



# TEACHING RESOURCES (GRADES 6-8)



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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 EXERCISE



### Correct Chronology

*An exercise to explore major milestones in Max Fisher's lifetime*

#### Materials:

- 1) *Detroit Free Press* article, "The Amazing Life of Max Fisher" (October 3, 2003): <http://maxmfisher.org/resource-center/article/detroit-free-press-amazing-life-max-fisher>
- 2) The following timeline milestones:
  1. Max Fisher is born in Pittsburgh, PA. (1908)
  2. Max Fisher plays football in high school. (1923-1926)
  3. Max Fisher attends The Ohio State University. (1926-1930)
  4. Max Fisher moves to Detroit. (1930)
  5. Max Fisher starts his business The Aurora Gasoline Company. (1938)
  6. Max Fisher goes to Israel on a study mission. (1954)
  7. Max Fisher speaks with U.S. President Richard Nixon about the importance of supporting Israel during the Six-Day War. (1967)
  8. Max Fisher is appointed Chairman of New Detroit in an attempt to ease tensions following Detroit's race riots. (1968)
  9. Max Fisher develops Detroit Renaissance to rebuild Detroit's inner city. (1970)
  10. Max Fisher is instrumental in helping U.S. President Richard Nixon win re-election. (1972)
  11. A helicopter carrying Max Fisher and Henry Ford II makes a forced landing in the middle of the Sinai Desert. No one is hurt. (1972)
  12. Max Fisher helps U.S. President Gerald Ford win re-election. (1976)
  13. Max Fisher's labor of love for the city of Detroit, the Riverfront residential project, breaks ground. (1982)
  14. Max Fisher celebrates his adult bar mitzvah. (1984)
  15. Max Fisher writes an article for the *Detroit Free Press* entitled "Believe in a brighter future for Detroit." (1984)
  16. Max Fisher creates the "No Name Committee" and meets with U.S. President George H. W. Bush to discuss the emigration of Jews from the Soviet Union to the United States. (1988)
  17. *Quiet Diplomat*, a biography about Max Fisher written by Peter Golden, is published (1992)
  18. Max Fisher receives the American Jewish Committee's National Distinguished Leadership Award (1994)
  19. Max Fisher receives an honorary degree from Brandeis University. Whoopi Goldberg is another honorary recipient that day. (1997)
  20. Max Fisher celebrates his 90<sup>th</sup> birthday. (1998)
  21. Max Fisher is named "Michiganian of the Year." (1999)
  22. Max Fisher dies at age 96. (2005)

**Instructions:** Cut the 22 chronology milestones into separate slips of paper and add the corresponding letter on the back of each one:

Milestone #1 = A; Milestone #2 = M; Milestone #3 = A; Milestone #4 = Z; Milestone #5 = I; Milestone #6 = N; Milestone #7 = G (and so on through #22 to spell the "secret code" AMAZING LIFE OF MAX FISHER).

Shuffle the slips of paper; divide the class in teams of four. Make enough sets so each team gets a set. Ask students to use the Max Fisher Archives Timeline (<http://maxmfisher.org/timeline>) to search for specific milestones (e.g. birth, education, career, family, service to Detroit, relationship with Israel, etc.). Instruct them to put all milestones in the correct chronology to reveal the secret code. Cheating (i.e., referring back to the Archive) is encouraged! The first to break the code AMAZING LIFE OF MAX FISHER wins!

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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

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## 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>

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## GENEROSITY EXERCISES:



### What did Tzedakah Mean to Max Fisher?

*An exploration of Max Fisher's generosity throughout his lifetime*

Materials: Detroit Free Press article, "The Amazing Life of Max Fisher" (October 3, 2003): <http://maxmfisher.org/resource-center/article/detroit-free-press-amazing-life-max-fisher>

Instructions: Read the Detroit Free Press article with the students and encourage discussion of the following questions:

- ◆ What did *tzedakah* mean to Max? What does it mean to you?
- ◆ What are some examples of ways Max gave back to the Jewish community? To Israel? To Detroit?
- ◆ What is a philanthropist? (Philanthropy: the giving of one's time, talent or treasure for the sake of another, or for the common good; voluntary action for the public good; or voluntary giving or service, primarily for the benefit of others. (See [www.learningtogive.org](http://www.learningtogive.org) for more details.)
- ◆ What are ways that you currently give *tzedakah*? What How did you (or will you) make decisions about where to give?

## GENEROSITY EXERCISES (CONT.)



### Bar/Bat Mitzvah Projects

The rather recent idea of mitzvah projects for students preparing to become bar/bat mitzvah is intended to teach them about the responsibilities of Jewish adulthood. The goal is to encourage social action based on the values of tzedakah and tikkun olam. But, as Rabbi Jill Jacobs of Tru'ah: The Rabbinic Call for Human Rights, says, "It's not about what you can give, it's about what's needed." (*Where Justice Dwells: A Hands-On Guide to Doing Social Justice in Your Jewish Community*, 2011).

In his book, *Putting God on the Guest List* (3<sup>rd</sup> edition), Rabbi Jeffrey Salkin argues that the earliest "inventor" of bar mitzvah is second century CE sage Judah ben Tema. "Judah envisioned the way that one's life of Jewish study and responsibility should unfold."

He 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 (Ethics of the Fathers)

Jewish tradition holds that boys become fully responsible members of the community at age 13, as do girls at age 12. This section is geared specifically for bar/bat mitzvah students

Materials: Flip chart paper, markers, masking tape

Instructions:

Explain to your students that this exercise focuses on performing the mitzvot of tzedakah and tikkun olam, not on the bar/bat mitzvah party per se. Ask them what they think the purpose is of a mitzvah project. Once several ideas are shared, divide students into groups of four or five and give each group flip chart paper and markers. Ask students to make a list of concrete **need-based** ideas that would benefit members of the community. Examples could include tutoring another student, organizing a clothing drive, assembling backpacks with school supplies for those in need, gathering materials for creative centerpieces that can be delivered throughout the community after the bar/bat mitzvah party, etc. Bring the groups together and ask them to share their ideas. Post flip chart papers throughout the classroom.

Go to the Areyvut link [http://www.areyvut.org/project\\_ideas/](http://www.areyvut.org/project_ideas/) and discuss some of the many ideas presented there.

## 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)

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### 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.)



### Rambam's Ladder

*An exercise to explore the hierarchy of tzedakah according to Rambam (Moses Maimonides, 12<sup>th</sup> century Jewish philosopher)*

Materials:

Create 3 x 5 cards as follows:

Give money so that a woman in Thailand can set up her own business to support her family	Give when a friend calls and asks you to donate to a good cause
Give spontaneously when you see that there are not enough water bowls for the dogs in a local animal shelter	Give anonymously to a fund even though you do not know who will be the recipient of your donation
Cheerfully give to someone asking for money on the street corner	Begrudgingly (i.e., showing that you'd really rather not) give to someone asking for money on the street corner
Give when your principal asks you to help a needy family at school, knowing that your name will be listed on a card given to the family	Give anonymously when your principal asks you to help a needy family at school

Rambam's ladder of tzedakah (i.e., written or projected on the board, via handout) *(see chart on next page)*

Instructions: Step 1: Show students Rambam's ladder of tzedakah, noting that the highest rung (i.e., #8) is the most honorable form of giving to those in need. Ask students why they think Maimonides put the rungs of the ladder in the order that he did. Ask if Maimonides may have forgotten any important concepts. Would they change the order of the rungs of the ladder? If yes, how?

Step 2: Divide the class into small groups and give each group a stack of tzedakah cards. Ask them to order them as a tzedakah ladder. Bring the groups back together to share their results and discuss.

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## GENEROSITY EXERCISES (CONT.)

### Maimonides Eight Levels of Charity

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**8**

Giving in a way that helps someone be self-supporting  
(such as a gift, loan, business partnership, education, or a job)

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**7**

Giving so that neither the giver nor recipient knows who the other is

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**6**

Giving so that the giver doesn't know who receives the money, but the recipient knows  
who gave the money

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**5**

Giving so that the recipient doesn't know who gave the money but the giver knows who  
got it

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**4**

Giving before being asked to do so

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**3**

Giving when asked to do so

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**2**

Giving less than one should, but being nice about it.

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**1**

Giving less than one should and not being nice about it

## 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 other students.

### 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

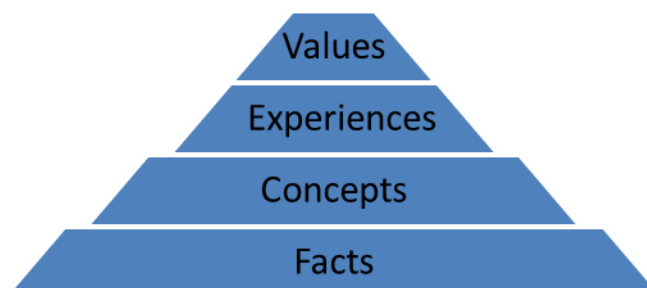
Concepts include generalizations and principles behind the facts. Students are able to process facts and make them meaningful. Facts are linked to create relationships and principles of understanding. More difficult processes of a skill are learned and practiced.

#### 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 as 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

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## 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=lpq-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

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

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

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 *Lo Alecha Ham'lacha Ligmor*; AV equipment to listen to and/or watch the song performed: <https://www.youtube.com/watch?v=AJeWdOpQYH0>.

*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 לגמור

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?

## SERVICE EXERCISES (CONT.)

*"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:



### Max Fisher in 25 Words or Less

*An exercise to learn about Max Fisher through the words of others. Good for adult curriculum, too.*

Materials needed: Project onto screen the poster found at (<http://maxmfisher.org/resource-center/document/max-fisher-25-words-or-less>), and/or print for each student as a handout.

Quotes include: “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 world-wide basis.” (Jason L. Honigman)

#### Instructions:

**Activity 1:** Divide your class into groups of two or three and ask each group to choose one quote from the poster. Ask each group to discuss the context of the quote (i.e., what it refers to, such as Max’s rebuilding of Detroit, support of Israel, etc.). Bring dyads/triads back together to share with the group.

**Activity 2:** This poster depicts Max as a hero—to the city of Detroit, the Jewish people, the State of Israel, and to others. Ask students to define what it means to be a hero. Do they know any heroes? What are the actions that make those persons heroic?

**Activity 3:** Paul Borman’s quote cites Max Fisher’s natural abilities as a leader. Ask your students whether they think leadership is a natural ability (i.e., a quality that people are born with) or a learned skill. Ask them to identify someone they think is a leader, and then ask whether they think he/she is a born leader or a trained leader. Ask your students to define what leadership is in one sentence (Or: What are some skills that all leaders must possess?). How might the world look different had Max Fisher not served as a leader?



### 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.):



### 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 45<sup>th</sup> 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

"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)." – Talmud, Bava Metzia 71a

## 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)

"He likes to live in a solution. He doesn't like to live in a problem." -- Mary Fisher (Max Fisher's daughter)

### LEADERSHIP

"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

"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)

"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 Shimon

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

## 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)

"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 (13<sup>th</sup> Century rabbinic work)

"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)

"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)

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

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

Seeds of Generosity: [http://www.seedsofgenerosity.org/for\\_teachers.html](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](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](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/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](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](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](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 – Wiesel: <http://on1foot.org/text/elie-wiesel-indifference>

Jewish Views on Leadership – Hal Lewis:

[http://www.hallewis.com/articles/Lewis\\_AJewishViewonLeadership.pdf](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](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](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](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](http://www.kintera.org/site/c.nuIYKfMWIvF/b.7743421/k.1938/Leadership_Training_Seminar_Kit.htm)

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## CREDITS

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Robin S. Axelrod – Curriculum Author

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