***Megillat Ruth מגילת רות***

***Middle School***

**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.

***Text:***

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| **Standard 4 : Students will view the Tanakh as the formative narrative of the Jewish people—past, present, and future.**  **התלמידים יעריכו את התנ"ך כנרטיב המכונן של עם ישראל, בעבר, בהווה ובעתיד.** | | |
| **4.10: Identifies recurring central themes in unfamiliar texts.** | | |
| To Know | To Do | Text |
| Narrative  Characters  Setting  What is a theme?  Specific themes--definitions | Retell story, including characters, setting  Identify patterns in key words, expressions, phrases in the text, names (in narratives and dialogues)  Identify behavior patterns of characters  Explain issues in story and how characters respond to them  Make connection to theme in:   * Other Tanakh texts * Other subjects * Life | Retell story of Elimelech family   * Travels back & forth * Relationships between central characters * Plot problems   Themes:   * Migration (מהגר, לגור, הגירה, לשוב) * Lovingkindness ( חסד ) * Loyalty   Other texts:  Migration: בראשית, הבחירה,, well  Acts of lovingkindness: Avraham and the visitors; Yosef and forgiveness/support of brothers |

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| **4.20: Analyzes the characters in the Tanakh focusing on motivations and personalities** | | |
| To Know | To Do | Text |
| Characters (personality/character)  Character motivation | Identify characters  Describe personalities  Identify relationships  Identify the factors that motivate characters  Compare motivations of different characters  Judge motivations and actions | Elimelech, Naomi, Ruth, Orpah, Boaz, HaGoel (Mahlon, Chilion)  Naomi   * Experiences tragedies * Generous of spirit * Proactive * Brave * Motivated by family survival/continuity   Ruth   * Loyal * Brave * Motivated by ?   Boaz   * Generous * Kind * Welcoming/inclusive * Responsible * Strong commitment to family * Motivated by ? |
| **Standard 8 : Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments, and ways of experiencing the world.**  התלמידים יפתחו את אהבת לימוד תורה לשמה ולחבק אותו כמשאב השראה, ליידע את הערכים שלהם, מחויבות מוסריות, וכן דרכים לחוות את העולם. | | |
| **8.5: Expresses empathy for the biblical characters.** | | |
| To Know | To Do | Text |
| Narrative  Setting (time, place)  Characters  What is empathy? | Retell story  Identify places where story takes place, times  Place the incident in its historical/biblical context  Explain laws, gender roles of biblical society  Identify relationships, roles of characters  Identify choices/dilemmas faced by characters  Evaluate choices made by characters  Speculate about what you would have done in the character’s shoes |  |
| **8.14: Identifies & evaluates dilemmas in teacher identified texts.** | | |
| To Know | To Do | Text |
| Dilemmas and choices in context of narrative | Identify various dilemmas  Describe two sides of dilemma  Analyze consequences of each choice  Propose alternate solutions to dilemma  Evaluate decisions made by characters  Predict how the dilemma would play out in modern times | Dilemmas:   * Leaving Israel to go to Moav * Should the daughters stay with Naomi? * What are Boaz’s responsibilities to Naomi and Ruth? * Ruth’s moral dilemma: should she follow Naomi’s advice and approach Boaz at night? * Goel: Should he redeem Naomi and Ruth   Contemporary situations:   * Sponsoring immigrants—loyalty to family? |

**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)

* חסד is the highest form of giving
* Migration carries great risks and possibilities
* Family loyalty is tested in difficult times

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

* למה אדם עושה מעשה חסד?
* Why take the risk to immigrate?

**CREATE THE PERFORMANCE ASSESSMENT WITH ENGAGING SCENARIO**

**CREATE THE SCORING GUIDE**- Criteria for what is mastery of the subject matter.

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 areרות . You have just had a baby named עובד .

**Task 1**: You are creating a family album for your son, .עובדThe album should include at least six main episodes from the story of your life, before עובד ’s birth. The pictures should be in the order they occurred inמגילת רות . (BONUS: Write a dedication in the front of the album to the baby from his mother.)

* Two pictures should be on the theme of loyalty
* Two pictures should be on the theme of חסד.
* Two pictures should be on the theme of migration

Each picture should be labeled with the theme, a פסוק (in Hebrew) as a caption for the picture. You may draw your pictures or use computer images. Your work can be presented in written form or electronically.

**TASK 2**: For each picture write an explanation of why you chose the פסוק for that picture and also how the episode is an example of the theme you chose.

SCORING GUIDE:

* Includes 6 episodes in the order they occur in the text
* Includes 2 pictures on the theme of loyalty
* Includes 2 pictures on the theme of חסד
* Includes 2 pictures on the theme of migration
* Uses a פסוק from the text that supports each picture
* Explains effectively and accurately how each פסוק relates to each picture
* Explains in detail how each picture represents the theme

**TASK 3**: You are finally in touch again with your sister-in-law, ערפה—by text message! Answer the questions that ערפה sends you on the pages provided.

SCORING GUIDE:

* All questions are answered
* answers are supported by events and/or details in the text
* Personality traits of characters are mentioned/reflected in the work
* each answer has sufficient detail to answer the question
* effectively writes in Ruth’s voice by:
  + showing clear explanation of the immigrant experience
  + Shows hardships of adjusting to new country
  + shows Boaz’s acts of חסד
  + Shows Ruth’s motivations to go with Naomi
* Includes Orpah’s opinion of Ruth’s actions and reasons behind them

A Conversation in Texts Between רות and ערפה

How are you now? Where are you living?

How is נעמי ?

What was it like to leave מואב?

I heard you say, "עמך עמי" I never forgot that. What did you mean?

What are the people like? How did they receive you and נעמי?

How did you survive when you got there?

So you’re married now. . .What’s your husband like?



What’s it like to be a foreigner? Do you feel at home?

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What do you think about what I did?

**definitions:**

**חסד:** acts of compassion and lovingkindness, acts of mercy

**Loyalty:** Actions based on feelings of connection to someone/something

**other ideas to use (possibly) in teaching the unit:**

* Create a storyboard or comic
* Create “historical documents”
* Write a dialogue between two characters
* Create an interview with one of the characters
* Pick a song and write words for it from Megillat Ruth
* TV show: Glee, Gossip Girls, How I Met Your Grandmother
* Review family history in the form of a song or poem
* You are an immigration lawyer in the time of the Tanakh. . .Interview characters, something on sponsorship
* You are the local “yenta” and you tell what’s happening when Naomi returns to Canaan
* Boaz and Ruth’s wedding—toasts, quilt as gift