

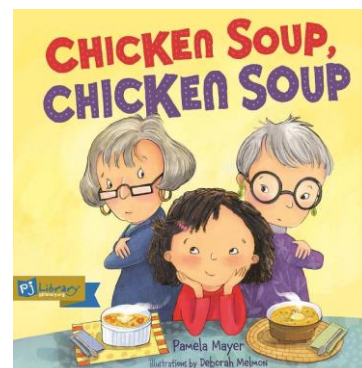


Chicken Soup, Chicken Soup

By Pamela Mayer

Illustrated by Deborah Melmon

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On one foot: Young Sophie, wise beyond her years, finds a way to blend two cultures through a chicken soup recipe for everyone's soul. Sophie behaves like a disciple of Moses' brother, Aaron, loving peace and pursuing peace (*Pirkei Avot* 1:12). Aaron negotiated through love and positive influence rather than fear or intimidation.

Highlighted Jewish Values

Passing tradition from generation to generation

לְדוֹר וָדוֹר
L'-dor va-dor

Learning from everyone

לְוִמַּד מִכָּל אָדָם
Lo-med mi-kol a-dam

Connection to families (theme)

Many families today are a delightful and – in the case of this book – delicious combination of cultures and backgrounds.

Optional preparation for reading the story

Prepare chicken soup and/or fried wontons; purchase multi-colored pipe cleaners.

See storytelling techniques on the next page for how to incorporate these into your reading.

Before You Read

Jewish Values and Background Information

***L'dor vador* – passing tradition from generation to generation**

Three aspects of this value to consider

- Judaism respects those who came before us and cherishes their accumulated knowledge
- One of the most important things families pass along is their shared value system
- You can make changes to family tradition while respecting the source and chain of transmission

Judaism places great emphasis on *l'dor vador* – passing traditions, stories, and values from one generation to the next. The first teaching of *Pirkei Avot*, *Ethics of our Ancestors*, is a description of how Jewish values have been transmitted from one generation to the next, beginning with Moses who received the Torah from Sinai, who passed it to Joshua, who passed it to the elders...with each generation gently shaping and passing these traditions down to modern times. The book of Proverbs gives practical advice to keep this chain of tradition alive: educate each child *b'dracho*, in his/her way (Proverbs 22:6), adapting and transmitting tradition so that they will meet the needs of each specific child.

Lomeid mikol adam – learning from everyone

Three aspects of this value to consider

- Learning requires open-mindedness in looking for what you can gain from others
- Learning is a life-long pursuit
- Sometimes we learn what not to do

Ben Zoma is one of the many sages quoted in *Pirkei Avot*, a volume of ethical teachings. He notes that a wise person is “one who learns from everyone” (4:1). Potential teachers surround us, and we learn lessons in surprising ways. A key to intellectual growth is remaining on the lookout for teachers and experiences that can enhance our knowledge. According to the Talmud, an authority on Jewish law, you can learn from such diverse sources as one’s students, colleagues, and friends (Ta’anit 7a), and even from animals, such as cats who teach modesty, doves who model loyalty, and ants who never steal food from one another (Eruvin 100b).

When You Read

Introducing the story and engaging the children

Set the stage with questions

Choose a storytelling technique (optional)

1: Ask your students at story time to make a chain of pipe cleaners.

Have the children hold onto the links of the chain as they sit and listen.

Instruct students to make changes in the shape of the links as they notice Sophie interpreting or adapting a tradition. Note that the chain remains intact even with change.

2: Serve cups of warm chicken soup as students cozy up to listen to the story.




After You Read

Making connections and making it personal

L’dor vador/from generation to generation	Lomeid mikol adam/learning from everyone
<p>Discuss</p> <ul style="list-style-type: none"> • Sophie’s ancestors have been eating wontons or kreplach for generations. Is there a tradition that has been in your family for a long time? • Why might it be important to pass down recipes from one generation to the next? • Sophie’s grandmothers admit they make their soups a little differently than their grandmothers did. Describe something that you do the same as your grandparents or other relatives do, and something that you do a little differently. • Can you think of traditions in your family that you want to make sure to pass down, perhaps to a younger sibling? 	<p>Discuss</p> <ul style="list-style-type: none"> • Sophie learns about making kreplach, dressing up, and speaking Yiddish from her Bubbe. From her NaiNai, Sophie learns about wontons, painting, and speaking some Chinese. What are some words, skills, games, or stories that you have learned from your grandparents or other family members? • We can learn from all of our family and friends. What is something you’ve learned from another person? • Sophie taught her grandmothers how to make a new type of soup. What is something that you could teach a relative or friend?



L'dor vador/from generation to generation	Lomeid mikol adam/learning from everyone
Activities	Activities
<ul style="list-style-type: none"> • Cooking up some fun: Ask an older member of your community to join your class to share a favorite traditional recipe that you can prepare together. Make sure to write follow-up thank-you notes. • The survey says: Prepare a mini survey with your students. Poll synagogue members, clergy, and other students about what traditions are important to them. Write an article for your school news or website with the results. • Lights! Camera! Action!: Have the class work together in small groups on a “message to my future self.” Think of it as a public service announcement on TV. Make sure students mention activities and traditions they want to pass along to future generations. Present these live to the class and/or record to share with families. 	<ul style="list-style-type: none"> • Step by step: It’s hard to describe exactly how to do something. Have the children try to teach each other a simple skill, such as tying shoes or making a sandwich, by breaking it down into small steps. If the other student follows the steps closely, what’s the result? This really becomes a challenge if the listeners don’t know what the skill is before they try to learn it. • Rosetta Stone Junior: If there are students in your class who speak a language other than English, invite them to teach the rest of the class a few words or phrases in that language. Make sure to write down these words and their translations to display in the classroom. • Learning beyond the classroom: What Jewish skill might the children in your class want to learn how to do? Brainstorm ideas and find someone in your community to teach these skills, ideally a parent or staff member. Suggestions are tying <i>tzit-tzit</i>, writing with a quill, or making a <i>kippah</i>. Take pictures of each step along the way to create a display for the classroom. Add your students’ narration of the pictures and share with your community.
Engaging families – L'dor vador/ from generation to generation	Engaging families – Lomeid mikol adam/ learning from everyone
<ul style="list-style-type: none"> • Create a classroom recipe book using traditional recipes from the families in your classroom. Have them submit recipes on individual recipes cards which you can copy and compile into a book. Distribute these at a pot-luck event you can hold to taste all of these delicious foods. • Hold an open-mic style storytelling night, where everyone can share stories about how their families came to live in your community and what some of their favorite traditions are. 	<ul style="list-style-type: none"> • Ask your classroom families to make two-minute videos highlighting something they do well, such as repotting a seedling or playing “Chopsticks” on the piano. Include step by step instructions. Compile and share the videos with the rest of the families via Dropbox, Google drive, or other online sharing site. 