



## ACTIVITY

# Song of the Morning

### Materials and Equipment Needed

- Copies of “Song of the Morning”
- Copies of page from Shma Journal

### Time Needed

30-45 minutes

### Goals

To be introduced to Amir Gilboa’s “Song of the Morning” and how it expresses a message around Jewish Peoplehood

## Before You Get Started

Look at the list of enduring understandings. Which one would you like to emphasize through this activity?

- The relationship between the Land of Israel and the People of Israel is longstanding, going back to ancient times and finding expression in Jewish Biblical and Rabbinic texts.
- In modern times, Israel is the vision and venture of the Jewish People. The Jewish People's central project in modern times is the building of a sovereign Jewish State in the Land of Israel.
- Being an active participant in the Jewish People implies an ongoing relationship with the State of Israel and a concern for the way it conducts its social, ethical and humanistic affairs and its contribution to global Jewry.
- Even if they don't live in Israel, all Jewish People are "owners" of the State of Israel and have a part to play in contributing to, supporting and being in an ongoing relationship with the State.
- Contemporary Israel boasts a diverse and rich culture that is the product of the varied and diverse immigrant Jewish communities who build and contribute to the State of Israel. Encountering Israeli culture, in all its diversity, is an excellent way to encounter the Jewish People in its various manifestations.

## Directions for Activity

1. Read the poem "Song of the Morning" in depth with your students and discuss how a person "suddenly" might feel part of a collective. Is it possible? How do your students start to feel part of a collective, if at all? What collective action might inspire Jews all over the world to feel part of a Jewish collective?
2. After you have read the poem carefully with your students, look at additional discussion of the poem, from the journal *Shma.com*.
3. Ask everyone in the group to work with a study partner (or chevruta). Read the different reactions to the poem. Which ones resonated with you? Did any of them raise questions for you? What makes you feel like a part of the Jewish collective? Is this something that you happened upon gradually or suddenly?
4. Ask your students to write a piece to add to the conversation (in the first person!) and create a collective collage in the same style.

5. You might want to end the activity by sharing that Gilboa's poem, Song of the Morning was set to music by Shlomo Artzi. Performed first in the 70s and later in the Summer of 2011 at a big social demonstration in Israel when hundreds of thousands of Israelis took to the streets to protest social inequalities and to demand social justice.
6. Watch both videos. In the context of the social justice protest, what are the additional layers of meaning of the song?

### Note to Educator

Did the Enduring Understandings that you set out to teach surface during this activity?