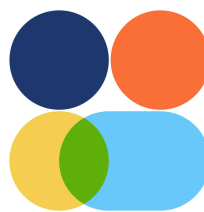


# LESSON PLAN



Theme *Ushpizin* on Sukkot

Grade Level(s)

Middle School - High School

Time of lesson 45 Minutes

### Key Ideas

- On Sukkot, we are commanded to sit and have meals in the sukkah. Often individuals invite guests to join them in their sukkah which fulfills the year long mitzvah called *Hachnasat Orchim* which means “welcoming guests”.
- One way that we understand the importance of hachnasat orchim is through the tradition of the ushpizin, which means “guest” in Aramaic.
- On Sukkot we can “welcome” *ushpizin* with a blessing for a different important biblical figure each night whose presence can remind us of that person’s legacy and remind us to try to live more like them in our lives going forward.

### Learning Outcomes

Students Will:

- Define *Hachnasat Orchim*
- Understand the practice of *ushpizin*
- Name at least one of the traditional *ushpizin* guests we welcome into our *sukkot* and why they are significant

### Materials & Resources

- Summaries of the different ushpizin (linked to their names under the introduction section)
- Cheat sheet of ushpizin and which attribute they represent
- [Text Sheet](#) of ushpizin blessings
- Paper, variety of writing utensils, or computers if available/needed for accessibility

### Warm-up and Overview

Begin the lesson by having students settle into their seats with the “cheat sheet” of *ushpizin*, and present them with the question:

- Who are these people and what, if anything, do they have to do with Sukkot?
- Have them write down their answers, turn and talk to peers to share their thoughts, or discuss as a whole group

### Introduction

- Next, introduce the idea of *Hachnasat Orchim*. See if anyone is familiar with it. If not, explain that it means “welcoming guests”.
- Explain that on *Sukkot* there is a special tradition called *Ushpizin* which specifically has us welcome very special ancestral guests. This is a practice that is theoretical, as these guests are not alive to actually join us in our *sukkah*; however, it connects us to our ancestors and allows us to consider those ancestors’ attributes and how we can be more like them in our lives.

### Specific Accomodations

- Write down the new/Hebrew words on the board so that students can see them, include transliteration and Hebrew

## Activity

- To begin, share the list of *ushpizin* and the attributes associated with them (list with links to articles about each one in the handouts of this lesson plan).
- divide the class into groups and assign each group a pair of *ushpizin*. Tell them they are now tasked with being the best host they can be for their *ushpizin*.
- Give them the text of the *ushpizin* prayer with their pair highlighted, and the summaries of their *ushpizin*. Their task is to work together as a group to create a guide on how to be a good host to their *ushpizin*.
- When they are done, all the groups will present their guide. Their guide may be in any form they would like. They can do a skit, write a list of rules and present them, draw a diagram/pictures and explain them to the class, etc.

## Specific

### Accommodations

- Give some students abbreviated versions of the summary pages about their *ushpizin*
- Provide as many choices as possible for how the groups can present their ideas so that everyone finds one that they are comfortable with.
- Assign jobs to each group member ahead of time if you think some students will feel uncomfortable participating.

## Options for Extensions

- If there are students that are finished early, give them additional texts or readings about their *ushpizin* pair.
- Challenge them to include something not listed on their “cheat sheets” in their presentations about how to be a host to them.

## Options for Remediation

- Read the *ushpizin* “cheat sheet” aloud with students who are struggling
- Provide an idea and/or sentence starters to guide them through establishing rules for how to be a good host

## Review and Closing

- After all the groups have presented, discuss with the class which of the *ushpizin* they would be most interested in meeting and why.
- Ask them if they could choose any other famous Jewish figure or biblical figure to be a new *ushpizin* who would they choose and why.

## Specific Accommodations

- Allow students to answer questions in whatever way is most comfortable for them.
- Give some the option to talk to a peer or just tell you independently, write their answers, or draw them.
- Model answers for them if students are not sure how to respond.

## Checking for Understanding

- Check for understanding throughout the activity by going around to the group and asking the students questions about their *ushpizin* and about how they would be a good host to them.
- Take note of the presentations and if they seemed to understand what an *ushpizin* was.
- Finally, as an exit ticket, have students write down on a sticky note or tell you as they leave the room, which *ushpizin* embodies the values they hope to live by the most this year.



## List of Ushpizin, their attribute, and links to articles about them:

- [Avraham](#) and [Ruth](#) Hessed ~ Lovingkindness
- [Yitzhak](#) and [Sarah](#) Gevurah ~ Might, Judgment
- [Yaakov](#) and [Rivkah](#) Tiferet ~ Beauty, Harmony
- [Moshe](#), [Miriam](#) Netzah ~ Triumph, Eternity
- [Aharon](#) and [Devorah](#) Hod ~ Majesty
- [Yosef](#), [Tamar](#) Yesod ~ Foundation
- [David](#), [Rachel](#) Malkhut ~ Kingship, Kingdom

# אֲשְׁפִּיזִין Ushpizin

## Guests

Chesed- Loving Kindness



Avraham



Ruth

Gevurah- Might, Judgement



Yitzchak



Sarah

Tifferet- Beauty, Harmony



Yaacov



Rivkah

Netzach- Triumph, Eternity



Moshe



Miriam

## Hod- Majesty



Aharon



Devorah

## Yesod- Foundation



Yosef



Tamar

## Malchut- Kingship



David



Rachel