



TEACHING RESOURCES (GRADES 9-12)



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INTRODUCTION

Max M. Fisher was born on July 15, 1908. He became one of the most successful business leaders in history.

Max strongly believed that his financial success obligated him to give back to the communities he held dear: the city of Detroit, the United States, and the State of Israel. Throughout his lifetime he served as a tireless advocate for improving the world both close to home and in Israel. So important were his leadership skills that US Presidents from Dwight D. Eisenhower to George W. Bush called upon Max as a trusted advisor, particularly during times of crisis. He was a role model par excellence, who dedicated his life to making the world a better place. This curriculum, used in conjunction with the Max M. Fisher Archives (<http://maxmfisher.org>), is intended to help us learn about what inspired Max Fisher and how we can continue to be inspired by his leadership and generosity.

Worksheets for all exercises available at: <http://maxmfisher.org/resources>

WISDOM –WHO IS WISE?

“Who is wise? One who learns from every person.”
- Pirkei Avot, 4:1

“One who is wise, humble and fearful of sin may be made a community leader.”
- Tosafot (12th c commentary on Mishna) Sanhedrin, 7:1

OVERVIEW:

The Max M. Fisher Archives WISDOM narrative (<http://maxmfisher.org/narratives/wisdom>) mostly refers to revitalizing Detroit, but it is also a rich resource for lessons in civic duty, tzedakah, and social justice. Of particular importance is Max’s influence on the relationship between the governments of the United States and Israel—especially when relations were strained between the two countries—and the qualities that made him an effective diplomat.

WISDOM EXERCISES



Renaissance Detroit

Exercising leadership when so many people have all but given up hope

Materials:

Local ABC news special: <http://vimeo.com/5337314>

PBS' "Eyes on the Prize: Riots in Detroit" - http://www.pbs.org/wgbh/amex/eyesontheprize/story/13_detroit.html

"Fisher had an intense, emotional desire to return Detroit to prominence after economic depression and socio-political turmoil plagued the city from the late 1950s to the late 1980s. He devoted millions of hours and millions of dollars to have a positive impact on the direction Detroit was going as a major city and a community of people." <http://tinyurl.com/mxx5v2e>

<http://maxmfisher.org/resource-center/article/believe-brighter-future-detroit>
<http://maxmfisher.org/resource-center/article/gang-eight>

Instructions: Introduce students to the plight of the city of Detroit in the aftermath of the 1967 riots. Ask students with family members who lived in the city at that time to speak with them about what it was like before, during and after the riots. How did the city change? Many people fled the city after the riots: who were they and where did they go? Explain that Max Fisher wanted to do something to help revitalize Detroit. Explore the Archives for more information about what he did and how he got things done. Finally, ask students to consider the following scenarios:

Scenario 1 – It is September 1977, ten years after the riots wreaked havoc on the city of Detroit, but the city has still not recovered. If you were Max Fisher and you saw your beloved city rocked by racial tensions and devastated by violent rioting, what would you do to help the city get back on track? What would you work on first? Second? Who would be your partners in revitalizing Detroit? What do you think would be some of the barriers to change? How would you handle those hurdles?

Scenario 2 – It is 2021 and three Detroit area synagogues can no longer afford to remain open. Because congregants have moved further out in the suburbs these synagogues do not have enough members to stay afloat. Many people are angry that the temples they grew up in are going out of business, and they do not know where they will go in the future. The Jewish Federation of Metropolitan Detroit is called upon to help the congregations plan for closure, so it calls upon you for your leadership and advice. How do you advise the Federation? How do you determine where the Torah scrolls will go once the buildings shut down? Mindy Schwartz's bat mitzvah is next year. Now that her temple may be closing, she does not know what will happen. There are many other young adults just like her. What do you say to these bar/bat mitzvah students? Who do you need to gather together to work together to solve the problem? Part of being an effective leader often requires making unpopular decisions. What might Max Fisher have done?

WISDOM EXERCISES (CONT.):



Talking with US Presidents

An exercise to help students use the WISDOM "Narrative" section of the Fisher Archives.

Part I Materials: WISDOM section of Max Fisher Archives (<http://maxmfisher.org/narratives/wisdom>); 1975 timeline handout

Part I Instructions: First, hand out 1975 timeline to students [BELOW] and discuss what the world was like that year, when most of their parents were very young.

Second, ask students to explore the Fisher Archive's WISDOM narrative to explore what was happening in the world at that time, and to determine how Max intervened to help the United States retain a strong relationship with Israel. Highlights include that, by 1975, the Israelis had grown to count on Max Fisher. He had played a critical role during the 1973 Yom Kippur War because of his unprecedented access to both Prime Minister Golda Meir and then-President Richard Nixon. The US had always been a staunch ally of Israel but by 1975--during the Ford presidency--relations between the two countries became strained. Max knew he had to intervene; he had to persuade both President Ford and Henry Kissinger to continue the United States' support of Israel despite recent setbacks.

Finally, ask students to think about how history might have turned out differently without Max Fisher's heart-to-heart conversations with Ford and Kissinger. What are the implications for *not* getting involved when you can make a difference? Do we each have a responsibility to take action? What does that mean?

"I just wasn't interested in publicity, I was interested in doing things that I thought were right and good." – Max Fisher (September 6, 2003.

<http://maxmfisher.org/resource-center/video/max-fisher-11>

1975 Timeline

January 1: Minimum wage rose to \$2.10/hour

January 12: [Super Bowl IX - Steelers 16, Vikings 6](#)

March 31: [UCLA beat Louisville in NCAA Final Four](#)

April 4: Microsoft founded

April 9: Max Fisher had an important meeting scheduled in the White House with his good friend, President Gerald Ford and Secretary of State Henry Kissinger. The meeting was critical to Max because President Ford had announced his plan to "begin a reassessment of United States policy in the Mideast" including relations with Israel. The potential for policy reassessment shocked Israeli politicians and worried American Jewish leaders.

April 30: Fall of Saigon, capital of South Vietnam, signaling victory for the North Vietnamese army.

May 16: Montreal Canadiens won NHL's Stanley Cup

May 25: The Golden Gate Warriors won the NBA title

June 20: Steven Spielberg's shark thriller "Jaws" was released

July 5: Arthur Ashe became the first black man to win tennis' Wimbledon singles title

July 25: "A Chorus Line," Broadway's longest running show, premiered on Broadway.

July 29: President Ford became the first US president to visit the Nazi concentration camp Auschwitz in Poland

September 22: President Gerald Ford escaped a second assassination attempt in less than three weeks

October 1: Muhammad Ali beat Joe Frazier after 14 rounds for the heavyweight boxing title

October 9: Soviet Jewish scientist Andrei Sakharov was awarded the Nobel Peace Prize

October 11: The TV show "Saturday Night Live" debuted on NBC

October 22: Cincinnati Reds defeat the Boston Red Sox to win the World Series

*Note: The following were **not** yet invented: cell phones, cordless phones, home computers, laptops, DVDs, faxing, digital cameras, GPS, earbuds, iPods, satellite television, Ben & Jerry's, barcodes, flat screen televisions, Playstation, Google, Facebook, Instagram, Pinterest, Twitter.*

WISDOM EXERCISES (CONT.):



Talking with US Presidents (CONT.):

Part II Materials: Large area free of chairs. One blindfold.

Part II Instructions: Explain that Max Fisher was able to effectuate change because he was wise and diplomatic – US Presidents, Secretaries of State, and Israeli Prime Ministers trusted him to do what was right and just. Getting someone to trust us, or allowing ourselves to trust someone else, requires courage. For this trust-building exercise, tell students that the room (or open space) is now “a dark and stormy sky.” Designate one end of the room as “the airport”. Ask one person to volunteer to be the “air traffic controller.” S/he should stand at the airport facing the group. Ask another person to be “the pilot.” S/he should stand at the opposite end of the room, blindfolded. The rest of the group should then position themselves throughout the room, standing or sitting between the air traffic controller and the pilot. The group represents other planes in the air, turbulence, or other obstacles around which the pilot must navigate.

Because the pilot cannot see anything but darkness and torrents of rain, s/he calls in a mayday and asks for immediate help to land. It is the air traffic controller’s responsibility to give the pilot instructions to navigate through the skies and safely land at the airport. If the pilot touches one of the obstacles in the sky, the plane crashes. Repeat the exercise with others serving as the air traffic controller and pilot until a plane safely lands. Variation: “Obstacles” in the sky can move about to make the situation even more challenging. Conclude the exercise with a discussion of what was most challenging, most gratifying, and how this relates to the art and science of trusted negotiation.

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GENEROSITY – WHO IS CARING?

“Give now. The need is now.”

– Max M. Fisher

“Tzedakah is as important as all the other commandments put together.”

– Talmud Baba Batra, 9a

“If, however, there is a needy person among you, one of your kinsmen in any of your settlements in the land that the Lord your God is giving you, do not harden your heart and shut your hand against your needy kinsmen. Rather, you must open your hand and lend sufficient for whatever he needs.”

- Deuteronomy 15:7-8

OVERVIEW:

The word *tzedakah* derives from the Hebrew word *tzedek*, meaning "justice." The word is often erroneously translated as "charity," but the two are actually different. Whereas charity is a voluntary action or donation, *tzedakah* is an *obligation* to act justly – to give to those in need. Even the poor are obligated to give *tzedakah*. It is a communal responsibility from which no one is exempt.

Max Fisher was the son of immigrants who had little themselves but taught Max the value of giving back to his community. He was thankful for the chance to receive a college education. He recognized that Detroit was a wonderful place to live and work. And he learned that Israel was a unique country that always had room for Jews who were suffering around the world and needed a safe place to live and raise their families. His generosity touched millions of people who may never know his name but whose lives were vastly improved because of his actions. <http://maxmfisher.org/narratives/generosity>

GENEROSITY EXERCISES:



Driving is a Privilege, Not a Right

Exercise showing how to use a driver's license to fulfill mitzvah

Materials needed: Teens with driver's licenses; Shabbat packages (i.e., bottles of grape juice, challah loaves, candles, matches (or wickless candles with on/off switch); printout of Shabbat Kiddush (http://www.myjewishlearning.com/practices/Ritual/Prayer/Blessings/shabbat_holidays.shtml); one adult chaperone per vehicle; names and addresses of assisted living facilities or older adults in the community who would like pre-Shabbat visitors.

Instructions: Obtaining one's driver's license is an exciting milestone but driving is a privilege that should never be taken for granted. Discuss with your students the enormous responsibility that goes along with having a license (i.e., to observe the rules of the road, to always wear a seatbelt, to refuse to drink or take drugs when driving, to take care of the vehicle, etc.). Ask students how they might use their licenses to do good in the world – to perform mitzvot. Talk about the opportunity to bring Shabbat packages to older adults in the community. Share information with the students about the people they will meet and what to do once at their homes/assisted living facility. On a Friday after school, have teens drive and deliver Shabbat packages to senior adults within the community. Conversations with the older adults could include questions about how they celebrated Shabbat as children, what year they received their driver's licenses and what was the first kind of car they drove, etc.

GENEROSITY EXERCISES (CONT.)



Got Tzedakah?

An exercise to test tzedakah literacy

Materials: Questions below

Instructions: This can be used in a variety of ways: to foster group study or conversation, as an individual worksheet, as a homework assignment, or your own creative method.

- ◆ There is no exact translation for the word tzedakah. It comes from the Hebrew word tzedek. What does tzedek mean?
(Answer: Justice)
- ◆ What is the difference between tzedakah and charity?
(Answer: tzedakah is an obligation to do what's right (i.e., to give to help those in need); charity is a voluntary action or donation.)
- ◆ Who is obligated to give tzedakah?
(Answer: Everyone—even the poor)
- ◆ To whom should tzedakah be given?
(Answer: To anyone, Jew or non-Jew, who asks for tzedakah. It is not up to us to second-guess the request; we must assume that it is genuine.)
- ◆ What is the highest form of tzedakah according to Rambam (Maimonides)?
(Answer: Giving that helps the recipient become self-sufficient)
- ◆ In order of importance—from highest to lowest—what is the order of priorities for allocating tzedakah
(Answer: To oneself; one's parents; one's children; one's extended family/relatives; one's neighbors; resident of one's city)



Pay it Forward

An exercise showing the importance of helping others

Materials: Equipment for showing the excerpt of the film *Pay it Forward*: <https://www.youtube.com/watch?v=KxB43PxasGA>.

Instructions: Write on the board: “*You are not required to complete the task, but neither are you free to desist from it.*” [Mishnah, *Pirkei Avot*, 2:21 (after 135 CE)]. Ask your students what they think this means. Then write on the board: “Think of an idea to change our world – and put it into action.” [*Pay it Forward* film (2000)], and watch the excerpt of the film. Ask your students to discuss the concept of paying it forward. Is it a good idea? Is it possible? What do *Pirkei Avot* 2:21 and the *Pay it Forward* quote have in common? Do they say the same thing? If not, what are the differences?

Challenge your students to come up with an idea to pay it forward as a group. Set a timeframe (i.e., one week, one month, etc.) and create a timeline to make it happen. Chart the group's progress over time.

GENEROSITY EXERCISES (CONT.)

Which Statement Best Suits You?

An exercise to see the variety of ancient and contemporary definitions of leadership and its responsibilities

Materials: Display the following quotes for students to read (Note: Can be on a handout, posted about the room, or displayed onto a screen):

Ancient texts

"Even a poor person who is supported through tzedakah must give tzedakah." – Babylonian Talmud, Gittin 7b

"Tzedakah is as important as all the other commandments put together." – Talmud Baba Batra, 9a

"You are not required to complete the task, but neither are you free to desist from it." – Mishnah, Pirkei Avot, 2:21

"Every person is obligated to give tzedakah according to his means, even the poor man who himself is supported by public tzedakah must himself give tzedakah. Let him give of what he receives and even if he can give davar muat, a small thing, he should not hold back. For his little is considered as important as tzedakah from a wealthy man." --Shulchan Aruch 34:2

Contemporary texts

"Give now. The need is now." – Max M. Fisher

*"Our willingness to share liberally of what we have with those less fortunate is essential to securing the common good and protecting the human dignity of every person." – Dorff, E. and Newman, L. (Eds.) (2008). *Jewish Choices, Jewish Voices: Money*. p.122*

*"Give of yourself, give as much as you can! And you can always, always give something, even if it is only kindness!" – Anne Frank (1944). "Give!" *Tales from the Annex**

*"How wonderful it is that no one has to wait, but can start right now to gradually change the world! How wonderful it is that everyone, great and small, can immediately help bring about justice by giving of themselves!" – Anne Frank (1944). "Give!" *Tales from the Annex**

Instructions: Ask students to choose the one or two statements that best suit them individually. Ask why those are the ones that resonate with them (Note: there are no right or wrong answers). Did any *not* fit? Are there similarities and/or differences between ancient and more contemporary quotes? Does the message of generosity change over time? If yes, how so?

GENEROSITY EXERCISES (CONT.)



Four Corners - Allocation Process

A values clarification exercise

Values Clarification is a series of classroom strategies that give students an opportunity to state where they stand on issues that have relevance in their lives or to make evaluative statements about issues. These strategies enable students to make choices in non-threatening situations, to try on for size various viewpoints and to see how they fit, and to compare ideas with their peers. – Audrey Friedman Marcus

It is essential that this exercise include a shared commitment to maintaining a safe space for self-expression. Teachers must emphasize the importance of allowing each student to share his/her opinions free of judgment by

Four Level Teaching

Level 1 – Facts

The teaching and learning of specific information. The learning of content and basic skills including details of the subject matter (content, names, dates, places, events).

Level 2 – Concepts

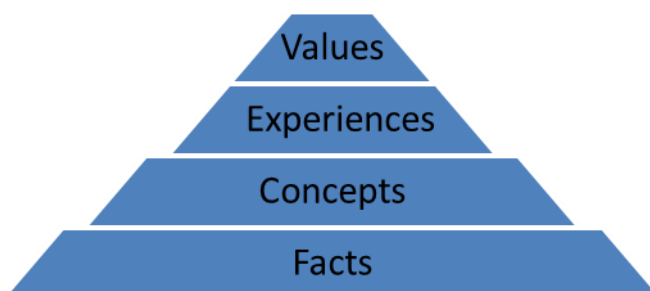
Concepts include generalizations and principles behind the facts. Students are able to process facts and make them meaningful. Facts are linked to create relationships and principles of understanding. More difficult processes of a skill are learned and practiced.

Level 3 – Experiences

At this level students are able to relate the facts and concepts to their own personal experience. Learning is internalized. (Questions about “You”)

Level 4 - Values Level

Values enable students to take a stand on issues. Students directly examine their own values, and evaluate how they will use the knowledge they have gained. Key question at this level is: “What does this have to do with me?”



GENEROSITY EXERCISES (CONT.)



Four Corners - Allocation Process (CONT.)

Materials needed:

(1) For Steps 1-3 – No materials needed

(2) For Step 4 - Handout with the following Jewish texts:

Talmud, Shevuot 39a - “Kol Yisrael areyvim zeh la zeh.” All of Israel is responsible one for the other.

Talmud, Bava Metzia 71a - Rabbi Yosef taught [about the verse in the Torah that says]: “If you lend money to any of my people that are poor with you” (Exodus 22:24).

This verse teaches that if you have to choose between:

- A Jew and a non-Jew, give to the Jew first;
- A poor person and a rich person, give to the poor person first;
- A poor relative and poor people in your town, give to your poor relative first;
- Poor people in your city and poor people in another city, give to the poor people of your own town first.

(3) For Step 4 - Four corners of the room (or another handout) labeled as follows:

Autism Speaks Foundation

Purpose: The largest autism science and advocacy organization in the United States, dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

Scope: National

American Jewish World Service

Purpose: AJWS is an international development organization motivated by Judaism's imperative to pursue justice. AJWS is dedicated to alleviating poverty, hunger and disease among the people of the developing world regardless of race, religion or nationality.

Scope: International

Jewish Federation of Metropolitan Detroit

Purpose: Federation raises and allocates funds to provide life-saving and life-enhancing humanitarian assistance to those in need, and to translate Jewish values into social action on behalf of Jews in the Detroit area. Locally, Federation supports 19 social service agencies and schools. Additionally, Federation funding impacts the lives of thousands of Jews throughout Israel, in the former Soviet Union, and in 60 countries around the world.

Scope: Local and international

Yad Ezra

Purpose: A food bank that provides kosher food to needy Jewish families in Southeastern Michigan. Provides an average of 3,300 individuals with food, health care items, and household goods every month.

Scope: Local

GENEROSITY EXERCISES (CONT.)



Four Corners - Allocation Process (CONT.)

Instructions: Begin with simple corner designations and move to increasingly more complex options.

Step 1: Designate the four corners of your classroom as “Fall, Winter, Spring, and Summer.” Ask students to stand in the corner that identifies their favorite season. Then ask for a few volunteers to share why they chose their specific corners.

Step 2: Designate the corners as “TV, Laptop, Cell Phone, and Video Game.” Ask students to stand in the corner that identifies which item would be the hardest to live without. As above, invite students to share why they chose their specific corners.

Step 3: Designate the corners as “TV, Kitchen Table, Bed, and Sofa/Couch.” Ask students to stand in the corner that identifies the household item they think is most important for a family in need (e.g., family resettled here from war-torn Rwanda, or local family whose house burned down). As above, invite students to share their reasons for choosing their specific corners.

Step 4: Give students the handout with two texts from the Talmud. Discuss both texts. What do they mean? Ask students to keep them in mind during this exercise. Tell students that they each have \$100 to give to as tzedakah to the following organizations: Autism Speaks Foundation, American Jewish World Service, Jewish Federation of Metropolitan Detroit, Yad Ezra (local Jewish food bank). Instruct students to stand in the corner where they would be most likely to give their \$100. Next, tell them they can apportion the \$100 any way they’d like (i.e., split \$50 between two organizations, give all four organizations \$25, etc.). Ask whether they would change where they stand. How would they prioritize their allocation? Do local needs come first? Do Jewish organizations come before the Autism Speaks Foundation?

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SERVICE AND REPAIRING THE WORLD – TIKKUN OLAN; WHAT IS OUR RESPONSIBILITY?

“Learn to do good, devote yourself to justice.”

–Isaiah, 1:17

“You are not required to complete the task, but neither are you free to desist from it.”

–Pirkei Avot, 2:21

SERVICE EXERCISES:



Song Analyses

Exploring musical interpretations of our responsibilities for repairing the world. Each song can stand as its own lesson or can be combined with other songs.

Song #1: Ani V'atah – You and I Will Change the World

Materials needed: Song lyrics to *Ani v'Atah*; AV equipment to listen to and/or watch the song performed (<http://www.timesofisrael.com/arik-einstein-six-essential-songs/>).

Ani v'Ata | You and I

Lyrics: Arik Einstein | Music: Miki Gibrilov

© 1971

Ani v'atah, neshaneh et ha'olam.
Ani v'atah, az yavo'u k'var kulam.
Amru et ze kodem, l'fanai, zeh lo meshaneh.
Ani v'atah, neshaneh et ha'olam.

Ani v'atah, nena'aseh mehatchalah.
Yihyeh lanu rah, eyn davar, zeh lo norah. Amru et ze kodem, l'fanai, Lo meshaneh.
Ani v'atah, neshaneh et ha'olam.

You and I will change the world.
You and I, and then all will follow
Others have said it before,
It doesn't matter.
You and I will change the world.

You and I will try from the beginning. It will be difficult, no matter -- it's not too bad. Others have said it before,
It doesn't matter.
You and I will change the world.

SERVICE EXERCISES (CONT.):**Song# 1 (cont.)**

אני ואתה נשנה את העולם,
אני ואתה אז יבואו כבר כולם,
אמרו את זה קודם לפני,
לא משנה - אני ואתה נשנה את
העולם.

אני ואתה ננסה מהתחלה,
יהיה לנו רע, אין דבר זה לא
נורא,
אמרו את זה קודם לפני,
זה לא משנה - אני ואתה נשנה
את העולם.

אני ואתה נשנה את העולם,
אני ואתה אז יבואו כבר כולם,
אמרו את זה קודם לפני,
לא משנה - אני ואתה נשנה את
העולם.

Instructions: Explain that Arik Einstein, ז"ל (1939-2013) was one of Israel's greatest songwriters. He wrote this song in 1971, just four years after Israel's Six-Day War and two years before the Yom Kippur War. Max Fisher was 63 years old in 1971. Ask your students to share what they know about what was going on in the world at that time (e.g., Viet Nam war; recent assassinations of Martin Luther King, Jr. and Robert Kennedy; young people around the world advocating for change to make the world a better place, etc.). Explore the lyrics, line by line, and ask students to share what they think these key phrases mean:

- ◆ *"You and I will change the world"* – Who are "You and I?" Is "You" another person? God? What needs to change in the world? How will "You and I" make those changes?
- ◆ *"And then all will follow."* – Who is "all" and how will "You and I" get them to follow?
- ◆ *"Others have said it before"* – Who are the "others" and what have they said before?
- ◆ *"It doesn't matter"* – What is the "it" that does not matter, and why doesn't it matter?
- ◆ *"You and I will try from the beginning"* – What defines "the beginning?" Why must we start there?
- ◆ *"It will be difficult, no matter – it's not too bad"* – What will be difficult? How will it be difficult? If it is difficult, what do the lyrics mean by "it's not too bad?"

SERVICE EXERCISES (CONT.):**Song #2: With My Own Two Hands**

Materials needed: Song lyrics to *With My Own Two Hands*; AV equipment to listen to and/or watch the song performed by Ben Harper and Jack Johnson: <https://www.youtube.com/watch?v=i7q98vL1Xy0>.

With My Own Two Hands

Lyrics and Music: Ben Harper

© 2003

I can change the world, with my own two hands
Make a better place, with my own two hands
Make a kinder place, my own two hands
With my own, with my own two hands
With my own, with my own two hands

I can make peace on earth, with my own two hands
I can clean up the earth, with my own two hands
I can reach out to you, with my own two hands
With my own, with my own two hands
With my own, oh with my own two hands

I'm gonna make it a brighter place, with my own two hands
I'm gonna make it a safer place, with my own two hands
I'm gonna help the human race, with my own two hands
With my own, with my own two hands
With my own, oh with my own two hands

I can hold you, in my own two hands
And I can comfort you, with my own two hands
But you got to use, use your own two hands
Use your own, use your own two hands

Use your own two hands
And with our own two hands
With our, with our, with our own two hands
With my own, with my own two hands

Instructions: Give students the lyrics and ask them to follow along while listening to the song. Ask students to explain what the song means. What does it mean to change the world with your own two hands? What specific things does the songwriter feel he can change? The second to last stanza is different: Who is “you” in “I can hold you, in my own two hands?”

What does the songwriter mean by “But you got to use, use your own two hands?” How does this song relate to the concept of *tikun olam* – repairing the world?

SERVICE EXERCISES (CONT.):

Song #3: Al Sh'losha D'varim

Materials needed: Song lyrics to *Al Sh'losha D'varim*; AV equipment to listen to and/or watch the song performed: <https://www.youtube.com/watch?v=lpg-adZERTM>.

Al Sh'losha D'varim

Lyrics: Pirkei Avot, 1:2; Music: Maskit Maron

Al sh'losha d'varim

Al sh'losha d'varim

Al sh'losha, sh'losha d'varim

Ha'olam, ha'olam omed:

Al haTorah, v'al haAvoda, v'al Gemilut Chasadim

על שלשה דברים העולם עומד: על התורה, ועל העבודה, ועל גמילות חסדים.

Al haTorah, v'al haAvoda, v'al Gemilut Chasadim

The world depends on three things: on Torah, on service and on acts of loving kindness.

Instructions: Give students the lyrics and ask them to follow along while listening to the song. Ask students to explain what the song means. What is Torah a metaphor for (possible answers: learning, study, law, rules)? What about service (performing mitzvot, tikun olam, repairing the world, social justice)? What are examples of acts of loving kindness? Next, ask the students to think about a table: It is at its sturdiest when it has all four legs, but it is still very solid with three. Can it stand with only two legs? With only one? Can our world be complete (stand) if any one of these three is missing: Torah, service, acts of loving kindness?

Song #4: Lo Alecha Ham'lacha Ligmor

Materials needed: Song lyrics to *Alecha Ham'lacha Ligmor*; AV equipment to listen to and/or watch the song performed: <https://www.youtube.com/watch?v=AJeWd0pQYH0>.

Lo Alecha Ham'lacha Ligmor

Lyrics: Pirkei Avot, 2:21; Music: Lev Tahor

Lo a'lecha ham'lacha ligmor,

לא עליך המלאכה לגמור

lo a'lecha ligmor (x2)

לא עליך לגמו

V'lo ata ben chorin l'hi-bateil mi'mena,

ולא אתה בן חורין לבטל ממנה

v'lo ata ben chorin (x2)

ולא אתה בן חורין

It is not your duty to complete the work, but neither are you free to stop trying to do it.

Instructions: Give students the lyrics and ask them to follow along while listening to the song. Ask students to explain what the song means. What does this have to do with social justice or repairing the world?

"The legacy that he leaves is a legacy of service to the Jewish people above all, of using one's resources and one's talents and abilities, to advance the needs and the causes of the Jewish people, as a people, around the world."

Robert Aronson (Former CEO, Jewish Federation of Metropolitan Detroit), September 5, 2003.

<http://maxmfisher.org/resource-center/video/robert-aronson-05>

"He likes to live in a solution. He doesn't like to live in a problem."

– Mary Fisher (Max Fisher's daughter), September 18, 2003.

<http://maxmfisher.org/resource-center/video/mary-fisher-02>

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LEADERSHIP – WHO INSPIRES US?

“As the leader, so the generation; as the generation, so the leader.”

- Talmud, Arachim 17a

If I am not for myself, who will be for me? But if I am only for myself, what am I? And if not now, when?

—Hillel (Jewish scholar, 110 BCE-10 CE)

“Leadership and learning are indispensable to each other.”

—John F. Kennedy (US President, 1917-1963)

“I heard [Max Fisher] say very, very frequently that before you can become a leader in your state or your country or even internationally, you need to be a leader in your hometown.” – Peter Cummings (Max Fisher’s son-in-law)

“The President listens when Max Fisher talks.” – Jewish Exponent, June 5, 1981

OVERVIEW:

This section concentrates on Max Fisher as a leader and philanthropist. Philanthropy, vis-à-vis tzedakah, is addressed in the *GENEROSITY* section of the Fisher Archives: <http://maxmfisher.org/narratives/generosity>.

LEADERSHIP EXERCISES:



Who’s the Leader?

An introductory exercise to examine leadership behaviors and different types of leadership

Materials needed: None.

Instructions: Identify one student as the “leader” and one as the “guesser.” The remaining students are the “followers.”

Round 1 - Gather students in a circle and ask the “guesser” to leave the room. Once the guesser has left, instruct the rest of the students (i.e., the “followers”) to imitate the movements of the leader (i.e., crossing legs, rolling eyes, flapping arms, etc.) once the guesser returns. The leader and the others in the circle should act as inconspicuous as possible. The guesser returns and stands in the middle of the circle and has three tries to identify the leader.

Round 2 – Ask for other volunteers to serve as the leader and guesser. Also select one or two “non-conformists.” This time, the non-conformist(s) will not imitate the actions of the leader. Students can be instructed to either follow the leader or one of the non-conformists. The guesser has to identify the original leader and the non-conformists.

Discussion questions:

- ◆ What did you do to identify the leader?
- ◆ What did you do to identify the non-conformists?
- ◆ Was there anyone who didn’t speak? This is not an indication of weakness. To the contrary: Good leadership often requires that one listen and take stock of group dynamics before jumping in with his/her own input.
- ◆ What is the role of the leader? How does that role change when some people no longer want to follow? Can one (or how can one) lead those who want to follow a different path?

LEADERSHIP EXERCISES (CONT.):



I Define Leadership as...

An exercise designed to get students talking about their ideas of leadership

Materials needed: Typed quotes (see below) posted throughout classroom

Instructions: Explain to students that there is no single answer in this exercise. Ask students to stand under the quote that they think best defines leadership. Ask them to share why they chose that particular quote. Once all students have shared their choices, invite students to change where they are standing; if they choose to stand under a different quote, ask them why they prefer it to the first one they chose. Which quotes best describe Max Fisher?

Quotes:

If I am not for myself, who will be for me? But if I am only for myself, what am I? And if not now, when? – Hillel (Jewish scholar, 110 BCE-10 CE)

A genuine leader is not a searcher for consensus but a molder of consensus. –Martin Luther King, Jr. (African-American leader, 1929-68)

Good leaders must communicate vision clearly, creatively, and continually. However, the vision doesn't come alive until the leader models it. –John c. Maxwell (Author, born 1947)

Effective leadership is not about making speeches or being liked; leadership is defined by results not attributes. –Peter Drucker (Business professor, 1909-2005)

As we look ahead into the next century, leaders will be those who empower others. –Bill Gates (Entrepreneur, philanthropist, born 1955)

Do what you feel in your heart to be right—for you'll be criticized anyway. –Eleanor Roosevelt (First Lady of the US, 1884-1962)

He who has great power should use it lightly. –Seneca (Roman philosopher, 4 BCE-65 CE)

Leadership and learning are indispensable to each other. –John F. Kennedy (US President, 1917-1963)

The supreme quality of leadership is integrity. –Dwight Eisenhower, (US President, 1890-1969)

Most often, the person who becomes leader is not the one who knows the way, but the one who behaves as if he/she knows. – (Midrash) Yalkut Shimoni

One who is wise, humble and fearful of sin may be made a community leader. –Tosafot (12th Century commentary on Mishna) Sanhedrin 7:1

The task of the leader is to get his people from where they are to where they have not been. –Henry Kissinger (US Secretary of State, born 1929)

We do not know the extent of our own power to change and to effect change. But we must act; that is in our power. –Rabbi Baruch Bokser (Professor of Talmud, Jewish Theological Seminary, 1946-90)

We must not appoint a leader over the community without first consulting the people. –Talmud Berachot 55a

Modesty is a great thing, for Moses our Leader was endowed with it. –Midrash HaGadol (13th Century rabbinic work)

You cannot be a leader, and ask other people to follow you, unless you know how to follow, too. –Sam Rayburn (Speaker of US House of Representatives, 1882-1961)

There are those who look at things the way they are, and ask why...I dream of things that never were, and ask why not? –Robert F. Kennedy (US Senator, 1925-68)

LEADERSHIP EXERCISES (CONT.):



Human Knot

An exercise to explore the roles people assume to accomplish a group task.

Materials needed: None

Instructions: Have students stand in two circles. Identify two students from each group to serve as “observers.” Outside the hearing of the larger groups, ask the observers to pay attention to dynamics within their groups (i.e., who speaks, who remains quiet, who—if anyone—gives up, etc.). The remaining students follow your directions (below) and form a human knot. Once the knot is complete, ask students to unknot themselves without letting go of hands. Then ask the observers to share what they saw. From their observations, help the groups glean who took the lead and how they did so. Not everyone is a leader nor is everyone a follower, but all are essential to the group. How would their group function had everyone been leaders? Followers? Had they quit the exercise? Review various times when Max stepped up to lead*. Who were other figures in those situations? How did they work together? How did Max exert his leadership when it seemed like there was no solution? How might the outcomes have been different without Max’s leadership?

*Example from <http://maxmfisher.org/resource-center/photo/yom-kippur-war>, October 10, 1973: *Max went to the Oval Office and presented a letter to President Nixon from the Presidents of the Jewish Conference. “Please send the Israeli what they need,” Fisher told Nixon. “You can’t let them be destroyed.” When Fisher left the Oval Office, he went with the certainty that Nixon would resupply the Israelis. This critical intervention became a major turning point in the war.*

Directions: Ask students—minus the observers—to form a circle. Instruct each person to grab the hand of the person across from him/her. Once that step is completed, ask them to grab the hand of the person next to them. Some people will be facing the circle while others will be facing away. Tell them that, without dropping anyone’s hand, they must all face into the circle (i.e., to be able to see one another). You may instruct any additional moves as you see fit. Then tell them—again, without dropping hands—to unknot themselves. Note: This may prove to be an impossible task. Observing how the group interacts and problem-solves is much important than the “knot.”



Social Media: To Post or Not to Post? That is the Question

An exercise exploring what is wise to share, or not share, online and how to leverage social media for doing what is right and what is good.

Materials: Breaking “news” headlines:

- ◆ *Japan, 8:01 am:* Devastating earthquake outside Tokyo kills 9000. Death toll rising.
- ◆ *Tennessee, 3:15 pm:* Church group’s chartered bus careens off mountain during heavy rains. Scores injured.
- ◆ *Detroit, 1:25 am:* Local mosque burns to ground. Arson, hate crime suspected.
- ◆ *Sderot (Israel), 2:23 am:* Hamas continues heavy barrage of rockets from nearby Gaza. Children’s summer camps and social activities canceled for 45th day in a row.

Instructions:

Part I : Discuss with your students ways in which information has been posted on Facebook or Instagram about a devastating event such as a major earthquake, tornado, etc. If they were to hear breaking news about such an event, how would they use social media? Would they encourage discussion on Instagram or their Facebook page? Would they include a link to donate emergency relief? Would they choose to not post anything? Does the location of a catastrophe dictate their action? Does the nationality or religion of the people affected impact their decision to post/not post?



Social Media: To Post or Not to Post? That is the Question (CONT.)

Part II: Closer to home: Ask your students if they ever been shocked or upset by a social media post. How did they handle it? Ask if their parents have **rules** about what they may/may not post on Instagram or Facebook. Divide the students into smaller groups and ask them to discuss the following scenarios:

Jon sees a Facebook post that includes an offensive photo of a girl in his class. He likes the girl and feels terrible that the photo is on Facebook. What, if anything, should he do?

Mara's teacher made a mistake in calculating her final grade and awarded her an "A-" rather than the "B-" she actually deserved. Mara tells her friend, Ariel, who then posts it on Instagram with the hashtag "maracheatsbigtime." You see the post. What, if anything, should you do?

Noah's friend, Dan, created a fake Facebook profile using the name of one his teachers. For the next two weeks Dan posts mean statements about other teachers and students in school. When the teacher finds out about it he asks who was responsible for the phony profile. Noah is the only one who knows that Dan did it. What, if anything, should Noah do?

Sophie and her best friend, Izzy, get into a huge fight and stop speaking to each other. Izzy uses Twitter and Instagram to encourage the rest of the class to stop being friends with Sophie. When she sees the posts Sophie is angry and hurt. What can she do?

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COMPENDIUM OF QUOTATIONS CITED

Ben (the son of) Zoma said: Who is wise? He who learns from all people, as it is said: 'From all those who taught me I gained understanding' (Psalms 119:99). Who is strong? He who conquers his evil inclination, as it is said: 'Better is one slow to anger than a strong man, and one who rules over his spirit than a conqueror of a city' (Proverbs 16:32). Who is rich? He who is satisfied with his lot, as it is said: 'When you eat the toil of your hands you are fortunate and it is good for you' (Psalms 128:2). 'You are fortunate' -- in this world; 'and it is good for you' -- in the World to Come. Who is honored? He who honors others, as it is said: 'For those who honor Me will I honor, and those who scorn Me will be degraded' (I Samuel 2:30).

WISDOM

"Who is wise? One who learns from every person." – Pirkei Avot, 4:1

"One who is wise, humble and fearful of sin may be made a community leader." - Tosafot (12th century commentary on the Mishna) Sanhedrin, 7:1

"I just wasn't interested in publicity, I was interested in doing things that I thought were right and good." – Max Fisher

GENEROSITY

"Give now. The need is now." – Max M. Fisher

"Tzedakah is as important as all the other commandments put together." – Talmud Baba Batra, 9a

"If, however, there is a needy person among you, one of your kinsmen in any of your settlements in the land that the Lord your God is giving you, do not harden your heart and shut your hand against your needy kinsmen. Rather, you must open your hand and lend sufficient for whatever he needs." - Deuteronomy 15:7-8

"It's not about what you can give, it's about what's needed." – R. Jill Jacobs, *Where Justice Dwells: A Hands-On Guide to Doing Social Justice in Your Jewish Community* (2011).

[Rabbi Judah ben Tema] used to say: At five years old one is fit to study Scripture, at ten years to study the Mishnah, **at thirteen to do mitzvot (carry out the commandments as an adult)**, at fifteen to study the Talmud, at eighteen to be married, at twenty to provide for the family. - Mishnah, Pirkei Avot 5:24

"Even a poor person who is supported through tzedakah must give tzedakah." – Babylonian Talmud, Gittin 7b

"Tzedakah is as important as all the other commandments put together." – Talmud Baba Batra, 9a

"You are not required to complete the task, but neither are you free to desist from it." —Mishnah, Pirkei Avot, 2:21

"Every person is obligated to give tzedakah according to his means, even the poor man who himself is supported by public tzedakah must himself give tzedakah. Let him give of what he receives and even if he can give *davar muat*, a small thing, he should not hold back. For his little is considered as important as tzedakah from a wealthy man." — Shulchan Aruch 34:2

"Our willingness to share liberally of what we have with those less fortunate is essential to securing the common good and protecting the human dignity of every person." – Dorff, E. and Newman, L. (Eds.) (2008). *Jewish Choices, Jewish Voices: Money*. p.122

"Give of yourself, give as much as you can! And you can always, always give something, even if it is only kindness!" – Anne Frank (1944). "Give!" Tales from the Annex

"How wonderful it is that no one has to wait, but can start right now to gradually change the world! How wonderful it is that everyone, great and small, can immediately help bring about justice by giving of themselves!" – Anne Frank (1944). "Give!" Tales from the Annex

"Kol Yisrael areyvim zeh la zeh." All of Israel is responsible one for the other. - Talmud, Shevuot 39a

COMPENDIUM OF QUOTATIONS CITED (CONT.)

SERVICE

"Learn to do good, devote yourself to justice." -- Isaiah, 1:17

"You are not required to complete the task, but neither are you free to desist from it." --Pirkei Avot, 2:21

"The world depends on three things: on Torah, on service and on acts of loving kindness." --Pirkei Avot, 1:2

"The legacy that he leaves is a legacy of service to the Jewish people above all, of using one's resources and one's talents and abilities, to advance the needs and the causes of the Jewish people, as a people, around the world." - Robert Aronson (Former CEO, Jewish Federation of Metropolitan Detroit)

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"The President listens when Max Fisher talks." -Jewish Exponent, June 5, 1981

"Max's name has become synonymous with many things, but two words--giving and leadership--always come first to mind." -Paul Borman

"Your natural abilities made you an inevitable leader of the Jewish community, not only nationally, but on a worldwide basis." -Jason L. Honigman

"I can think of few individuals who have more selflessly contributed their time, energy and resources for the good of the nation as well as for the Jewish people." --Alexander Haig (Former US Secretary of State), November 15, 1994.

"A genuine leader is not a searcher for consensus but a molder of consensus." --Martin Luther King, Jr. (African-American leader, 1929-68)

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COMPENDIUM OF QUOTATIONS CITED (CONT.)

LEADERSHIP (CONT.)

"The task of the leader is to get his people from where they are to where they have not been." —Henry Kissinger (US Secretary of State, born 1929)

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"You cannot be a leader, and ask other people to follow you, unless you know how to follow, too." — Sam Rayburn (1882-1961, Speaker of US House of Representatives)

"There are those who look at things the way they are, and ask why...I dream of things that never were, and ask why not?" —Robert F. Kennedy (1925-1968, US Senator)

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation." —Robert F. Kennedy (1925-1968, US Senator)

"Although the politician's memory is short, the Jewish people have a long memory. They will remember you with love and admiration." —Yitzchak Shamir (Former Prime Minister of Israel)

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ADDITIONAL QUOTES

"A genuine leader is not a searcher for consensus but a molder of consensus." —Martin Luther King, Jr. (African-American leader, 1929-68)

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SUGGESTED RESOURCES

WISDOM

Chidush - 18 Pomegranates: <http://www.18pomegranates.org/index.php?id=141>

Jewish Women's Archive: <http://jwa.org/teach/golearn/oct05/youth>

Lesson Planet: <http://www.lessonplanet.com/search?keywords=generosity>

On1Foot – Wiesel: <http://on1foot.org/text/elie-wiesel-indifference>

On1Foot – Why? <http://on1foot.org/sourcesheet/why>

Seeds of Generosity: http://www.seedsofgenerosity.org/for_teachers.html

GENEROSITY

Areyvut: <http://www.areyvut.org/resources/>

Berman Jewish Policy Archives:
<http://www.bjpa.org/Publications/downloadFile.cfm?FileID=13076>

<http://www.bjpa.org/Publications/details.cfm?PublicationID=13366>

Chidush - 18 Pomegranates: <http://www.18pomegranates.org/index.php?id=141>

Institute for Jewish Community and Research:
http://www.jewishresearch.org/PDFs/Transition_Phil_2001.pdf

Jewish Teen Funders Network: <http://www.jtfn.org/resources/temple-isaiah-seventh-grade-fund-simulation>

Jewish Women's Archive: <http://jwa.org/teach/golearn/oct05/youth>

Online Hadracha Center:
<http://www.hadracha.org/en/vw.asp?method=r&id=1645&title=Tzedakah>

Learning to Give: http://www.learningtogive.org/lessons/all_units.asp?grades=9-12

NFTY: <http://www.nfty.org/resources/programbank/jewishlearning/>

Teachers First: <http://www.teachersfirst.com/lessons/givingtree.cfm>

On1Foot:
<http://on1foot.org/taxonomy/term/13?tid%5B%5D=25>

<http://on1foot.org/sourcesheet/universe-obligation-0>

USY Educator's Corner:
http://www.usy.org/wpcontent/uploads/2010/11/Tzedakah_sb_sample.pdf

<http://www.usy.org/progbank/pinat/>

Valley Beth Shalom: <http://www.vbs.org/page.cfm?p=845>

Where Do You Give: <http://wheredoyougive.org/images/uploads/resources/WDYGCurric.pdf>

SUGGESTED RESOURCES (CONT.)

SERVICE

Areyvut: <http://www.areyvut.org/resources/>

Chidush - 18 Pomegranates: <http://www.18pomegranates.org/index.php?id=141>

Jewish Women's Archive:

<http://jwa.org/teach/golearn/oct05/youth>

<http://jwa.org/teach/golearn/jan07>

Lookstein Center:

http://www.lookstein.org/lessonplans_output.php?id=2315941&existing=Social+Action+and+Responsibility

On1Foot/Hillel:

http://www.on1foot.org/sites/default/files/AB%20Seminar%20Session%202_0.pdf

On1Foot/Uri L'Tzedek:

[http://on1foot.org/sites/default/files/Social%20justice%20intro%20\(Rachel%20Rosenthal's%20mekorot\).doc_0.pdf](http://on1foot.org/sites/default/files/Social%20justice%20intro%20(Rachel%20Rosenthal's%20mekorot).doc_0.pdf)

<http://on1foot.org/text/supreme-court-justice-ruth-bader-ginsburg-remarks-jewish-council-public-affairs-feb-18-2002>

PBS Teachers: <http://www.pbs.org/teachers/socialstudies/inventory/civicscommunitycitizenship-35.html>

Panim: http://www.justaction.org/lessonplans/Section1/Chapter7/Chapter7_Lesson3.pdf

USY Educator's Corner: <http://www.usy.org/progbank/pinat/>

LEADERSHIP

Areyvut: <http://www.areyvut.org/resources/>

Chidush - 18 Pomegranates – Weisel: <http://on1foot.org/text/elie-wiesel-indifference>

Jewish Views on Leadership – Hal Lewis:

http://www.hallewis.com/articles/Lewis_AJewishViewonLeadership.pdf

Mandela-Long Walk to Freedom: http://weinsteinco.com/wp-content/uploads/2013/pdf/Lessons_In_Leadership.pdf

National TSA High School Leadership Lessons:

http://www.iltsa.org/National_TSA_Leadership_Lessons.pdf

On1Foot – Leadership: <http://on1foot.org/sourcesheet/jewish-leadership>

On1Foot – 38 Witnesses: <http://on1foot.org/text/abe-rosenthal-thirty-eight-witnesses-kitty-genovese-case-california-univ-california-press-1964->

Pinterest: <http://www.pinterest.com/scmcmahon/leadership-lesson-plan-ideas/>

Rabbi Joseph Telushkin on Leadership: <http://youtu.be/vgUfOc2fowU>

Rabbi Irwin Kula on Leadership: http://youtu.be/k_11gt9OZyI

Student Leadership Challenge:

<http://www.studentleadershipchallenge.com/Resource/resource-lesson-plan-1.aspx>

Young Judaea:

http://www.kintera.org/site/c.nuIYKfMWIvF/b.7743421/k.1938/Leadership_Training_Seminar_Kit.htm

CREDITS

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Robin S. Axelrod – Curriculum Author

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