# STORIES ABOUT RIVKA:Grade three

**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: Sippurei Rivka--Bereshit 24, 25, 27***

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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.**  |
| **4.13: Increases specificity and detail of personalities, themes and events of Torah narratives.** |
| To Know  | To Do  | Text |
| CharactersWhat is a theme? (A theme is a topic or pattern that repeats)Specific themes—definitionsEvents | Identify motivationsIdentify challenges character facedIdentify qualities of characterIdentify choicesEvaluate motivationsEvaluate choicesIdentify examples of the theme in the textMake connections between text’s theme and life/selfMake connection between theme and other textsSequence eventsIdentify plot problem, rising action, climax, falling actionAnalyze impact of events on charactersAnalyze causes and effects between events |  רבקה: פעילה, נחישה, עצמאית, אמהיתאהבה, ייעודבחירה בין אפשרויות ושיקולים לגבי ההשלכות של האפשרויותרבקה על יד הבאררבקה מחליטה לעזות את מולדתההמפגש הראשון עם יצחקהולדת התאומיםרבקה והברכה ליעקב |
| **4.18: Connects Modern Hebrew words to biblical verses containing those same words or roots.**  |
| To Know | To Do | Text |
| Selected פסוקיםMeaning of selected Hebrew words in the פסוקThe importance of the selection of certain wordsConnection of biblical word to modern Hebrew | Explain the meaning of a פסוקIdentify the key word in the פסוקIdentify the שרש of the wordList modern Hebrew words with this root | אדום, אדמונימולדת, י.ל.דיעקבבכורהאהב(עבד)ברכה, ב.ר.כ. |
| **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. |
| **8.7: Compares dilemmas in one’s own personal life with dilemmas explored in the biblical narrative** |
| To Know | To Do | Text |
| NarrativeCharactersRelationshipsWhat is a dilemma?Competing values create a dilemma | Retell narrativeExplain relationships of charactersIdentify different kinds of dilemmasIdentify the dilemma in the narrativeIdentify similar personal dilemmaCompare the personal with the biblicalEvaluate values of character | דמויות: רבקה, יצחק, העבד, יעקב, עשויחסים: מסורת של נישואין, יצחק ורבקה, היחסים בין העבד ורבקה, היחסים בין עשו ורבקה, היחסים בין יעקב ורבקה, היחסים בין יצחק לבניו, היחסים בין האחיםדילמות: הדילמה של רבקה לעזב את חרן, הדילמה של רבקה בין שתי החלטות חיוביות לקבל את המוסכמות החברתיות כנגד האמונה והנבואה שלה, הדילמה של רבקה בין שתי החלטות שליליות: לשלוח את יעקב או לאבד את שני הבנים שלה |

**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)

* My choices and actions affect myself and others
* You don’t have to be perfect to be great

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

* How do people make difficult decisions?
* How do you know if a decision is a good one?
* What makes a character great?

**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.)

Engaging Scenario: You are a comic book writer and illustrator. You are creating a comic about Rivka’s life and the difficult decisions she had to make.

TASK 1

Pick 5 important scenes from Rivka’s life. For each scene, write a title that explains what is going on in the scene. Each scene should have at least one “callout” (speech bubble) when a character is saying something. At least two scenes should be about a difficult decision Rivka had to make.

Scoring Guide

1. You have five scenes.

2. The scenes are in the correct order that they occurred in the Torah.

3. Each scene has a title that explains clearly what is going on in the scene.

4. Each scene has at least one “callout” that fits it.

TASK 2

Complete a page for the comic about Rivka’s dilemmas. Choose one of Rivka’s dilemmas (leaving Aram Naharayim, going to find out about the movement of the twins before they born, sending Ya’akov to get the blessing, sending Ya’akov to Aram Naharyim).

For the dilemma you choose, write one of Rivka’s two choices in each of the thought bubbles. For each choice, write the possible consequences Rivka thought about.

Scoring Guide

1. You explain two choices Rivka had in this dilemma.

2. You give at least 2 consequences for each choice.

3. The consequences are logical and important, and based on the story.

TASK 3

Create a table with the positive qualities and choices Rivka made on one side and the negative qualities and choices Rivka made on the other. Decide whether Rivka has more positive or negative qualities and actions. Then complete the last page of the comic using the information from the table showing what you think about Rivka and her choices. Make sure to show whether the positive or the negative “weigh” more. Write one or two sentences explaining your decision about Rivka.

Scoring Guide

1. Lists the positive qualities on one side and the negative on the other.

2. Labels the positive and negative on the scale.

3. Has an explanation in one or two sentences.

4. Qualities and choices are based on the story in the Torah.