

Madrikh La-Moreh: A Guide for the Talmud Teacher - Masekhet Sukkah



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Reviews

Absolutely essential study pdf. It is written in basic words and phrases rather than hard to understand. I am just happy to tell you that this is basically the finest pdf I actually have studied during my personal lifestyle and can be the very best publication for actually.
(Shyanne Senger)

MADRIKH LA-MOREH: A GUIDE FOR THE TALMUD TEACHER - MASEKHET SUKKAH

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Union of Orthodox Jewish Congregations of America, United States, 2014. Paperback. Book Condition: New. 279 x 216 mm. Language: Hebrew . Brand New Book ***** Print on Demand *****.This work is published by OUPress. Talmud learning lies at the heart of the Jewish soul and is a focus of Jewish education. Its study can be extremely impactful but multiple challenges confront the teacher of Talmud: Which sugyot and mekorot should I choose? Which approaches will resonate most with my students? How do I find the sources that most effectively resolve the most difficult challenges in the sugya? And, of course, how do I find the time to prepare as well as I should? This experience-based work provides educators with a curricular resource that addresses these challenges in a user-friendly, clear and concise format. From the introduction to the book: This guide is meant to be a resource to assist Talmud teachers in their preparation for high school level classes. The sources that are cited are intended to provide important background knowledge for classes on any level, while more advanced classes may cover more of the sources inside the texts. In each sugya I highlighted the most central sources that can be added to the teaching of the Talmud. My choices are based on their value in terms of: 1) addressing the most basic and compelling questions that emerge from the Talmud, 2) providing important general knowledge of Talmud and halacha, 3) developing the basic skills of learning Talmud with mefarshim, and 4) addressing the philosophical questions that high school students are likely to be intrigued by in each particular sugya. In the footnotes I attempted to explain the relative pedagogical value of each sugya and each additional source, as I explained why one may or may not chose to teach...



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