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A Note from the Editor

It has been said that the dreidel first became popular among the Jewish people during the Roman period. At that time scholars, forbidden to study by tyrannical rulers, would inscribe parts of lessons on a top and pretend to be gambling when they were really studying. This may have been the first example of Jewish learning through games and manipulatives.

Teaching games and manipulatives include board games, card games, puzzles, sorting and sequencing activities, task cards and worksheets. As a matter of fact, they could be said to include any type of learning material which requires physical interaction between the students and the facts, concepts, or skills to be mastered. The students become actively involved in the learning process as they manipulate, organize, or change the material in some way.¹

Games can be a useful addition to any classroom when appropriately designed and applied. A large variety of game boards either exist or can be created to be used in classroom settings ranging from preschool through junior high, for individuals as well as groups. And most

can be created in less than an hour from start to finish. Many games can be created by the students themselves to be shared with their classmates.

Games can be made specific to a particular subject or can be generic to be used in a variety of subjects. They can be used as part of a lesson or in a learning center. They can be an activity for students to do when their work is done, or if they come to class early. (See page 3 for more ideas on using games as a method of learning.)

The CJL Creativity Center has a large collection of sample games, patterns, directions for making games and an Ellison die cut for making game boards. Our staff will be happy to help you customize a game to suit your needs. Are you game? Then read on.

Alice Jacobson

¹"Games and Manipulatives." Betsy Dolgin Katz. *Compass*, Summer 1980.

Why Games?

Among the numerous instructional techniques available to educators, games and related activities offer a surprising number of benefits, both curricular as well as secondary. Well-designed materials appropriate to both the students and the immediate learning goals:

- Offer a change of pace from texts, workbooks, worksheets.
- Provide an immediate goal for learning.
- Actively involve students in the learning process.
- Can be self-correcting.
- Provide immediate feedback.
- Allow for individualized instruction, self-teaching and peer tutoring.

- Allow for differences in learning styles.
- Give opportunities for application of newly-learned skills, facts and concepts.
- Aid in development of reasoning and thinking skills.
- Present repetition and drill in a motivating format.
- Encourage movement and activity during learning.
- Motivate and reinforce in and of themselves.
- Require less paperwork.
- Are reusable.

Source: A 1988 CAJE Workshop presented by Candace Kwiatek, M.Ed.

Characteristics of Effective Classroom Games

Effective Classroom Games:

1. Promote real learning. They should not represent busy work or an easy way to fill time for a teacher.
2. Are integral to and fulfill the objectives of the curriculum.
3. Are challenging and contain some elements which require manipulation, movement or problem solving.
4. Can be adapted for several grade levels in order to meet the needs of individual students.
5. Are eye-catching, colorful and attractive. All game components should be sturdy and durable.
6. Have clear and simple directions which are easy to follow.

Source: Adapted from Rita Kopin, *The Lively Jewish Classroom: Games and Activities for Learning*. Alternatives in Religious Education, 1980.

Teacher Guidelines for Playing Group Games

1. **Enthusiasm Breeds Enthusiasm**
Be enthusiastic! The more enthusiasm the teacher shows for the game, the more receptive students will be. (This holds true for most learning activities.)
2. **Know and Understand the Rules of the Game**
3. **Make Directions Brief and Clear**
It is much better to have a trial run and learn the game through example than it is to give a lengthy explanation.
4. **Jump Right Into Playing the Game**
Begin the game without hesitation. Choose something easy or familiar to begin with and get students involved.
5. **Play the Game Yourself**
Don't stand by and passively watch after you've started a game – get in there and play.
6. **Stop Play at a High Point**
Leave the students wanting more. Don't let the game go on for too long. Stop the game at the first signs of boredom.
7. **Involve All Students in the Game**
Find a way to involve students who have been eliminated from the game. Uninvolved students will become bored and restless.
8. **Have a Plan**
Know what your objectives are for the game. Know why you are playing a particular game and what you hope to accomplish through the use of the game.

Games Can Be Used...

The game is a method of learning. It can be used:

1. **At the Beginning of a Learning Experience.**
The players know nothing or very little about the subject, but nonetheless can play the game and learn as they play along. The more they play, the more they learn.
2. **In the Middle of a Learning Experience**
Here the students might have learned some of the information, but not all of it. Playing the game reinforces some material and introduces other material.
3. **At the End of a Learning Experience**
A game can serve as a final review, culmination or even examination of the course of study.
4. **For the Entire Class to Play Together**
5. **By Small Groups, or Individuals with Different Achievement Levels**
6. **By Students Rotating Between a Number of Different Games Concurrently**
7. **In Learning Centers and to Teach, Develop and Reinforce Particular Skills and Concepts**
8. **As a Reward for Students Who Complete Assignments or Activities**
9. **In a Specific Area of the Classroom or School for Those Who Arrive Early to Class**

Source: Adapted from Audrey Friedman Marcus [ed], *The Jewish Teachers Handbook I*, "Games and Jewish Learning" by Joel Lurie Grishaver, Alternatives in Religious Education, 1980 and Rita Kopin, *The Lively Jewish Classroom: Games and Activities for Learning*. Alternatives in Religious Education, 1980.

Jewpardy

(A takeoff on the television game show JEOPARDY)

Teacher preparation:

- Make a Jewpardy Game Board by placing twenty-five library pockets in 5" x 5" rows on a piece of tag board. Leave enough room at the top of the board to attach column subject headings.
- Make subject headings for each column based on the five categories of questions that are asked in the game (Holidays, Fun Facts, Hebrew Words, Dates, Moon Shapes). Put a piece of velcro or magnetic tape behind each heading card and a matching piece on the poster board above each column of pockets where the subject heading cards will be attached.
- Label five index cards: "10", "20", "30", "40", and "50". Put a piece of velcro or magnetic tape behind each card and a matching piece

on the left side of the poster next to a row of pockets. Your board should look like the sample below.

- Write Answers Cards on 3" x 5" index cards. Use a different color card for each category. If different color cards aren't available, then use magic markers so that each category of cards is matched with the same color.
- Select five cards from each category of questions and place them in the pockets under their category heading. Easier questions should be placed in lower value rows than harder questions.

To play:

- Divide the class into two or three teams, depending on the size of the class.
- Have each team decide on the order in which students will give answers. In each round of

	Holidays	Fun Facts	Hebrew Words	Dates	Moon Shapes
10					
20					
30					
40					
50					

“answer-and-question,” only the team’s “designated answerer” may raise his/her hand to give an answer.

- c. Decide which team will go first.
- d. The team going first selects a category and question value, i.e. “Holidays for 10.”
- e. The teacher then reads the answer that appears on the card.
- f. The first “designated answerer” that raises his/her hand answers first.
- g. **All answers by the students must be in the form of a question.** The teacher will supply an answer from the card. It is up to the student to supply the question that matches the answer. Example:

*The teacher will read from the card:
“Pesach is celebrated in this month.”*

*The student will supply the question:
“What holiday is celebrated in Nisan?”*

- h. If the student answers correctly, then his/her team receives the amount of points that the question is “worth.” If the student answers incorrectly, the team loses the amount of points that the question is worth. Another team may then attempt to give the correct question.
- i. The team that supplies the correct question chooses the next category and “point value” of the question.
- j. Play continues until all of the answers have been used or a time limit has been reached.
- k. The team with the most points wins.

Generic Game Boards

The CJL Creativity Center has many samples of generic game boards available for you to see. We have an Ellison die cut machine that cuts out a game board that can be mounted on the inside of a file folder and then customized to fit with the theme of the game. Game pawns can be made from shrinky dinks to go with the theme. We also have a game wheel for playing a matching activity. The two parts of the wheel are held together with a brass fastener.

You can cut out enough game boards so that each student makes his/her own game. The students can then play with each other’s games.

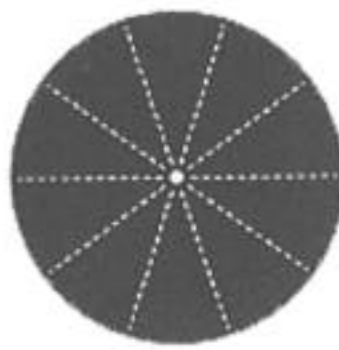
We stock a variety of game pawns, spinners and dice.



Game Board



Top Wheel



Bottom Wheel

We also have lots of symbols that can be duplicated and made into games such as *Fish*, *Old Maid*, *Concentration*, *Lotto* and *Dominos*.

Tic-Tac-Toe

Purpose: To provide a reinforcement activity for oral reading or as review for any subject.

Ages: 8 – 13

Materials: Poster board, 3" x 5" index cards, paper clips, laminating.

To prepare:

1. Write questions or vocabulary words on index cards appropriate to the vocabulary, prayers or subject matter being taught.
2. Prepare "X" and "O" cards on 3" x 5" index cards (write "X" on the front and "O" on the back).
3. Laminate 1 large blank sheet of poster board, question cards and "X" "O" cards, if desired.
4. Place flashcards in 3 rows of 3 (9) or 4 rows of 4 (16), depending on the size of the cards and the ability of the students (measure center of the cards and mark off center of each card in twos or approximate).
5. Make a mark with a pen at the top center of each card.
6. Remove cards and make a slit with a razor or sharp scissors at each pen mark.
7. Place a paper clip through each slit.

To use:

1. Place flashcards to be reviewed under the paper clips.
2. Divide class into two teams.
3. One member of Team 1 will select any card to read aloud. If correct, an "X" is placed over the word. If incorrect, no team marker ("X" or "O") is used.
4. One member of Team 2 selects a word. Cover the word with an "O" if read correctly.

5. Play continues in this manner until one team gets Tic-Tac-Toe. Only one player from each team may select and read a word. Maintain a rotation of players so that every child gets to read in turn.

Variations with Game Board:

1. Memory (or Concentration).
 - a. Prepare two of each word (leave a free space on the board if only 9 slits are available).
 - b. Place pairs of words upside down under clips.
 - c. Players (in teams) will turn over two cards – read aloud – decide if they match or not. If a match is made, they keep the pair and go again. If not, cards are replaced and the next team goes.
 - d. Rhyming words may be used, words beginning with the same letter, ending with the same letter, blends may be used, syllables of words, etc. depending on the reading level and skill you wish to review or emphasize.
 - e. Pairs need not be identical, e.g. words and translations, words and symbols, etc.
2. Word Sequencing – use game board to place particular words of a prayer in their correct order.
3. Alphabetizing – use game board to place words (or letters) in alphabetical order.

Source: *Hebrew Reading - Fluency in Mechanical Reading Using Prayer Texts*. Workshop developed by the JEA Teacher Centers Staff. MetroWest, New Jersey.

The *Professional Jewish Educator* is available on the CJL web site at www.cjlmilwaukee.org. If you wish to be notified when the next issue becomes available online, email Alice at alicej@milwaukeejewish.org.

If you no longer wish to receive a copy of the *Professional Jewish Educator* by mail, please call the CJL office (414) 962-8860 or email Alice and ask to be taken off our list.

Purim Turnover Puzzle

Directions for Making Game

1. Enlarge the pictures below to 8-1/2" x 11" or get full sized copies from the CJL Creativity Center.
2. Make an extra copy of the Purim picture.
3. Color the Purim pictures and the sheet with the Purim items.
4. Glue the Purim items page to the back of one of the Purim pictures. Cut this page into four sections - 4-1/4" x 5-1/2".
5. Glue the "number" page onto the inside of a file folder.
6. Glue the other Purim picture on the outside cover of the file folder.
7. Laminate the items, if desired.

Directions for Play

Match the number of Purim items on a puzzle piece with the correct number on the file folder, turning the puzzle piece over so that the side with the Purim picture shows. If finished correctly, a completed Purim picture will appear.

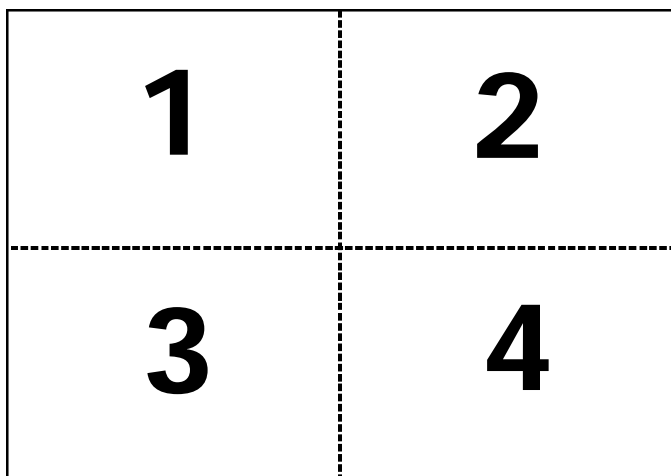
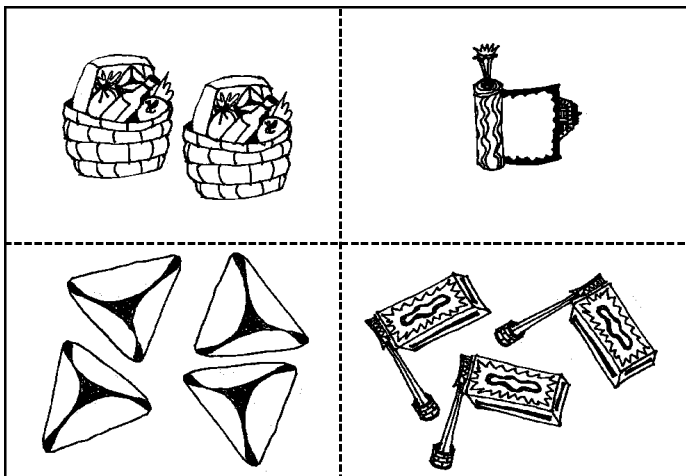


This is an ideal game for preschool and kindergarten children

Using this format, you can make a turnover puzzle for any holiday or subject matter.

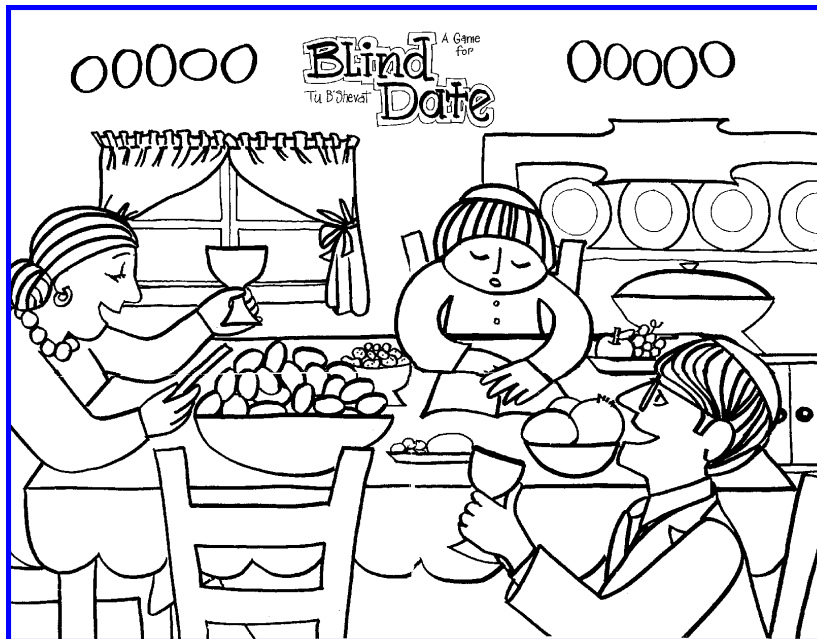
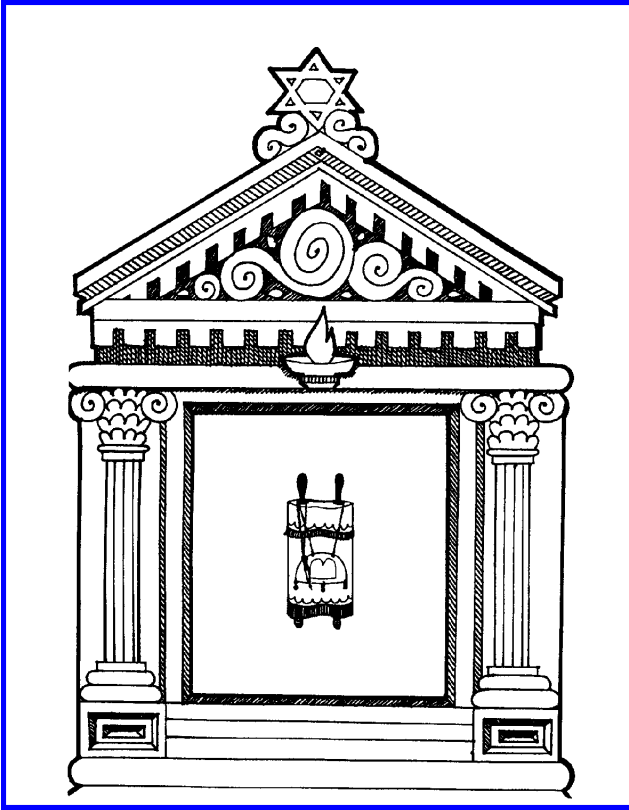
File folder games are easy to store and retrieve.

We have examples of different types of file folder games for early childhood in the CJL Creativity Center.



Pin the Tail on the Donkey

Many of you will remember this classic game from your youth. We have created several variations on this theme: *Feed the Latkes to Judah Maccabee*, *Put the Torah in the Ark* and *Put the Dates in the Bowl*. Use your imagination and come up with many more!



Games for Teaching Hebrew

Review and reinforcement are critical elements in the successful teaching of Hebrew language. Dahlia Rothman, from Temple Beth-El in Great Neck, New York, has shared with us some of her favorite flashcard games for this purpose.

The flashcard is the basic tool for reinforcing both Hebrew reading and Hebrew vocabulary. When making flashcards, try to use bright colors and keep the printing large and easy to read.

- 1. AROUND THE WORLD:** One flashcard is flashed to two students (one student sits, the other stands behind). The first student to read or translate the word correctly wins the round and proceeds to stand behind the next student. Goal — for the standing student to make his/her way around all the seated students in the classroom either reading or translating correctly as s/he goes.
- 2. MATCH GAME:** The class is divided into pairs that sit back-to-back. Each student has a pack of flashcards. The teacher calls out the question and the students choose the correct answer from their flashcards. Each pair of students with the correct and matching answer gets a point.
- 3. REACHING BEE:** (Similar to a spelling bee) Class is divided into two teams and lines up along the walls of the classroom. A card is flashed to one team — the person at the head of the line reads it. If correct, s/he remains in the game but goes to the end of the line. If incorrect, s/he returns to seat. The student who remains in the game the longest wins. Can also be played with reading correctly several words or a line.
- 4. FLASHCARD FILE:** (For older students) Students prepare their own flashcards — to be checked by teacher for accuracy. Students place and keep them in an alphabetical or theme file. Can be used as an excellent tool for reviewing and for students to quiz each other.
- 5. TWO-TONE FLASHCARDS:** Excellent for phonic drills and verb skills. Write words on flashcards using two different colors — one color indicates the phonic element to be practiced, the other completes the remainder of the word. Students first read the whole word and then read the phonic element.
- 6. SEQUENCING SENTENCES:** The teacher places flashcards randomly on the blackboard ledge. Students unscramble them and create correct sentences.
- 7. SPECIAL FLASHCARDS:** To use when reading a text. Each student receives a flashcard that will appear in the reading for the day. When the special word appears, the student reads that sentence. Helps students keep the place and pay attention.
- 8. FLASHCARD WORD OF THE WEEK:** The vocabulary of the week is placed on a special chart. The words stay up all week and are reviewed frequently.

Source: *Bikurim - Things from the C.A.J.E. Curriculum Bank*. Volume 7, Number 2, Winter/Spring 1990. Compiled by Dahlia Rothman. Coalition for the Advancement of Jewish Education.



Hebrew Bingo

Purpose: To reinforce words of a specific prayer, or problematic word combinations, such as blends, “shvah”, etc.

Recommended ages: 8 - 13

Materials: Copy of prayer, one blank Bingo game board, one completed game board, scissors, glue sticks, and markers such as Bingo chips, bottle caps, buttons, or scraps of paper.

Directions for making and playing game:

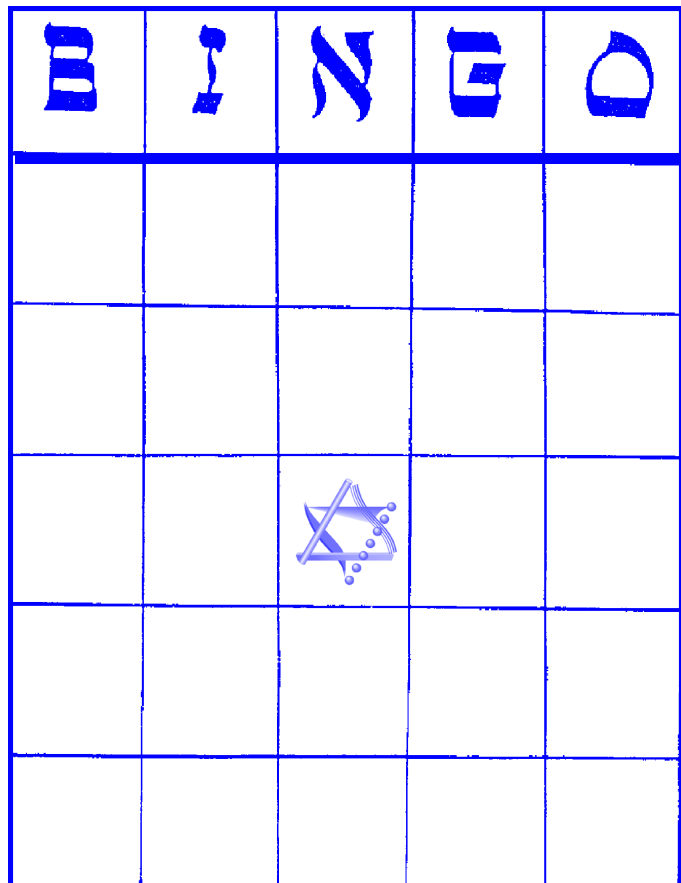
1. Make an enlarged copy of the prayer to be used for the game.
2. Make a copy of the blank game board. Cut out 25 of the words from the prayer you wish to use and glue them onto the blank game board. A “free space” symbol could be used instead of one of the words.
3. Make enough copies of the blank Bingo game boards and completed game boards for each student.
4. Instruct students to cut up the 25 squares with words and place them on the blank game board randomly. (The star is a free space and may be placed randomly, also.) Once the squares are placed, they may not be altered while the game is in progress.
5. Distribute markers to each student.
6. Teacher reads one of the words from the game board and makes light pencil marks to indicate word was called. Students search for the word on their own boards and cover it when they find it.
7. The first student to get 5 squares in a row yells “Bingo.” In order to be a winner, s/he must read all of the words in the row correctly. Teacher will check the pronunciation. (Student has 2 chances to read correctly.) The teacher will also check that the words the student reads were indeed “called” in this game. If student reads

“called” words accurately, s/he wins Bingo. If they are not read accurately or words were not “called,” the game continues. The game can also continue until someone has the entire board covered.

8. Once a Bingo has been achieved, students remove their markers and may rearrange their game board before the next game begins.

Note: A row may be horizontal, vertical, or diagonal. Variations may include covering more than one row or forming an X,T,L, outer square, inner square or N.

Source: JEA Teacher Center. MetroWest, NJ.



Round and Round the Aleph-Bet

Purpose: Reinforce letter recognition and knowledge of the aleph-bet

Materials: Colored file folder or poster board, compass, markers, spinner and game pawns

Procedure for making game:

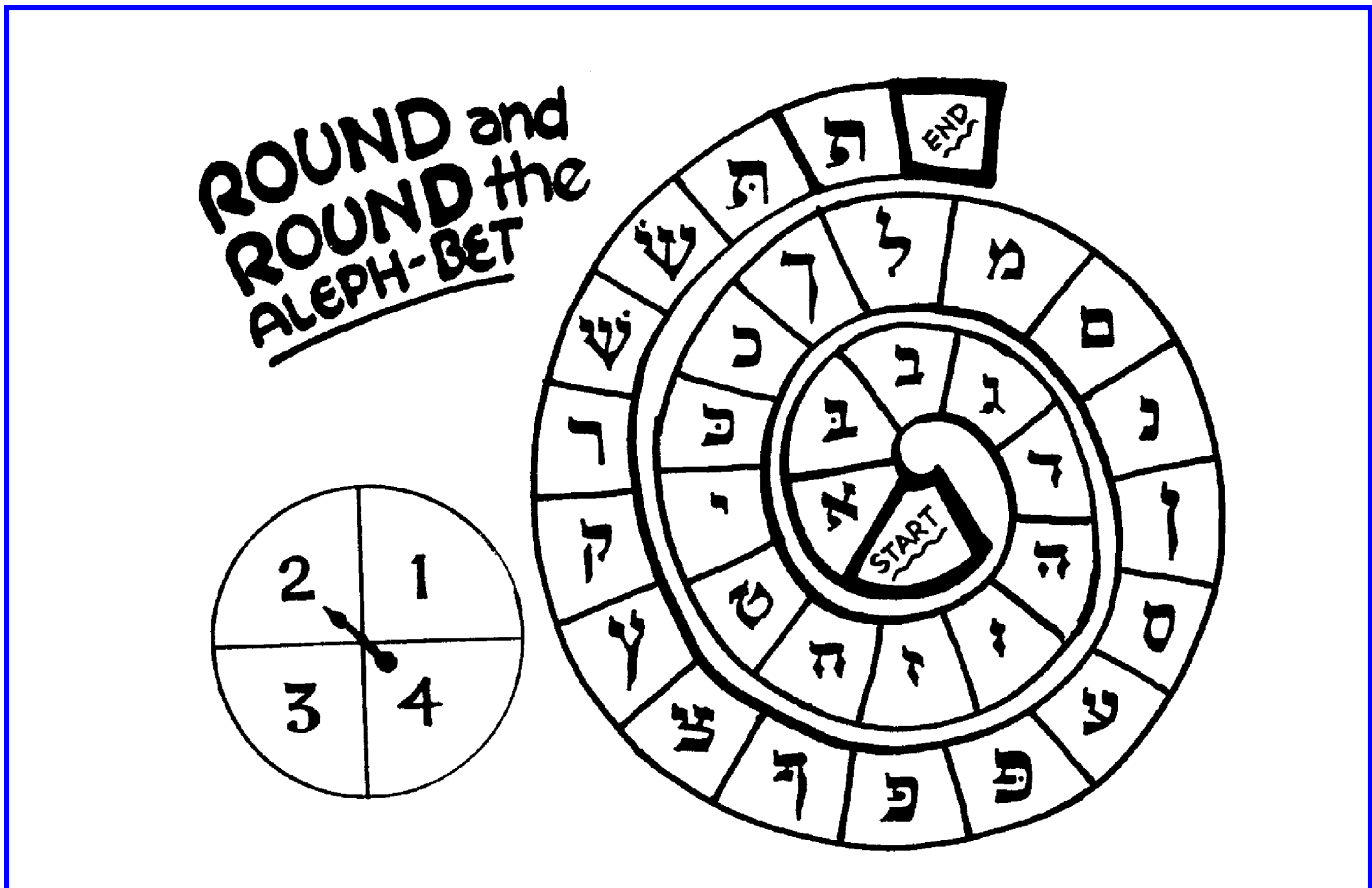
1. Enlarge the game board below to about 11" x 17", or get one from the CJL Creativity Center.
2. Affix it to the inside of a file folder or a piece of poster board.
3. Color in the squares with the letters in different colors.
4. Laminate, if desired.
5. Affix a spinner in the appropriate place.

Directions for play:

1. Place game pawns on Start. Two or three children may play, or this may be a blackboard game in which the entire class is divided into teams and plays.
2. Each player moves forward the number of spaces indicated on the spinner. If the player cannot name and sound the letter, s/he moves back one or more spaces.

Variation: Each player must supply a Hebrew word in which the letter appears.

This game board is also available with script letters.



Jewish Educational Games: A Bibliography

By Laurie Herman, CJL Library/Media Center Coordinator

Feinstein, Morley; Grishaver, Joel Lurie and Wasserman, Howard. **The Jewish Values Game**, Alternatives in Religious Education, 1979.

Board game designed for junior high ages through adults, this game involves 3-10 players with issues surrounding Jewish identity. Players roll a die, land on a square, take a card and follow instructions. There are 4 types of cards: "Take a Stand" cards, "Role Play" cards, "Let's Share" cards and "Culture" cards. Some cards ask for discussion with the group, or involve an additional player in a role playing exercise. The first to finish wins the game.

Grunwald, Emily. **Get Ready...Get Set...Play! A Manual of Early Childhood Readiness and Primary Games for Teachers and Parents of Jewish Children (Ages 3-10)**, Central Agency for Jewish Education, n.d. (1970's)

Games for young children that use familiar Jewish holiday and ceremonial objects to teach concepts of color, sight, sequence, numerals and sets, association, direction and language. Includes reproducible pictures at the end.

Isaacs, Ronald H. **The Jewish Instructional Games Book**, Board of Jewish Education of Greater New York, 1986.

This essential book of Jewish games for school and camp environments includes sections on games for Jewish holidays, games for Hebrew language, games for prayer and experiential games. Each game includes objectives, age level materials and complete instructions.

Israel, Richard. **Jewish Identity Games: A How-To-Do-It Book**, Torah Aura Productions, 1978.

According to the author, Jewish Identity Games are "a group of exercises designed to encourage people to think about Jewish issues in a public situation." These games can be used to focus a group on specific Jewish interests or to help create a supportive emotional climate in a group. They generally work well in a class or at retreats such as Shabbatons. Basically, people experience the games, talk about them and evaluate them upon conclusion

Jewish Holidays and Shabbat, Dolores Kohl Foundation, 1981.

This wonderful collection of activities and games from Jewish educators around the world was gathered by the Kohl Jewish Teacher Center in Illinois. Organized by holiday, each game or activity tells the age level, objectives, materials needed, how to make it and how to use it or play it. Every game/activity includes illustrations of either the process or completed project, and is marked as intended for early childhood, primary, intermediate or advanced grades.

Kasakove, David and Olitzky, Kerry M. **Hebrew, Holidays, & Heroes: The Jewish Fun Book**, UAHC Press, 1992.

This slim funbook features comic strips, puzzles, word games and creative projects to help children gain or reinforce knowledge on basic Jewish life. Included are activities on the Bible, holidays, life cycle, prayer, Israel and Jewish heroes. There is no intended age group listed, but most activities appear to be for intermediate grades.

Kopin, Rita. **The Lively Jewish Classroom: Games and Activities for Learning**, Alternatives in Religious Education, 1980.

The games in this spiral bound book are intended primarily for Jewish classroom use. Each game is described by intended grade level (preschool-intermediate), a description of the game,

an illustration, materials list, construction and directions. Topics include Jewish holidays, Hebrew and Bible.

Levinsohn, Sylvia and Arthur. **The Jewish Puzzle Book for the Entire Family**, Jonathan David, 1995.

Crossword puzzles, scrambled words, acrostics, word searches and other puzzles based on Jewish themes populate this large paperback. The puzzles are arranged in order of difficulty, with the later ones being suitable for adults.

Marcus, Audrey Friedman and Zwerin, Raymond A. **The New Jewish Teachers Handbook**, A.R.E. Publishing, 1994.

This core handbook for Jewish educators includes a chapter by Joel Lurie Grishaver entitled "Using Games in the Classroom", as well as a chapter by Hillary Zana called "Games and Other Learning Activities for the Hebrew Class". Teachers will find a wealth of material from renowned Jewish educators on many aspects of Jewish education.

Moskowitz, Nachama Skolnik. **Games, Games and More Games: Fun for Jewish Learning**, UAHC Press, 1994.

Over 25 learning games for teachers or group leaders of Jewish classrooms and camps. Each game is first described, followed by explanations of how to adapt each for different subjects, such as Hebrew skills, Jewish history or holiday rituals. This book is different from other Jewish game books in that it presents core games that can be adapted by teachers to suit a chosen subject – rather than games specifically created to teach one subject or concept.

Moskowitz, Nachama Skolnik (ed.). **The Ultimate Jewish Teacher's Handbook**, A.R.E. Publishing, 2003.

Hefty resource for classroom teachers with articles by master teachers on pedagogy as well as curricular areas. Includes a chapter by Susan Arias Weinman called "Enriching Instruction with Games", along with related chapters on active learning, art, drama, dance, music and storytelling.

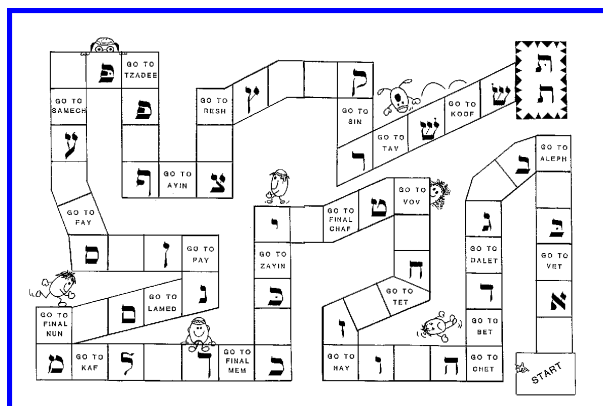
Zeldin, Florence. **"What's the Big Idea?" Ethical and Moral Values Through Stories, Games, Puzzles and Pirke Avot**, Rah-Yah-Not Press, 1977, c1967.

Designed to help teach "big ideas" from Pirke Avot, this "oldie but goodie" presents 10 different stories, each which illustrates a moral or ethical value. Each story is followed by a number of activities (True-False, Fill in the Blank, Crossword Puzzles, Wordplay). After each story, students are asked to choose which of three sayings from Pirke Avot best fits the story (this can be done orally, as a classroom activity).

Aleph-Bet Race

Each player places a marker on the square marked "START". Players then take turns rolling the die and moving their game pawn. The first player to reach "TAV" by the exact throw of the die is the winner. (This game board is also available with script letters.)

Source: Jewish Teachers' Center - Central Agency for Jewish Education. St. Louis, MO.



In Memoriam



"Teaching is so wonderful because you have the power to open children's eyes to the world," Ateret Cohn told *The Chronicle* in 2002 (June 28 issue) on the occasion of her retirement from teaching. "I just loved it."

But in her some 50 years as a Jewish educator in the Milwaukee area, she didn't just open the eyes of children. As Doris Shneidman, founding director of the Milwaukee Jewish Day School, said, Cohn "was a teacher of all generations.... She taught grandparents, young moms, Torah in synagogues, taught my children in religious school."

Former Milwaukeean Richard Lovett attended Camp Interlaken (now the Steve and Shari Sadek Family Camp Interlaken), during the time that Cohn was its director, roughly through the 1970s, and said that experience "was most influential in shaping my Jewish identity. She helped everyone focus on each kid's talents as opposed to their weaknesses, and helped create a sense that Jewish life is about celebration, hopefulness and inclusiveness."

Cohn brought that attitude even to teaching about the most horrible subject in Jewish history, the Holocaust. She felt that it was vitally important for Jews to learn about it.

She was the first teacher of the Holocaust class for eighth-graders at the Milwaukee Jewish Day School, where she taught for an estimated 10 years, ending in 1997. In 1994 she founded the Holocaust Education Center at what was then the Milwaukee Association for Jewish Education (now the Coalition for Jewish Learning), which today is the Holocaust Education and Resource Center.

But "I never taught horror, only righteousness," Cohn told *The Chronicle* in 2002. She taught this approach to other teachers. Laurie Herman, library/media coordinator at CJL, is now the Holocaust class teacher at MJDS and a veteran of Cohn's classes on teaching the Holocaust.

As seriously as Cohn took teaching, she was able to do it with both love and humor. She said to *The Chronicle* in 2002, "I told kids that if they didn't do their homework, I'd kiss them in front of the whole

class.... I was able to use humor to motivate the students, especially those who didn't want to learn."

And whatever she did, she did with intensity and conviction. Rabbi Jay R. Brickman, spiritual leader emeritus of Congregation Sinai, said he had attended adult learning sessions with her, and she was "very alive and very definite in her views. She believed with every particle of her being. She did not dwell in maybes."

Cohn, nee Brodsky, was born in Chicago in 1922 and grew up in an impoverished neighborhood during the Great Depression of the 1930s. "I think that tough life made me what I am," she told *The Chronicle* in 2002.

From early on she loved to read, and she "coaxed my local librarian to let me take out more books than was allowed," she said. She credits her grandmother for awakening her interest in Jewish subjects; and she attended the College of Jewish Studies, now the Spertus Institute of Jewish Studies, in Chicago.

Over the years, she taught at "practically every Sunday and Hebrew school in the city," she told *The Chronicle* in 2001 (Feb. 23 issue) as well as at the Harry & Rose Samson Family Jewish Community Center. She held many leadership positions, including director of the Judaica High School of the Milwaukee Association for Jewish Education.

She received much recognition for her work. In 1982, said Herman, Cohn received the first Educator of the Year award from MAJE. In 1991, she was one of the first three Jewish educators nationally to receive the \$20,000 Covenant Award from the New York City-based Covenant Foundation. In 1999, the Pardes Institute in Jerusalem named a section of its library for her in recognition for her support of the institute.

[Ateret had a profound influence on several generations of Jewish youth and adults. Her driving force will be sorely missed. She will long be remembered by those she inspired and motivated to love Jewish learning.]

This article was excerpted from the article written by Leon Cohen in The Wisconsin Jewish Chronicle on November 18, 2005.

Save the Dates

Jewish Teen Day of Discovery, Sunday, January 29, 2006, 10:15 am - 2:30 pm, at the Kohl Education Building, 6401 N. Santa Monica Blvd.

Teaching Text Through Technology, Tuesdays, January 31, February 7 and 14, 7:00 - 9:00 pm at CJL. The class will be presented by Bunny Honigman and Rabbi Simcha Guttman. Technology has taken classroom learning to a new dimension. In this hands-on course, participants will learn to prepare lessons in Pirkei Avot using techniques such as Power Point and will discuss the latest materials available in Judaica software. There is no fee for the class.

Day of Discovery, February 26, 2006. This year the event will be held at Cardinal Stritch University.

The SEDER of the SEDER - Experiencing Freedom in Times of Slavery, Mondays, March 20 & 27, 7:00 - 8:30 pm at CJL. The class will be presented by Rabbi Shmaya Shmotkin.

In Memoriam



We mourn the loss of Norman Gill who passed away on November 8, at the age of 94. Norman was the founding president of Milwaukee's Bureau of Jewish Education, the precursor of what is now the Coalition for Jewish Learning. He and his wife, Ethel, have been

valued benefactors of CJL, funding the *Professional Jewish Educator*, the Gill Incentive For Teachers (GIFT) Award, and various family education programs.

Norman was a scholar, a teacher, an activist and a true champion of Jewish education in the Milwaukee community.

He served as president of the Wisconsin Society for Jewish Learning (1971-1974) and continued to be active in the Society thereafter. WSJL Executive Director Kathleen R. Jendusa said that ever since she held her post, Gill "was always a mentor to me" and would constantly send her information about Jewish education and issues. She also credits him with helping inspire the Society's Wisconsin Small Jewish Communities History Project.

But to Gill, Jewish education wasn't just for other people. According to one of his daughters, Roslyn Gill Weiner of Boston, "He was a student of Torah to his last breath." He had taught religious school classes and regularly attended Saturday morning Torah study sessions first at Congregation Sinai, then at Shalom.

One of the last things he did in his life, she said,

was to attend last month's annual lecture at Congregation Shalom sponsored by the Ethel and Norman Gill Chair of Jewish Education Fund.

"He brought an inquisitive questioning attitude" to Torah study, said Rabbi Jay Brickman, spiritual leader emeritus of Sinai.

"He would bring up the most extraordinary and significant questions for discussion," said Rabbi Ronald Shapiro, senior rabbi at Shalom. "He served as a catalyst for people around the room to get involved."

But education and knowledge were not his only Jewish passions. Gill also was the first president of the Jewish Vocational Service, now the Milwaukee Center for Independence; and the fifth president of the Milwaukee Jewish Council (1947-49), now the Milwaukee Jewish Council for Community Relations.

His interest and work in interfaith relations brought him a 1972 award for distinguished service from the Wisconsin regional board of the National Conference of Christians and Jews (now the National Conference for Community and Justice), and the 1978 Human Rights Award presented by Milwaukee B'nai B'rith.

Although Norman's physical stature was small, he was a giant among men. His passing leaves a gaping hole, but his legacy will live on. May his memory be for a blessing.

Most of this article was excerpted from the article written by Leon Cohen in The Wisconsin Jewish Chronicle on November 18, 2005.



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