

We Love a Parade

Topic

Purim, Israel, Challenge and Response

Grade Level(s)

5th – 12th

Big Ideas

Presenting concerns through celebratory means can help strengthen one's point.

Learning Targets

Students will:

1. Understand the origins of the Adloyada parade in Israel
2. Connect Purim themes to the parade
3. Put on their own parade, complete with theme, signs, etc.

Materials / Technology Needed

- [Poll Everywhere](#) or other polling app
- [Video of Adloyada](#)
- Materials to create the parade items that learners come up with during the activity.

Prepare in Advance

Watch the Adloyada video.

Background for Teachers

Purim is a time of great *simchah*. As put forth in *Megillat Esther*, the celebration of the Jews of Shushan overcoming the evil decree of Haman includes four elements: *Mikra Megillah*, *Matanot*

I'Evyonim, *Mishloah Manot*, and *Seudat Purim* ([Megillat Esther 9:22](#)). Often, a Purim carnival in which participants dress up in costume is also a part of the festivities.

This dressing up joins with one of the major themes of the day, that of hiddenness and revelation. Esther, whose name quite literally means *hidden*, hides her Jewish identity from King Achashverosh, her husband, until the climactic party she throws for him and Haman. Moreover, God is not named at all throughout the narrative, making *Megillat Esther* the only work in all of Tanakh in which God does not appear by name; but many commentaries understand that God's saving presence is only hidden from the reader.

Relevant Vocabulary

שִׂמְחָה (<i>Simchah</i>)	Joy, Happiness
מְגִילָה (<i>Megillah</i>)	Scroll
מִקְרָא מְגִילָה (<i>Mikra Megillah</i>)	Reading the Scroll of Esther
מִתְּנוּת לְאֵבְיוֹנִים (<i>Matanot I'Evyonim</i>)	Gifts for the Poor
מִשְׁלוּחַ מָנוֹת (<i>Mishloah Manot</i>)	Giving Food to Friends
סְעוּדָה (<i>Seudah</i>)	Meal
חַז"ל (חֲזַקְמֵינוּ זְכוֹרֵנָם לְבָרְכָה) (<i>Hazal / Hachameinu Zichronam Livrchah</i>)	Our Sages May Their Memory Be for a Blessing
אוֹמֵץ לֵב (<i>Ometz Lev</i>)	Courage
עַד דְּלֹא יָדַע (<i>Ad d'lo yada</i>)	Until one does not know

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Beyond this idea of hiddenness, other themes appear as well. *Ometz lev* is prominent as Esther learns to put herself at risk for the sake of saving the Jewish people. The evil of antisemitism is apparent in Haman's singling out the Jewish people as fit for destruction and convincing others to go along with his plan. The importance of standing up for oneself is shown by the Jewish people's reaction to the attacks that come from Haman's decree.

Adloyada

All of these ideas join together in the Adloyada, a great Purim parade that had its beginnings in Tel Aviv in 1912 before the modern State of Israel was established. This parade includes great frivolity as participants march through the streets and onlookers enjoy the revelry before them. At the same time, the parade often speaks to the themes of protest that permeate the Purim narrative; and organizers might prepare signs and floats that speak out and about the major issues of the day. At the beginning of the 1970s, the Adloyada moved from Tel Aviv to Holon, where it is still held today; and other cities host their own Adloyadas to help keep the tradition alive.

It is worth noting that the name Adloyada comes from an opinion in the Talmud that states that on Purim people should drink *ad d'lo yada* the difference between the righteous Mordechai and cursed Haman ([Tractate Megillah 7b](#)). While there are those who adhere to this opinion, it is not universally accepted.

Description of Activities

- Using Poll Everywhere, survey learners:
 - Name a parade. Feel free to name more than one. [Examples might include Thanksgiving Day Parade, Independence Day Parade, Tournament of Roses Parade, etc.]
 - What do you love about parades?
 - What is a favorite costume that you have seen someone wear at a parade?
 - What makes a good parade costume?
 - What makes a good Purim costume?
- Ask: Why do we wear costumes on Purim? Explain that costumes fit with the theme of hiddenness on Purim (and that they are fun too). Dressing up allows people to both hide and to reveal themselves. In *Megillat Esther*, people (and God) hide and reveal themselves as necessary.
- Ask: What other big ideas show up in *Megillat Esther*? Some answers that learners might come up with might include:
 - Standing up for what is right
 - Antisemitism and fighting back against antisemitism
 - Jewish peoplehood
 - Ometz Lev*
- Show the video of the Adloyada from 1932. Explain that the Adloyada is an event that celebrates the joy of Purim and that also presents opportunities to stand up

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for something important. Ask learners what similarities and differences they see between the Adloyada and parades they were familiar with previously.

5. Plan an Adloyada. Learners should agree on a theme for the parade. Note that it is recommended to focus on something universal like courage or fighting hate; avoid topics that might be areas of polite disagreement like political issues.
6. Learners design costumes, create signs, curate a playlist, prepare flyers, invitations, etc. that reveal the theme of the Adloyada.
 - a. Note that, while they are encouraged to do so, those who are uncomfortable dressing in costume do not need to. Those people can still carry signs, play music, and participate in the parade in other ways.
 - b. Choose videographer(s) and host(s). The videographer will record the parade and the community reaction while the host(s) will describe the proceedings and interview participants and spectators about their reactions to the Adloyada. Make sure to ask community members about the parade itself and about whether they feel spurred to action by the Adloyada. They will also edit their raw footage and create a story about the event.
7. Brainstorm ways that the community can support the theme of the parade after it is over. For example, if the theme is fighting antisemitism, brainstorm how the community can help support the fight against antisemitism.
8. Invite the community to attend the Adloyada. Present a parade!
9. After the Adloyada, reflect with learners on what worked and did not work. Some topics to consider include:
 - a. How did you feel during the Adloyada? How well did the Adloyada succeed in revealing the *simchah* of Purim?
 - b. What reactions did you notice from spectators?
 - c. What worked and did not work for transmitting the message of the parade?
 - d. Based on the interviews during the Adloyada, how much do you think the community was spurred to action?
 - e. Share the video story of the Adloyada with the community. If appropriate and approved, post to social media platforms.

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

- Learners sing popular Purim songs as they parade.
- Create a logo for the Adloyada

For learners who need extension opportunities

- Learners compare and contrast what makes something a parade and what makes something a march.
- Learners prepare a write-up about the Adloyada for their local news outlet.