“Glue”

MAGAZINE PAGE 7

In this article, students will learn how glue creates physical bonds between things. In this lesson, students will consider the question of how one creates a bond with something one can’t see. Using glue as a starting point, this lesson explores ideas of bonding with something one can see and bonding to something one cannot see. Students will then take these ideas and create their own personal prayers and rituals to promote Jewish unity in a spiritual and physical sense.

OBJECTIVES
► Students will explain how glue serves as a metaphor for bonding and creating unity.
► Students will compare the idea of clinging to something that is spiritual and cannot be seen with clinging to something that is physical and can be seen.
► Students will exhibit an understanding of this comparison through the creation of a prayer and a ritual.

VOCABULARY
• glue
• adherence
• loyalty

QUOTES & QUESTIONS
“A single drop of super glue, on the other hand, instantaneously forms a permanent bond. Whereas white glues work when the water they contain evaporates, super glue begins to bond when it is introduced to water. Because just about everything has at least some water on it (even things that look dry have microscopic drops of water on them), super glue works on practically everything.”

Are there other things (besides water) you can think of that are there, but you can’t see? Make a list.

Water is often used as a metaphor for Torah. How are super glue and Torah related?

What sort of bonds does super glue create?
What sort of bonds does Torah create?

“There are tons of different kinds of glue—white glues, super glues, glues used by doctors to close wounds, glues to make hair stick together (also known as hair spray), underwater glues… the list goes on and on. Similarly, there are lots of different kinds of Jews, each with his or her unique purpose in this world.”

What does “different kinds of Jews” mean? Give examples.

What is your unique purpose in this world? Can other Jews help you with your unique purpose in the world? Can you help others with their unique purpose in the world?

ACTIVITY: STUCK ON UNITY
1. Read the “Glue” article on page 7 of BabagaNewz and use the guiding questions above to facilitate discussion.

Ask the class if anyone knows the Hebrew word for glue. Write it on the board. [See the answer at the left.]

Has anyone seen the same root letters used in other contexts?

2. Study the Jewish texts that contain words with the same root letters as glue. Ask students to consider the differences between spiritual and physical clinging.

3. The next part of the activity will highlight some of these ideas.

Divide the class into two groups.

One group will be the spiritual group—trying to cling to something that they can’t see.

Ask each student to write a personal prayer that asks God to allow them to meet many different kinds of Jews throughout the world without knowing who or where they are. It should express a desire to create unity amongst Jews.

The other group will be the physical group—trying to create a bond with something they can see.

Ask each student to come up with a ritual for when two Jews meet for the first time. The ritual can include words and/or movements and should try to highlight the idea of Jewish unity, connection, and commonalities.

Invite a few people from each group to share what they came up with.

JEWS TEXTS

DEVARIM 4:4
You who cling to God your God—you are all alive today.

How does one cling to God?
How can you cling to something intangible?

Why do you think this verse is written in the plural?

What is the connection between clinging to God and being alive?

This verse is traditionally recited by the congregation during the Torah reading service. How does the verse relate to that service? Why do you think it is included?

PSALMS 137:5–6
If I forget you Jerusalem, let my right hand forget its skill.

What would happen if your tongue stuck to the roof of your mouth?

Why do you think that the psalmist says this should happen if one forgets Jerusalem?

What are other examples of physical clinging that you can think of?

RUTH 1:14
And they lifted up their voices and wept again, and Orpah kissed her mother-in-law, but Ruth clung to her.

Look at the context of this verse. Why does Ruth decide to follow Naomi?

Why do you think the text uses the word “clung” instead of another term? What does the word “clung” suggest about Ruth’s attitude toward and relationship with Naomi?

Is Ruth’s clinging more spiritual or physical? Why?