

ב"ה

LIVING TORAH

WEEKLY VIDEO MAGAZINE



פרשת שופטים

SICHA – TO SUMMER CAMPS, 14 ELUL 5740

SPECIAL MOMENT – Aliyah to the Torah, 25 Elul 5737

EYE TO EYE – “Dollars,” 26 Elul 5750

NIGUN – “Kemofet Hayiti Lerabim,” 11 Nissan 5732





TEACHER'S GUIDE

I. Sicha: *Outline*

Three points are discussed:

1. **MELECH BASADEH:** During the month of Elul "The King is in the field," and greets everyone with a shining countenance and a smiling face.
2. **BLOWING SHOFAR:** During the month of Elul the Shofar is blown, which awakens awe, and strengthens our commitment to Torah and Mitzvot. Another reason for the blowing of the Sofar is to, to prepare for the coronation of Hashem on Rosh Hashana, resembling the coronation of a king, where trumpets are blown to announce the joyous occasion.
3. **PRESENTS:** When crowning a King he is showered with gifts, and he, in turn, presents the people who crowned him with gifts; Hashem accepts our presents of Torah and Mitzvos, and gives us a sweet year in return.

When teaching the Sicha, you can teach just one of the Sections, and play the video of that portion. You can also divide the Sicha and teach one section at a time.



II. Anticipatory Questions: *Introducing the lesson to your class*

Present some or all of the following questions to your class for discussion, as an introduction to the concepts discussed in the Sicha. Draw a chart on the board (see sample below) to track the responses given by the students.

The "King in the Field"

- If you wanted to make an appointment to see the head of your country (President, Prime Minister etc.) what would you have to do?
- What would the mood be during the meeting?
- How likely would the President (Prime Minister, King etc.) be to listen to your suggestions or requests?



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- Are there any times when it might be easier to meet the President, Prime Minister or any politician?
- What would the main differences be between meeting the king in his palace, and meeting him in the field?

Sample answers:

<i>"King" in his palace</i>	<i>"King" in the field</i>
<i>Need to make an appointment</i>	<i>No appointment necessary</i>
<i>Security check will take place</i>	<i>No security check before</i>
<i>Need to dress formally</i>	<i>Dressed in your everyday clothes</i>
<i>Another security check on the day</i>	<i>Perhaps to get close, but not necessarily</i>
<i>Mood would be formal and serious</i>	<i>Mood would be informal, even joyous</i>
<i>Not necessarily interested in what you have to say</i>	<i>He is eager to hear you</i>
<i>May or may not grant your request</i>	<i>Eager to try to grant your request</i>

The "Coronation"

- What would you feel if you suddenly heard a loud trumpet blast? Why?
- What if the trumpet was part of a beautiful orchestra?
- What does the sound of a fire alarm/alarm clock make you feel?
- Why would a trumpet be blown at a coronation?

A Trumpet sound can be scary, but as part of an orchestra it sounds very nice; a fire alarm can be scary, but it reminds us to evacuate and remain safe. At a coronation the trumpets could be blown to announce the coronation so that people from far and near would know what was happening. It would also instill a sense of fear and awe in the people upon crowning a new king.

The "Presents"

- Do politicians reward the people who vote for them?
- Why would a person give a present to a new king?

Politicians promise (and hopefully give) "presents", to get people to vote for them. This is often referred to as 'election promises'. When a new king is chosen, people give him presents to find favor in his eyes.

Now, apply all the above to the month of Elul:

- Can we access Hashem all year?
- What do we mean when we say that Hashem is in the field?



- ❑ Why do we blow Shofar in the month of Elul?
- ❑ What type of gifts can we give Hashem in honor of his upcoming coronation on Rosh Hashana?



III. Learning the Sicha

Point out Key words, difficult words, פסוקים, מאמרי רז"ל, and translate them (You can use the Key Word Worksheet):

There are different styles of learning the Sicha :

- JIGSAW – Divide your class into groups of three or four and give each group one paragraph to learn and translate. Then you can regroup the students and have one member of each original group teach his/her new group what he/she learned. Or, you can bring the class together and have one representative of each group teach the rest of the class.
- "CHAVRUSA" – Divide the class into groups of two.
- REGULAR CLASS SETTING – stopping every once in a while to make sure that everything is understood. You can also have the students read while you translate.



IV. Worksheets

Following are different types of worksheets that can be used:

1. **KEY WORD SHEET:** Making sure that the difficult *words* are understood. On this sheet the Hebrew words (Pesukim, etc.) are separated from the Yiddish words.
Note: This sheet should be used before learning the Sicha to ensure that the students have the best possible chance of learning on their own with relative ease. It can also be used again as a review sheet, quiz, or homework if you feel that expanding your student's vocabulary is one of your goals in the use of this program..
2. **BASIC QUESTION SHEET:** Questions on the Sicha – making sure that the *concepts* are understood, after the Sicha is learned and viewed.
3. **EXTENSION ACTIVITIES:** Additional activities that are connected with the topics in the Sicha, which will encourage the student to delve further into these issues and apply the



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lessons from the Sicha to their daily lives. A variety of activities using different learning styles are offered.



V. Glimpses of the Rebbe

The video also includes:

“Special Moment”: The Rebbe receiving an Aliyah, Orchim (guests) are “benching” – הגומל כ"ה אלול היתשלי"ז

The Rebbe would receive an Aliyah to the Torah, either Maftir (on Shabbos, Yom Tov, a Taanis) or the last Aliyah.

Throughout the year – especially during the month of Tishrei – many guests would come from far and wide, to be with the Rebbe. Those who came from overseas, had to say the Bracha הגומל, thanking Hashem for their safe journey.

There were a few days a year, that the Rebbe said Kaddish (though he did not daven for the Amud), one of these days is כ"ה אלול. (According to speculation it was for the Rebbe's grandmother, Rebbetzin Zelda Rochel, Mother of Reb Levi Yitzchak ז"ל –Toldos Levi Yitzchak Vol. 2).

The Baal Koreh in the Weekdays was Rabbi Dovid Raskin.

“Eye To Eye”: Dr. Manfred Lehman, was very involved in publishing ancient Kisvey Yad (=manuscripts) of Gedolei Yisroel.

On כ"ו אלול ה'תשי"ו, Dr. Lehman presented a Sefer to the Rebbe from Rabbi Avraham Amigo (who lived around 1650). The Rebbe encourages him to continue printing more manuscripts.

The Rebbe always encouraged printing Seforim, whether it was Chasidus or Niglah. When a Sefer is printed clearly, and everyone can easily buy it and learn from it, it encourages them to learn.

Following that, the Rebbe tells him the importance of constantly speaking about Moshiach. [Even though it says that Moshiach will come בהיסח הדעת, nevertheless, the Frierdiker Rebbe explained that it means למעלה מטעם ודעת, and it does not mean that we should not speak about Moshiach ח"י].

At the end, the Rebbe gives Dr. Lehman two dollars, one for a blessing and one as participation in the printing costs. The Rebbe also gives him dollars for his children and grandchildren.



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Very often, people would present Sefarim to the Rebbe during "Dollars". Usually the Rebbe would give a dollar in return as a participation in the printing. The Rebbe would say "אויף א ספר דארף מען צאלן"

Niggun: כמופת הייתי לרבים – Yud Alef Nissan 5732

Every year, on the Rebbe's birthday, a Niggun is composed, based on the Pesukim of the new Kapitel. In the year 5732, for the Rebbe's 70th birthday a number of Niggunim were composed. One of them was "Kemofet Hayiti."

