**Standards-based Unit**

**Lech Lecha Chapter 16**

**Text: Lech Lecha, Chapter 16:1-6 Hagar marries Avram**

 **Lech Lecha, Chapter 15:7-16 Hagar is sent away**

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| STANDARD 1: Students will become independent and literarily astute readers of the biblical text in Hebrew.Benchmarks:1.10a Understands verb prefixes and suffixes.1.10d Identifies biblical noun declensions.1.10f Distinguishing between narrative, dialogue, and inner quotations.**STANDARD 4:** Students will view Tanakh as the formative narrative of the Jewish people—past, present, and future.**Benchmarks:**4.9 Explores the themes of various biblical narratives and empathizes with the biblical characters involved.4.13 Increases specificity and detail of personalities, themes and events of Torah narratives.  |
| **Students will know** | **Students will be able to do** | **Content Material (text references, questions, activities)** |
| **0.0 Basic unwrapping (for every text)** |
| ContentCharactersPlotProoftexts | Identify characters in narrativeIdentify sequence of eventsSummarize plot in own wordsProvide Hebrew prooftexts to support summary of textSuggest summary theme for whole story/narrative/text |   |
| **Benchmark:** 1.10a Understands verb prefixes and suffixes. |
| Definition of verbDefinition of shoreshSome prefixes and suffixesDifferent uses of prefixes and suffixes for verbsParsing words grammatically helps understand and interpret a text | Break apart prefix/shoresh/suffixIdentify meaning of prefix/suffixIdentify to whom prefix/suffix refersMake sense of entire word, with prefix/shoresh/suffix | וַתֹּאמֶראִבָּנֶהוַיִּשְׁמַעוַתִּקַּחוַיָּבֹאוַתַּהַרוַתֵּרֶאוַתֵּקַלוָאֵקַליִשְׁפֹּטוַתְּעַנֶּהָוַתִּבְרַחוַיִּמְצָאָהּתֵלֵכִיאַרְבֶּהיִסָּפֵרוַתִּקְרָאוַתֵּלֶדוַיִּקְרָאVerb prefixes א, ת, יVerb without a prefix/suffix is past tense third-person singularVerb suffixes ךָ and הּGraphic organizer for specific verses of prefix/shoresh/suffix and meaningWorksheets for particular prefixes and suffixes to practice identifying themIdentify prefix/shoresh/suffix in chavruta and/or small groupsBanner cards |
| **Benchmark:** 1.10d Identifies biblical noun declensions: possessive suffixes, directional ה, prepositional prefixes and suffixes, and object suffixes. |
| Definition of nounDefinition of shoreshNouns have shorashim as well as verbsDefinition of possessive prefixSome of the possessive suffixesSome of the object suffixesSome of the prepositional prefixes and suffixesUses of directional הParsing words grammatically helps understand and interpret a text | Break apart prefix/shoresh/suffixIdentify to whom a pronoun refersDetermine whether it is possessive or object suffixIdentify directional ה and distinguish from possessive suffix הInfer meaning from context and prefix/suffix | לוֹ וְלָהּוּשְׁמָהּשִׁפְחָתִישִׁפְחָתָהּאִישָׁהּ לוֹ לְאִשָּׁהגְּבִרְתָּהּ בְּעֵינֶיהָחֲמָסִי עָלֶיךָבְּחֵיקֶךָבֵּינִי וּבֵינֶיךָשִׁפְחָתֵךְ בְּיָדֵךְבְּעֵינָיִךְמִפָּנֶיהָגְּבִרְתִּייָדֶיהָזַרְעֵךְשְׁמוֹעָנְיֵךְיָדוֹבּוֹאֶחָיובְּנוֹSuffixes ךָ, י, וֹ, הGraphic organizer for specific verses of prefix/shoresh/suffix and meaningWorksheets for particular prefixes and suffixes to practice identifying themIdentify prefix/shoresh/suffix in chavruta and/or small groupsBanner cardsDice and memory games |
| **Benchmark:** 1.10f Distinguishing between narrative, dialogue, and inner quotations. |
| Basic speech verbsProper nouns(character names/aliases) Pronouns | Identify who is speaking and to whom (what are they speaking about)?Recognize a direct quote Infer emotion from phrases in a quotation | Differentiate quotes with voices/ acting out etc.Express emotions behind specific phrases through intonationShow who is speaking with a graphic organizer and/or card sortHighlight different speakers in different colors |
| **Benchmark:** 4.20 Analyzes the characters in the TaNaKH, focusing on their motivation and personality.  |
| Characters (חיצוני) | * Identify the characters

(מי, מה, איך, איפה, מה אמר)* Locate character on family tree
* Locate character on timeline
 | * Have students use the family tree material and record in notebook (starting with Adam ending with Yaakov)
* Use the felt timeline or card timeline to place the story in context
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| Personality (פנימי) | * Identify actions of characters
* Describe character’s qualities / nature
* Compare the actions of the characters with other situations in the character’s life
* Evaluate if character changed
* Compare the character’s personality with personality of other characters
* Describe how character influences others and affects the action of the narrative and the course of history in TaNaKH
* Evaluate whether character accomplishes mission
 | * List out the actions for each Character: Ex: Sarai
* Our actions tell us about our personality, what actions in this perek and beyond this perek tells us about Sarai? i.e how she goes along with Avram in other scenarios or lies on his behalf
* What are some of Avraham qualities? How do we know this from other stories?
* How did Avram’s decision/passive role affect the outcome?
* Did the characters get what they wanted in the end?
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| Motivation | Evaluate / explain character’s actions and why s/he did them | * Why did Sarai give Hagar to Avraham?
* Why do you think Avram listened to Sarai and asked her to do what she saw fit?
* Why do you think Hagar giving birth changed her perception of Sarai?
* Why did Hagar run away?
* What did you think Hagar would happen if she ran away?
* Why did the Malach of Hashem tell Hagar to go back to Sarai?
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**BIG IDEAS AND ESSENTIAL QUESTIONS**

**BIG IDEAS**

* What people are called gives us clues about their relationships.
* Grammar helps us learn Torah.
* Emotions inform our decisions.
* Every situation has (at least) two sides to consider.
* Every decision has a consequence.

**ESSENTIAL QUESTIONS**

* What can specific words teach us about a person’s feelings or relationships?
* How do emotions lead us to make decisions?
* Is there only one person who can be “right” in a situation?

**PERFORMANCE ASSESSMENT WITH ENGAGING SCENARIO**

**Engaging Scenario**
You are Hagar, writing a diary about your experiences.

**Task 1**

Write several diary entries or a short memoir that tell the story of what happened to you from just before you married Avram until you returned to Avram’s house (the events of chapter 16).

* My story or diary entries tell all of the events in the chapter from my perspective.
* I used at least five quotations from the text in my entries.
* I picked four Hebrew words with possessive suffixes to use in my writing appropriately, in place of the English words.
* The entries include dialogue between me and another character.
* I included how I felt about the events I described.

**Task 2**

In a separate diary entry, reflect on your actions. Consider the following questions:

* Would you do the same thing over if you could?
* If you would change your actions, what would you do differently and why?
* What are some alternatives you could have chosen? What are the pros and cons of these choices?
* How did emotion drive your actions?
* Why do you think the other person reacted the way s/he did?
* How would you have liked the other person to react?
* I reflected on whether or not I did the “right” thing by evaluating the pros and cons and alternative actions I could have taken.
* I reflected on other characters’ actions.
* I described the emotions I felt and why I acted the way I did because of those emotions.
* I have at least 3 פסוקים or phrases to support my reflections.

**Alternative, Differentiated Assessment**

**Engaging Scenario**

You are on a newspaper staff, and the issue you are putting together an issue about Sarai, Avram, and Hagar, based on the events of chapter 16.

Each child is assigned to a different section of the newspaper:

Comic Strip

* My comic tell all of the events in the chapter.
* I used at least three פסוקים or phrases in my comic.
* I picked three Hebrew words with prefixes/possessive suffixes to use in my writing appropriately, in place of the English words.
* The comic includes dialogue between characters.
* I included facial expressions, body language, or thought bubbles to show how characters felt about the events shown.

Featured Article: Reporter (Focus on Using Text Evidence as Support)

* My article tells all of the events in the chapter.
* I used at least five פסוקים or phrases in my article as the source for my reporting.
* I identified any prefixes/possessive suffixes in the quotations I used.

Featured Article: Reporter (Focus on Dialogue and Prefix OR Possessive Suffix)

* My article tells the events in the chapter, with focus on dialogue between characters.
* I used at least three quotations from the text in my article.
* I picked three Hebrew words with prefixes/possessive suffixes to use in my writing appropriately, in place of the English words.

Advice Column: Hagar, Sarai, and Avram - What could have done differently?

* My column explains the problem the character is facing.
* My column includes the choice the character made.
* My column includes advantages and disadvantages of the choice made.
* My column suggests an alternative for the character.
* My column explains the advantages and disadvantages of this alternative.

Interview: How do emotions influence your actions?

* I or my partner took the perspective of the character and the other interviewed the character.

Partner taking perspective of character:

* I reflected on whether or not I did the “right” thing by evaluating the pros and cons and alternative actions I could have taken.
* I reflected on other characters’ actions.
* I described the emotions I felt and why I acted the way I did because of those emotions.
* I answered questions with as much detail as I could.
* I have at least 3 פסוקים or phrases to support my reflections.
* I helped my partner think through the questions s/he would ask.

Partner interviewing the character:

* I asked questions about what choices the character made and what the character could have done differently.
* I asked about other characters in the story.
* I asked what the character would do if s/he were in the same scenario again.
* I asked follow up questions when my character answered.
* I used at least 3 פסוקים or phrases in my questions.
* I helped my partner think through the answers s/he would give.

Crossword Puzzle

* I used all my vocabulary words to make a crossword puzzle.
* I used prefixes/possessive suffixes in my clues or in the puzzle answers.
* I included details from the story in my clues.

Rashi’s Remarks

* I studied Rashi’s comments on verses 4 and 5.
* I explained what’s bothering Rashi in these verses.
* I explained Rashi’s understanding of the verse.
* I added my own interpretation of how Sarai and Hagar feel in these verses, using the language of the **פסוקים** to prove my interpretation.

Hagar Tells All (Focus on Text Evidence)

* My story or diary entries tell all of the events in the chapter from my perspective.
* I used at least five quotations from the text in my entries.
* I picked four Hebrew words with possessive suffixes to use in my writing appropriately, in place of the English words.
* The entries include dialogue between me and another character.
* I included how I felt about the events I described.
* I reflected on whether or not I did the “right” thing by evaluating the pros and cons and alternative actions I could have taken.
* I reflected on other characters’ actions.

Trivia Page: Geography, Compare and Contrast Chapter 15 and 16, Question Section

* I used at least three quotations from the text in my trivia questions.
* I used geographical information found in the back of the חומש.
* I picked four Hebrew words with possessive suffixes to use in my writing appropriately, in place of the English words.
* I asked questions comparing what the angel told Hagar in chapter 16 and what God promised Avram in chapter 15.
* I asked questions about why the same language is used in chapters 15 and 16.
* I included an answer key for my questions.