastels,</p> <p><u>Ritual:</u> Printed: Museum Ritual Room Documents Broken Glass, Lulav & Etrog, Salt Water and Horseradish, Chanukkiah Tallit, Tzitzit, Cinnamon sticks, Star Anise, Lavendar, Cardamon, Cloves, Mesh satchels, ribbon</p> <p><u>Questions:</u> Printed: Museum Questions Room Documents Shofar , Tzedakah box, Seder plate surrounded by all of the more recently-added symbols: orange, olives, tomato, Miriam's cup, fair trade chocolate</p>																

	<p>Big book of questions (or question game), Big sheets of paper for anonymous Q&A Printouts of texts and article (below) Laptop with the "Where do you give?" education portal set up <u>Family:</u> Printed: Museum Family Room Documents Chuppah with poles, Old family photos, Paper and pencil crayons for art station, Purim Superhero book <u>Craft Room:</u> Shrink-Art paper, jump rings, hemp string, scissors, makers, pencils, toaster oven, pin backs, earring blanks, cufflink blanks</p>
SETTING:	AV set up in various rooms; Laptop with the "Where do you give?" education portal set up

Session Description:

Event Set Up: Held in a space with many rooms, each room is set up as a museum gallery with individual activities set up. Ushers will be walking around the common space to facilitate participant exploration of the galleries.

Introduction:

The participants will gather together before entering the museum and will be welcomed in with a short introduction. Participants will receive an entrance token and a museum guide with a variety of different kinds of reflection questions to be used during their visit.

Gallery Exploration:

Participants are invited to enter the museum and explore the galleries at their own pace. Each gallery (migration, ritual, home, numbers, questions, time, family, wilderness) of the museum will be staffed by a docent who will oversee or lead various activities in that room.

Throughout the gallery, art and experiential activities are the content/text that participants directly engage with. Surrounding these experiences will be natural conversations and commentary, sparked by guiding questions and opportunities to draw and write down thoughts.

After a period of time (30-45 minutes) allotted for the participants to explore the museum, participants will be escorted to a large room where the experience will culminate in the making of individual art pieces.

Migration הַגְּרָה

In this room, participants will learn the stories of the many places that Jews have migrated from/to throughout history. They'll also be able to create their own migration maps.

Art Objects:

Lots of photos; a rescued Torah; various maps; various photos of Jewish rituals in different locations around the world;

Bene Israel: Jews of Mumbai Video (<https://www.youtube.com/watch?v=IJ9pZnnHIKs>);

Reading materials including personal stories from Operation Exodus, the Jews of Asia series, relevant children's books, etc.

Instructions for facilitator:

The room should be set up as a mostly quiet space -- a room for reading, drawing, thinking. If possible, it would be great to have multiple headphones set up for the video station so that the room itself can either be quiet or have quiet music playing that relates to the migration stories being chronicled.

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Prepare pictures and personal narrative selections on chapters of Jewish migration. Possibilities could include: Expulsion from Spain, Migration from Eastern Europe to the U.S. in the early 1900's, Migration of Persian Jews after the fall of the Shah in 1979, Operation]

Exodus, Operations Moses and Solomon

Set the pictures and narratives around the room for visitors to browse through. Narratives can be set up as "Living Talmud" pages on larger pieces of paper so that people can post comments and questions.

Another option for this room would be to include a more spiritual/emotional migration story, that of a Jew by choice.

Activity:

Set up a station with art supplies where visitors can create their own migration maps. The map can be literal (depicting geographic locations) or more metaphorical. Questions to consider: Where have the various branches of your family come from? Where have your various interests and aspects of your identity come from?

Ritual פולחן

In this room, participants will explore objects that are used in traditional Jewish ritual practice. Each object chosen links to a different sense. Participants will make their own unique spice blend to use at havdallah.

Art Objects:

Broken Glass (Sound/touch)

Label: Breaking a glass at a wedding reminds us that even in the moments of greatest joy, there remains some "brokenness" in the world. Take 1 minute to think of something that is broken in the world today.

Lulav & Etrog (sound/smell)

Label: During Sukkot, we shake the Lulav and Etrog in all the directions. The Lulav (with date palm, myrtle and willow) and Etrog together remind us about the diversity of the natural world and hint at the diversity of people.

Salt Water and Horseradish (taste)

Label: At Passover, we use our sense of taste to remind us of what it felt like when we ourselves were slaves in Egypt. It is like an ancient Mnemonic device with your taste buds! Taste the Horseradish or the Salt Water. What did it feel like when you were a slave in Egypt?

Chanukkah (sight)

Label: The light from the chanukkah, reminds of the miracle that took place when the Jews went to rededicate the temple. The word "Nes" נס literally means banner. The miracle of long lasting oil is a banner that helps us identify another amazing thing. In the battle between the small Jewish army and the massive Greek army, what else lasted for longer than it logically should have?

Tallit, Tzitzit, tefillin (Touch)

Label: When we untie tefillin after prayer, the mark from binding the leather straps on your arm remain visible for a while. Can you think of other ways that you might feel prayer in your body?

Instructions for facilitator:

Participants will read instructions for making a spice pouch and will independently make their

own unique blend.

Home

In this room, fellows will explore objects that represent and exist in the Jewish home and reflect on these symbols in a way that encourages them to personalize them. At the same time, they will be asked how these symbols can be represented in a meaningful way in their camp bunk.

Art Objects:

Mezuzah

Label: The Mezuzah serves multiple purposes when hung up in one's home. It is there to serve as a reminder, a symbol, and for many a piece of artwork. What do you think about when see a mezuzah? What does it represent to you? Take a look at the text of Shma and ask yourself:

Why is this text in the Mezuzah? If I could add 1 meaningful text either inside or besides my mezuzah what would it be? What does it mean to "impress these ideas upon your children"? How can a camp mezuzah teach the campers the core message of Shma? If you choose, write your own Klaf (text inside the mezuzah).

Birkat Habayit

Label: Birkat Habayit (blessing of the home) - Read the words of this blessing and think of it not only as a blessing but as practical rules to strive to follow in one's home. How would you facilitate your bunk culture in order to fulfill as many of these blessings as possible?

The Jewish Bookshelf

Label: Why is it important to have a Jewish bookshelf? What 5 books would you put on your shelf? As a bunk counselor, what books will be on your cubby for both you and your campers to access? What books were on your shelf growing up? Thought question: What do people's bookshelf teach us? Will technology change bookshelves in anyway? If so, is that a good thing or not?

Birkat Banim U'banot (blessing of children)

Label: Why do parents bless their children on Friday night? What is the core message of the blessing? Did your parents bless you? If so, what was that experience like? Did you bless your parents? Did you/ they add an extra blessing? What would it mean for you to bless your campers every Friday night in camp? Maybe campers can bless each other/ you? How would that ritual affect the culture of your bunk/ camp?

Pictures of ancestors

Label: One thing that exists in almost every home are pictures of ancestors. Why is that important? What message does it send children? Do you bring a family photo to camp? What would it mean for each camper to do this or especially you as the counselor (madrich)? Did you ever ask your campers about their grandparents? Where are they from? What story defines them? Who are they named for?

Do not paint a corner of one's house to remember the destruction of the Temple and injustice in the world: In Jewish life there are different moments when we are asked to reduce our joy or minimize what we have or desire to remember and recall something. One of those examples is that we do not paint a small corner of our home to remember the brokenness of the world and especially the unfulfilled redemption in Israel.

Why do we do this? What message does this teach children? What ritual/ physical marking can you establish in your camp bunk that can teach this message? What's broken? How can we as

a bunk/ individuals help fix what is broken? Perhaps the most important fixing starts at “home” - in your bunk.

Instructions for facilitator:

This room will be self-guided - each area will have a label. When the fellows enter they will be given a piece of paper and pencil/ pen to take notes in the various stations around the room.

Numbers מספרים

In this room participants will explore numbers and their significance in the Jewish tradition.

Set Up:

Hanging on the wall: Israeli clock, framed Holocaust number images, Jewish numbers exhibit, tzitzit, podium with Haggadah opened to Echad Mi Yodea page
Table with three tzedakah boxes and coins

Art Objects:

Haggadah with Echad Mi Yodea displayed

Shekels

Clock with Hebrew letters for numbers

Tzitzit:

Label: The strings on the Ashkenazi Tzitzit are tied with the pattern of 7-8-11-13. The specific numbers can be interpreted in the following way: 7 represents the perfection of the physical world, which was created in seven days. 8 is the number of transcendence that goes beyond nature. 11 is the numerical value of vav-hey, the last two letters of God's Name. 13 is the numerical value of echad – one. A tzitzit from the Sephardic traditions will have the following pattern of numbers: 10- 5- 6- 5.

Activity: Participants can use provided strings to create bracelets with their own patterns of knots that correlates to numbers that are significant in their lives.

Jewish Numbers Exhibit:

Label: Jewish numbers often have significance in the Jewish traditions. Can you guess what each number refers to? Lift the flaps to learn more.

Activity: Participants guess the meaning of each number and lift the flaps to learn.

Tzedakah:

Label: It is customary to give tzedakah in sets of 18 to correlate with the Hebrew Gematria for the word chai, meaning life.

Activity: Participants will take 18 coins and place in the tzedakah box of the cause they wish to support.

Holocaust Numbers:

Label: During the Holocaust, prisoners selected for work were branded with numbers at the Auschwitz concentration camps.

Instructions for facilitator:

Facilitator will engage in conversation with visitors of the gallery and facilitate activities as necessary.

Questions שאלות

This room focused on Jewish texts and items that relate to numbers, questions and puzzles.

Art Objects:

Shofar (or image of shofar)

Activity: Shofar with the u'netaneh tokef text. (If you can print and post this entire article, it's a great addition.) People can practice blowing the shofar or respond to the article as a "Living Talmud" page.

Tzedakah box

Tzedakah box with each of the following: text of Maimonides' ladder and a laptop connected to the "Where do you give?" AJWS education portal

Seder plate surrounded by all of the more recently-added symbols: orange, olives, tomato, Miriam's cup, fair trade chocolate

Seder plate (ideally one that has a clear marking for each of the traditional items so that everyone can see what they are) surrounded by all of the more recently-added symbols: orange, olives, tomato, Miriam's cup, fair trade chocolate. Include explanations of each of the symbols added there.

Instructions for facilitator:

For this room, set up each item with its relevant text and questions for people to ponder.

Set up lots of blank paper around the room. For the papers next to each item, put a prompt question or two at the top that relate to the items (i.e. What other new seder plate symbols can you think of?).

Anonymous Q&A: For one section of blank paper, write out the instruction for people to put whatever questions keep them up at night. On a paper next to that one, people can write their own answers to other people's questions.

Time זמן

In the center of the room will be a round table. If the table were a clock, at the 12:00 position will be set a pair of Shabbat Candles and at the 6:00 position a Havdalah Candle. Along the edge that represents 1:00-5:00 it will say "Shabbat" (English and Hebrew). Along the edge that would represent 7:00 - 11:00 it will say "Shavua" (Also English and Hebrew). In the center of the table will be a collection of quotes about time typed out on slips of paper. There will be a lot of them and lots of copies of each. There will also be a couple of tables along the walls. On those tables will be art supplies and sheets of paper with blank clocks on them (basically a circle with 12 dashes where the numbers usually are and a dot in the middle).

Art Objects: Shabbat Candles, Havdalah Candle

Instructions for Facilitator:

As participants enter the room they will be greeted with the line, "Welcome to our sanctuary of time" and will be instructed to get themselves a clock, walk around the room in silence, read the quotes and stories on the tables and the walls and fill in their clock with images that respond to the question: What time is it on the clock of you?

Family משפחה

In this room, participants will see objects and images that connect to the idea of family. Importantly, there will be a focus on the diversity of kinds of families through the years including multi-faith, same-sex and blended families. Participants will take selfies under a chuppah with wedding reception style props. Paper and pencil crayons will be available for people to draw their own families.

Art Objects: Chuppah, Old family photo, Framed mirror, Purim superhero book, Family heirloom (scissors, pastry blender)

Wilderness מדבר

In this room, participants will explore the idea of wilderness and the ways in which it manifests itself in Jewish tradition and life.

Art Objects:

Tent

Label: Throughout history, Jews have found themselves traveling from place to place and dwelling in tents in the wilderness. Today, many young Jews dwell in a different kind of tent: those in summer camps.

Activity: Various children's books on travel are set up in the tent. Visitors can sit quietly and read.

Rock Sculptures

Label: Rocks are used by visitors to graves to honor the eternal presence of the deceased.

Activity: Participants can use the rocks provided to create their own artistic rock formations.

Fire:

Label: Although wilderness is exposed through the light of the fire, much can be gleaned from stepping beyond the illumination it provides.

Instructions for Facilitator:

Facilitator will engage in conversation with visitors of the gallery and facilitate activities as necessary.

Closing:

At the end of the allotted time for museum exploration all participants will be ushered into a craft room.

In the Craft Room, participants will have the opportunity to make their own "totem" or symbol of their Jewish Identity. Participants will receive a small piece of Shrink-art paper. They will draw a symbol, image, or object that represents an important artifact of their Jewish life or journey onto it. They will cut out the image, and bake it quickly in the toaster oven, then use some basic jewelry making equipment to turn the image into a wearable item like a pin, bracelet, pendant or keychain.