

# Lubavitch of North Carolina

## Carolina Shabbaton Creates Island in Time

Imagine being away with your family on a remote island with one hotel to accommodate your lodging and dining, no outside communication, only with those who are staying with you on the island. Sounds adventurous? This is precisely what 250 people from across the Carolinas experienced at the Carolina Family Shabbaton held in Columbia.

The last weekend of January was transformed in to a splendid family Shabbat excursion that lasted for 25 uninterrupted hours. The Quality Inn Hotel in North Columbia was converted in to a Synagogue and kosher dining hall all in one. The main ballroom radiated with the brightness of the many Shabbat candles that were lit just prior to the onset of Shabbat.

The Lubavitch rabbis of the Carolinas led the services. Rabbi Hesh Epstein Director of Chabad of Columbia welcomed the guests with his warmth and wit. Rabbi Pinny Herman of the Lubavitch Center in Raleigh explained the services as the large congregation read the prayers and joined in melodious songs of Shabbat.

Children's services were created and led by Charlotte's Chanie Weiss, Judaic teacher at the Jewish Day School, as well as the many exciting children's programs that were held throughout the weekend.

The main dining hall was nicely decorated with Shabbat items and was packed wall to wall with Jewish families enjoying delicious kosher Shabbat cuisine. Rabbis Binyomin Weiss and Shlomo Cohen prepared a special song book for the Shabbaton and they led the enthusiastic crowd in delightful Shabbat songs.

There were a variety of work-

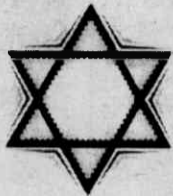
shops and discussion groups, which gave people an opportunity to explore their Judaism in an intellectual and meaningful way. The most attractive workshop was "Stump the Rabbis," where questions on any Jewish subject, ranging from philosophy, science to practical Judaism, were presented to panel of rabbis.

For many of the Shabbaton participants, this weekend was the first time they kept a totally observant Shabbat according to religious halachic guidelines. Many people were able to share experiences and stories with guests from other Carolina communities learning how to adjust to a more religious lifestyle.

The children in the group enjoyed meeting other Jewish children who share similar values and observe a more orthodox level of Judaism. Some of the children delivered prepared words of Torah while others performed with song and dance.

Saturday night, at a festive meal that marks the departure of the Shabbat the guests provided their own entertainment. Rabbi Doron Aizenman of Chabad of Myrtle Beach introduced his sons who performed a violin duo of Jewish music.

Janice and David Cantor of Charlotte hosted "Jewish Jeopardy" on a variety of Jewish topics. Dave also led some men in Chasidic Israeli dancing. A special video presentation of the Congressional Gold Medal honoring the Lubavitcher Rebbe captured some historical moments in our nations capital and gave participants a good feeling as they concluded a wonderful and enriching Shabbat experience. ✪



## Jewish Day School's Fourth Grade Class Experiences a Book

To read a book is not the same as experiencing a book. Mrs. Lipscomb's fourth grade class recently experienced *Sadako and the Thousand Paper Cranes*. This is a true story about a girl named Sadako who was living in Hiroshima, Japan, when the atomic bomb was dropped on the city. Ten years later, she developed leukemia and eventually died as a result of radiation from the bomb.

Prior to reading the book, the class explored information about World War II. They examined newspaper articles with information about the destructive force of the bombs and learned that the bombardier for "Little Boy" was from North Carolina. Next, the students responded to the picture books, *Hiroshima No Pika* and *The Faithful Elephants* as they were shared and discussed. Each book was written in the hope that future generations would learn from the horrors of the bomb and not repeat these mistakes. Background information was gathered about the disease of leukemia.

While reading this book, students kept a personal response journal in which to record their emotional reactions to the text. They listed examples of Japanese culture that they discovered while reading: food (bean soup, pickled radishes, rice balls), family traditions (daily prayer, supporting each other, Kosheshi dolls), holidays (Peace Day, O Bon), and customs (altar shelves in the homes, good luck symbols over doors). These notes were then organized into concept maps, with the main ideas surrounded by the details, in order to help the readers categorize information gathered through reading the book.

In keeping with the Japanese observance of Peace Day, an annual memorial to those who died from the atomic bomb, the class constructed paper lanterns and wrote



Motti Groner, Michael Krendian, and Mushka Weiss with their paper crane at the book review.

the names of loved ones inside as a memorial to them. Instead of floating these paper lanterns down the river with a candle inside (as the Japanese do), the students mounted their colorful, construction paper lanterns on a bulletin board with a curving blue strip of paper at the bottom to represent a river.

The author of *Sadako and the Thousand Paper Cranes*, Eleanor Coerr, used many similes in her writing. This is a literary device that enables readers to picture in their minds what is being described. After locating and listing their favorite similes, students selected one to illustrate for another bulletin board display. Some examples of those which were chosen include "Sadako was sure that [she and her best friend] would always be as close as two pine needles on the same twig," "girls who ate like hungry dragons," and "[the heat of the atomic bomb] prickled my eyes like needles."

In the book, Sadako's best friend, Chizuko, visited her in the hospital and shared the old story of the crane: if a sick person folds one thousand paper cranes, he or she will again become well. Mrs. Lipscomb taught the class the ancient Japanese art of paper folding, origami, and the enthusiastic

children soon filled the classroom with colorful paper cranes of all sizes. These were strung together and hung from the ceiling as a striking visual display. Other origami shapes were soon discovered and folded, with the help of additional resource books and an origami video from the library. The crowning touch was the jumbo turquoise-colored crane with a three-foot wingspan that was made by a group of proficient paper folders.

Final activities used to help the students apply what they had learned from their experiences were to examine the causes and effects of World War II and to write haiku, a form of poetry developed in Japan centuries ago. This type of unrhymed verse is a three-line poem with just seventeen syllables in a five-seven-five syllable pattern, and it uses exact words and precise images to evoke the power of human emotion.

These fourth graders did not just read this award-winning novel. They experienced it, responded to it, and made it a part of their lives. *Sadako and the Thousand Paper Cranes* is a book that will long be remembered by Mrs. Lipscomb's fourth grade class. ✪

## It's Morning at Preschool; Do You Know Where Your Mommy Is?

### Four-Year-Olds Say The Cutest Things!

By Kimberly Mapes, Teacher of Four-Year-Olds at The Jewish Preschool on Sardis

Four-year-olds have a unique insight on many matters. Their perceptions often make adults chuckle in appreciation. When I randomly asked the question, "While you're at school, what do you think your Mommy and Daddy are doing?" I received the following responses.

Moms, here's how your children think you're spending your mornings:

- "My mommy does what mommies do. Sometimes it's errands. Sometimes she just drives, and sometimes she gets us ready for karate."

- "She goes home, plays house, and then plays cards."

- "When she's not working in her office, she plays with our dog."

- "Hmmm... she's a clinical psychologist. She prints stuff on her computer. Then she has a lunch break."

- "My mom does boring things, like errands."

- "She goes to her friend's house, and then they go to the nail polish store."

- "My mommy teaches kids at her work."

The children had to really think about what their moms do. But, they were definitely sure of what all you dads do:

- "Sometimes Daddy works. Other times, he plays golf."

- "He makes money at his work. But not on weekends. On weekends, he's with me!"

- "He goes to First Union to work on his computer and make phone calls."

- "He goes on trips so he can make money."

- "My dad works. I've never ever gone to work, so I don't really know what he does!"

- "Daddy checks people's bones to see if they hurt."

- "My Daddy goes to the office. He's the boss so he can order people around."

- "He goes to the hospital to sew up people. After that, he goes to the office."

- "Daddy has to go to work to play with markers and crayons."

Well, Moms and Dads, no mat-



ter how you spend your precious time, we thank you for all you do each and everyday for your chil-

dren! Your efforts enable their school days to be filled with learning, hugs, smiles and laughter! ✪



Jordan Moses and Bracha Weiss lead Tu B'Shevat Seder for first graders in the Jewish Day School.