***B’midbar 11 פרשת בהעלותך***

***Grade: 6***

**UNWRAP THE STANDARDS AND BENCHMARKS**-Unpack the components of the selected standards, benchmarks and content to determine what students should know and be able to do.

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| **Standard 1 : Students will become independent and literarily astute readers of the biblical text in Hebrew.**התלמידים יפתחו מיומנויות כקוראים עצמאיים וכקוראים רגישים לתקנים הספרותיים של הטקסט המקראי בעברית. |
| **Benchmark 1.10f: Distinguishes between narrative, dialogue and inner quotations.** |
| To Know | To Do  | Text |
| What is narrative?What is dialogue?Words that introduce dialogueVocabularyContext of dialogueTone of dialogue | Locate פסוקים of narrativeLocate פסוקים of dialogueIdentify speakers in dialogueSummarize content of dialogueExplain where/why conversation is taking placeRead dialogue to reflect characters’ emotionsCompare inner quotation to the original dialogue | vv. 1, 4-6, 24 (speaker w/o known partner)vv. 11-23 God and Moshev. 25 Moshe and נערvv. 28-29: Moshe and Joshua |
| **Benchmark 1.12: Parses verses using specific trope.** |
| To Know  | To Do  | Text |
| Names of tropeFunctions of tropeMusic of trope | Put in major punctuation based on tropeChant in a יפה way that shows they know the function  |  Etnachta ש֑שֽ׃ Silukש֔ Zakef Katon  ש֗ Revi’ah נ֖ Tipcha  |
| **Benchmark 1.17: Identifies literary devices in texts.**  |
| To Know | To Do | Text |
| What is a literary device?Specific biblical literary devices (e.g., repeating words, repeating sounds, parallelism, key words)A literary device calls our attention and points toward the meaning of the text | Define a literary deviceIdentify examples of uses of literary devicesMake educated guesses about the text based on information provided in literary device | Repeating sounds: ס/ש, ר', ע', אפ'Repeating word/שרשאסף√, אכל√, נשא√, בכה√, רע, עם, עין, רוחFrame: Naming of place, תאוה |
| **Benchmark 1.23: Reads and comprehends longer blocks of verses from the Tanakh in Hebrew.**  |
| To Know | To Do | Text |
| The Torah is already chunked by פ' and ס'ContextPlot Characters | Describe a title for big section of textIdentify what comes before and what comes afterUses trop to recite with comprehensionDoes קריאה יפה Summarize plot, including characters involved | Sections as laid out in the MaToK workbookEnd of Ch. 10Knows significance of Yitro and that he leaves* Makes predictions for the story (Moshe is prepared for success)
* Could the story have been different?
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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 Jews 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.**  |
| **Benchmark 6.11: Compares the different evolving concepts of God that people associate with biblical texts.**  |
| To Know | To Do | Text |
| CharactersWhat is נבואה?God can appear punishingGod can be caringHow does God communicate with people? | Identify who has interactions with GodIdentify cues in the text that describe divine speech to/through peopleArticulate possible reasons for God’s behaviorDiscuss whether God’s behavior appears justifiedDescribe God’s caretaking behaviors | 11:17 vs. 11:1811:25-26, 2911:18-20Antagonistic relationship11:12-15, then 11:24-30God sets up a support structure for Moshe |
| **Benchmark 6.16: Analyzes how various human/divine dialogues shed light on the divine/human relationship.**  |
| To Know | To Do | Text |
| What is a dialogue?Context of the dialogue in textTone of dialogueGod talks to people in the TanakhWords can impact on a relationshipDialogues build relationshipsDialogues give us insight into God and human beings | Identify structure and content of dialogueIdentify speakersDescribe context of dialogueDetermine who initiates dialoguesIdentify purpose of dialogueDescribe impact of dialogue on charactersDescribe responses of characters to each other | Speech without known partner, witout verbal response (1, 4-6, 24)Moshe and God (11-23)Moshe’s willingness to demand a response by GodMoshe questions God’s ability to deliver what God promisesGod may or may not be showing patience with MosheGod is willing to give Moshe the support Moshe requests |

**DETERMINE BIG IDEAS AND ESSENTIAL QUESTIONS**

BIG IDEAS: (Identify the important generalizations—what you want students to deeply understand and apply. Brainstorm several, and narrow to a few that align best with the chosen content material)

* Leadership is a blessing and a curse
* God and people expect a lot of each other
* It’s hard to have faith and trust all the time

ESSENTIAL QUESTIONS: (Open-ended questions to focus students’ thinking and encourage students to engage with Big Ideas.)

* How do leaders rise to the challenges they face?
* How do God and human beings relate to each other?
* Why do people rebel against God?

**CREATE THE PERFORMANCE ASSESSMENT WITH ENGAGING SCENARIO**

PERFORMANCE ASSESSMENT (Performance Assessment includes a spectrum of tasks designed for students to synthesize and consolidate what they learned. Students demonstrate “proficiency” in the skills, knowledge and big ideas of the unit.)

ENGAGING SCENARIO (Creates motivation or sets the scene for students to apply knowledge and skills to problem solving.)

You are the producer of the Academy Awards of the Biblical Arts and Sciences.

**Task 1**

One of the awards will be for the Best Dramatic Reading of a Biblical Passage. Naturally, these recordings must be submitted to the Academy in advance of the awards ceremony. Using a digital recording format (using Garage Band or some other recording software, and saving to an MP3 format), submit your file to your teacher.

* 1. Begin your recording by stating your name, and the פרשה, פרק and פסוק that you are reading.

The top dramatic readings will be played during the Awards ceremony for the Academy, before the best reading is recognized.

Scoring guide:

Did I pronounce all Hebrew words accurately? Yes No

Did I read phrases fluently? Yes No

Did I read phrases expressively? Yes No

Did I use appropriate pauses, reflecting knowledge of trope? Yes No

In places where there was dialogue, did I use different voices or inflections to indicate the different characters? Yes No

**Task 2**

Create a menu for a post-ceremony party using foods mentioned in the chapter.

1. Plan an appetizer/hors d’oeuvres course, a main course, and a dessert.
2. Each course should include at least one food mentioned in במדבר י"א.
3. Your menu should be in Hebrew.

Scoring guide:

Does my menu include three courses? Yes No

Does each course on my menu include a food from במדבר י"א? Yes No

Is my menu formatted like a banquet menu, with color, graphics and interesting fonts? Yes No

[A banquet menu can look like this: <http://www.beweddingplanner.com/wp-content/uploads/Wedding-Reception-Menus-Casual.jpg>]

**Task 3**

As the producer, you must choose four awards to give.

1. First, select four categories from the list below.
2. Then, nominate your top choice for who should receive this award.
3. Write one paragraph of 4-7 sentences explaining why that person deserves that award.
	1. Be sure to include a pasuk, or a part of a pasuk, that helps to justify your nomination.

***Note: at least one award must go to Moshe, one to God, and one to B’nai Yisrael.***

Select from the following categories:

* Best actor in a drama
* Best leader when the chips are down
* Best rebel
* Best whining
* Best prophet
* Best supporting actor
* Best unsupporting actor

Scoring guide:

Did I choose four categories? Yes No

For each category, did I nominate one person? Yes No

Did I nominate Moshe at least once, God at least once, and B’nai Yisrael at least once? Yes No

For each nominee, in each category, did I clearly explain why my nominee deserves the award? Yes No

For each explanation, did I include a quote from במדבר י"א that supports my choice?

 Yes No

**Task 4**

Write an acceptance speech for the character you nominated in one of the categories that you chose.

The speech should answer the following questions:

* What or who inspired you to perform in such a manner?
* Would you conduct yourself in the same way if you could do it again?
* How did this experience change you?

**Include thank you’s**: to whom and for what?

Scoring guide:

My acceptance speech answers all the questions completely. Yes No

My thank you’s explain what I’m thankful for, and why. Yes No

My acceptance speech is pithy. Yes No

**For tasks 2-4:**

Did I spell all words correctly? Yes No

Did I use appropriate grammar? Yes No