**Name of Unit:** Unit 1 - Origins of a Text I - Creation and Gan Eden (Bereshit 1-3)

**Grade:** 12

**Texts:** *Bereshit* 1-3**,** assorted *Mepharshim*, Enuma Elish summary

**Standards for the course:** 2.21, 2.25, 2.29, 6.16, 6.24, 6.27

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| **GENERAL**  |
| **Students will know** | **Students will be able to do** | **Content Material** |
| CharactersPlotSetting/Context | Identify charactersDescribe relationship between charactersRetell story in own wordsDescribe setting/context |  |

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| **STANDARD 2: Students will be engaged in the learning of ancient, rabbinic and modern modes of interpretation of the biblical text and will see themselves as a link in this ongoing chain of interpretation.** **התלמידים יתמודדו בלימוד פרשנות של הטקסט המקראי מתקופות העתיקה, הרבנית, והמודרנית ויראו את עצמם כחוליה בשרשרת זו מתמשך של פרשנות.****BENCHMARKS:** |
| **Students will know** | **Students will be able to do** | **Content Material** |
| **2.21 Identifies and compares various methodologies of Rabbinic interpretations/*Parshanut HaMikra*** |
| * Definitions of key terms:
	+ *Pshat*
	+ *Drash*
* Methodologies of:
	+ Rashi
	+ Ramban
	+ Radak
	+ Chizkuni
 | * Identify the type of exegesis being used in a given verse
* Choose which commentator to use based on needed information and relevant style
* Understand the *perek* from different vantages.
 | * *Prakim* 1-3
* Commentaries (e.g. 1:1) from:
	+ Rashi (throughout)
	+ Rambam (targeted)
	+ Ramban (targeted)
	+ Chizkuni (targeted)
 |
| **2.25 Identifies the literary characteristics used in Tanakh and uses them to construct an independent interpretation of the text** |
| * Definitions of key terms:
	+ Pathetic fallacy
	+ Theme
	+ Structuralism
	+ Intertextuality
* Primary themes of *prakim* 1-3
	+ Conflict and opposition are systemic to life
	+ The Other is critical to individual success
	+ Life is a-political
* Shabbat is part of creation
 | * Use literary devices to deepen their understanding of Torah
* Identify allusions to Eden in other places in Tanakh
* Specify the place of Shabbat in life and the world
* Discern and defend themes from the Torah
 | * *Prakim* 1-3
* *Bereshit* 13:10-13
* Isaiah 51:1-3
* Ezekiel 28:12-19
* Ezekiel 31:1-12
* Sforno on 2:4
* Chizkuni on 2:4
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| **STANDARD 6: Students will develop an appreciation for the sacredness of Tanakh as the primary record of the meeting between God and the people of Israel and as an essential text through which Jewish continue to grapple with theological, spiritual, and existential questions.** **התלמידים יפתחו הערכה של קדושת התנ"ך כהרשמה העיקרית של המפגש בין א'לוהים לעם ישראל וכטקסט מהותי שדרכו היהודים ממשיכים להתמודד עם שאלות רוחניות, תיאולוגיות, וקיומיות.** **BENCHMARKS:** |
| **Students will know** | **Students will be able to do** | **Content Material** |
| **6.16 Analyze how various human/divine dialogues shed light on the human/divine relationship.** |
| * The relationship between humanity and G-d
	+ G-d as parent
	+ G-d as director
	+ G-d as creator
* Creation and life are not “magic”
* Life is a-political
 | * Read and understand dialogue in *prakim* 1-3
* Identify and understand themes and morals in human/divine dialogue
* Contrast Jewish understandings of G-d and man with pagan
 | * *Bereshit prakim* 1-3
* Enuma Elish
 |
| **6.24 Uses the biblical text as a resource and springboard for the discussion of “issues of ultimate concern”** |
| * Ideas of Ultimate Concern
	+ Obedience
	+ Relationship between Man and G-d
	+ Man has a defined role in the world
	+ Separation can yield connection
	+ Man as the pinnacle of creation
 | * Identify themes/concerns/issues within the text
* Define terms related to themes/concerns/issues
* Differentiate between theological and social concerns within the text
* Critically discuss the relevance of the themes in the time of the text.
* Apply themes/concerns/issues to today’s world and personal experience
 | * *Prakim* 1-3
* *Masechet Yoma* 54b
* Sforno on 2:15
* Chizkuni on 2:15
* *Bereshit Rabbah* 12:8
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**BIG IDEAS**

1. G-d is forgiving, but His plan is paramount
2. Man is prone to sin, but can overcome it with Torah
3. Man is the pinnacle of creation

**ESSENTIAL QUESTIONS**

1. Why did G-d create Man?
2. What is the structure of the world?
3. Where did creation come from?

**PERFORMANCE ASSESSMENT**

1. Test
2. Artistic Renderings of Creation
	1. Choose a painting that depicts creation or Eden from a provided list
	2. Research the piece of art.
		1. The artist’s style
		2. The artist’s life
		3. The artist’s context (historical, geographic, religious, etc.)
		4. Any controversy or matters of importance connected to the work.
	3. Create a presentation of five to eight [5-8] minutes that addresses all of the following:
		1. Your research on the artwork.
		2. The viewpoint/perspective on either Creation or Eden that this artwork seems to espouse.
		3. If 3b (above) is an accurate representation of the biblical text.
			1. Incorporate relevant rabbinic thought, where appropriate
			2. Make specific reference to chapters, verses, and key words
		4. Why you think, based on 3a, the artist chose to present the narrative as s/he did.
		5. The use of multimedia/visuals is highly encouraged, as your classmates will probably not be as familiar with your chosen work as you are.