

Together We Bring the Light

Topic

Hanukkah,
Hebrew,
Song *Banu Hoshech L'garesh* written
by Sara Levi -Tanai

Grade Level(s)

3rd – 6th

Big Ideas

People can do outstanding things when working together

Learning Targets

Students will:

1. Read, sing, and analyze the song *Banu Hoshech L'garesh*
2. Become familiar with the Hebrew poet Sara Levi-Tanai
3. Understand how working together can empower people to chase away darkness and bring light

Materials / Technology Needed

- Nearpod
 - [Answer Garden](#)
 - Quotes about light and dark (included in the Glossary below)
 - iPads, iPhones, Macs, or Chromebooks (for learners)
 - Video of the Song *Banu Hoshech L'garesh*
 - Colorful sticky notes (each learner should get approximately 5 sticky notes with 6 different colors for a total of 30)
 - Flashlights
 - Recycled materials like cardboard tubes, foil, and cellophane
- Optional**
- (Paper (Bristol board or poster board)
 - Crayons
 - Black India ink or black tempera paint)

Relevant Vocabulary

| | |
|---------------------------------|--|
| בָּאנוּ (<i>Banu</i>) | We come |
| חֹשֶׁךְ (<i>Hoshech</i>) | Darkness; evil, forces of darkness |
| לְגַרֵשׁ (<i>L'garesh</i>) | To drive out, to expel, |
| עֲנַבֵּל (<i>Inbal</i>) | Clapper of a bell |
| מִדְרָשׁ (<i>Midrash</i>) | Biblical exegesis composed by the Sages. |

Background for Teachers

The Song and Its Message

Banu Hoshech L'garesh, a song published in 1960, is one of the most popular song sang during *Hanukkah* in schools in Israel. Children sing this song while stamping their feet and marching.

One message of the song *Banu Hoshech L'garesh* is to overcome obstacles even though we may not be able to completely eradicate them. In the song, the lights used to drive away darkness are טק - small and seemingly inconsequential. But people join forces, and each person brings his/her own light; the light being created becomes **איתן** - powerful and shines brighter.

The theme of light and darkness has preoccupied people since the beginning of times. Philosophers, psychologists, astronomers, thinkers, and religious leaders have produced a myriad of explanation to these two contrasting natural phenomena. Although both appear in the story of creation, darkness seemed to have taken the meaning of forces that one fears and does not understand. In contrast, light is perceived as a positive phenomenon. Judaism's charge is to bring light onto other nations. The following *Midrash* illustrates one interpretation of the power of light.

רבי לוי בישם רבי זעירא אמר, ליו שעות שמשה אותה האורה, שנים עשר של ערב שבת, ושנים עשר של לילי שבת, ושנים עשר של שבת. כיון ששקעה החמה במוצאי שבת התחיל החשך ממשימש ובא ונתגרא אדם הראשון... מה עשה הקדוש ברוך הוא, זמן לו שני רעפים והקישן זה לזה ויצא מהן אור וברך עליה... (בראשית רבה יא: ב)

Rabbi Levi said in the name of Rabbi Zeira: That light served for thirty-six hours—twelve hours of the eve of Shabbat, twelve hours of the night Of Shabbat, and the twelve hours of Shabbat [day]. Once the sun set on Saturday night, the darkness began to settle in, and Adam became afraid... What did the Holy Blessed One do? He summoned two roof tiles and knocked them against each other, and light came out from them; and Adam said a blessing upon it... (Beresheet Rabbah 11:2)

In the *Midrash* God hands Adam fire so he can bring light into the darkness. Adam copes with the darkness as Shabbat ends by using the new technology that brings light.

The Artist

Sara Levi-Tanai (Zo'ara Sau'di) was born in Jerusalem to Yemenite parents around 1910 (exact date unknown). Her mother and sister died when she was a child, and she and her father moved to Tzfat. Later, Sara was placed in a home for Jewish orphans. Sara trained to become a pre-school teacher at the Levinsky Teachers' Seminary. While teaching, she wrote many [children's songs](#) that are still being sang by children (and adults) in Israel (*Leitzan Katan Nechmad*, *Tu B'shvat*, *Chag Hayom L'gan*).

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She studied theater and fulfilled her dream to recruit Yemenite Jews to dance and perform. In 1949 she founded the *Inbal* Dance Theater, which is Israel's first and oldest modern dance company. Sara became the company's choreographer and artistic director. In 1973, she received the prestigious Israel prize for her contribution to the Israeli dance. For a more detailed biography check out the [Jewish Women's Archive](#).

Prepare in Advance

- Flash cards with the words of the song *Banu Hoshech L'garesh* (provided below)
- Print the quotes (in the Glossary)
- Paper (Bristol board or poster board)
- Crayons
- Black India ink or black tempera paint
- Go through the entire Nearpod
- Hide flash cards around the room

Pedagogic Considerations on how to Teach Songs

- Let students listen several times to the song to absorb its rhythms and flow (before digging deeper into the words and meanings).
- Provide the lyrics (with vowels if necessary; remove the vowels later). Model accurate reading and intonation. Have students practice reading by taking turns in pairs. Let students discover words that rhyme (see Rhyming Words color-coded below)
- Familiarize students with the song's author, composer, and the year of the song's publication.
- Analyze the song's content, message, and mood.
- Encourage students to sing along using the text at first and then memorize the song.
- Encourage students to record themselves performing the song (if they so desire).
- Optional - Provide the music of the song for students who play an instrument.

Trigger

Ask students if they ever camped outside or went for a walk at night. Do you like the experience of being outside in the dark? Which objects are easiest to see in the dark? Which are the hardest to see? Use [Answer Garden](#) as a creative brainstorming tool to record and compile word clouds.

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Description of Activities

- Go to Nearpod.com to access the lesson and the interactive activities.
Note: Best to use the browser Chrome or Firefox to access Nearpod.

With Nearpod teachers can:

Engage students in interactive activities with any device, any system, and iOS or Android.

Share interactive activities in the physical classroom, hybrid settings, or virtually.

How to Join Nearpod with a Code?

Students should navigate to nearpod.com/student, or open the Android or iOS app, and enter the five-character code provided by the teacher.

Once students enter the code or click on a link to join a lesson, they'll see the screen below and enter their name to join the lesson.

Log on to Nearpod **CODE: M29ZN**

- Play Fun by Flashlight: After learners go through the Nearpod, review the song. Hide the flash cards with the words of the song around the room and make the room dark. Then, armed with flashlights, learners can go searching and reading the words as they shine the flashlight on them.
- Make lights out of recycled materials. A light (torch or candle) can be made from cardboard tubes wrapped in foil paper and cellophane paper for the flame. Design a choreography for the song *Banu Hoshech L'garesh* and present it in the *Hanukkah* school assembly, class *Hanukkah* party, or home gathering with family and friends. (Remember to include stumping of the feet like children in Israel).

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

- Illustrate the song *Banu Hoshech L'garesh* using the art technique [crayon etching](#)
- Record 2-3 quotes you like and share them with your family.

For learners who need extension opportunities

- Learn to play the song *Banu Hoshech L'garesh* using an instrument.
- Research and prepare a slide show about the life of Sara Levi-Tanai and the Inbal Dance Theater.

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Flash Cards

| | | |
|-----------|-----------|--------------|
| לְגֵרֶשׁ | חֶשֶׁדַּי | בְּאֵנוּ |
| וְאִשׁ | אוֹר | בְּיַדֵּינוּ |
| הוּא | אֶחָד | כָּל |
| וְכָלֵנוּ | קָטָן | אוֹר |
| סוּרָה | אֵיתָן | אוֹר |
| שְׁחֹר | הֶלְאָה | חֶשֶׁדַּי |
| הָאוֹר | מִפְּנֵי | סוּרָה |

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Rhyming Words (Color-coded)

| | | |
|-----------|------------|--------------|
| לְגֵרֶשׁ | חֶשֶׁדַּךְ | בְּאֵנוֹ |
| וְאִשׁ | אוֹר | בְּיַדֵּינוּ |
| הוּא | אֶחָד | כָּל |
| וּכְלָנוּ | קֶטָן | אוֹר |
| סוּרָה | אֵיתָנוּ | אוֹר |
| שְׁחֹר | הֶלְאָה | חֶשֶׁדַּךְ |
| הָאוֹר | מִפְּנֵי | סוּרָה |