**Name of Unit:**שלח לך

**Grade: 7**

**Texts (including midrashim, commentaries, artwork):** במדבר י"ג, י"ד

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| **GENERAL**  |
| **Students will know** | **Students will be able to do** | **Content Material** |
| Characters PlotSetting/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: 2.11, 2.18** |
| **Students will know** | **Students will be able to do** | **Content Material** |
| **2.11: Articulates elements and principles of Rashi’s commentary on the Torah text.** |
| * What is a דבור מתחיל?
* Common textual difficulties Rashi responds to
* דבר אחר--Rashi can have more than one explanation to a problem in the text
 | * Recognize letters in Rashi script with a cheat sheet
* ID דבור המתחיל and match it to the place it appears in the פסוק
* For a given pasuk, find any and all Rashi’s on it in a mikraot gedolot and/or sefaria.
* Infer the question Rashi is answering
* Rewrite Rashi’s פרוש in their own words
* Explain how Rashi’s comment explains the text
* Analyze the comment to figure out which of the common textual difficulties Rashi is responding to
* Judge the strengths and weaknesses of the פרוש
* Create their own answer to Rashi’s question
* Ask their own question
 | * [שלח לך אנשים](https://www.sefaria.org/Numbers.13.2?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.2.1&lang2=he) - Rashi on 13:2, talks about connection between spies and Miriam, *lashon hara* (students need to review story of Miriam/Aaron and the Cushite woman)
* [שלח לך](https://www.sefaria.org/Numbers.13.2?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.2.2&lang2=he&w2=all&lang3=he) - Rashi on 13:2, talks about Moshe as the one wanting to send the spies, not God.
* [כלם אנשים](https://www.sefaria.org/Numbers.13.3?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.3.2&lang2=he) - Rashi on 13:3, talks about the leaders being worthy
* [עלו זה בנגב](https://www.sefaria.org/Numbers.13.17?lang=he&with=Rashi&lang2=he) - Rashi on 13:17, talks about Moshe crafting the spies’ journey to engender a positive view of the land
* [וילכו ויבאו](https://www.sefaria.org/Numbers.13.26?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.26.1&lang2=he) - Rashi on 13:26, that the spies went out with an evil intent to bring back a negative report
* [זבת חלב ודבש הוא](https://www.sefaria.org/Numbers.13.27?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.27.1&lang2=he) - Rashi on 13:27, how all *lashon hara* begins with truth
* [אל משה](https://www.sefaria.org/Numbers.13.30?lang=he&aliyot=0&p2=Rashi_on_Numbers.13.30.2&lang2=he) - Rashi on 13:30, Caleb and Moshe leadership dynamics

Possible Enrichment:Importance and implications of names given to us: סתור בן מיכאלויקרא משה להושע בן נון יהושעRashi on 13:16; also foreshadowing about the importance of Yehoshua |
| **2.18: Interprets a text to relate it to personal experience.**  |
| * Tanakh characters have experiences and feelings like ours; we share similar human experiences
* Issues, challenges the characters face
 | * Describe issues characters face
* Tell story from the perspective of different characters
* Analyze motivations of the characters (4.20)
* Extract general ideas, issues, themes, experiences from the text
* Make connections:
	+ Text-Self
	+ Text-Text
	+ Text-World
* Compare/contrast own experiences with those of characters in the Tanakh
 | * How we deal with the unknown
* Peer pressure
* Being an Upstander+Task 1
* What is it like to take a position different from the majority? When might you/might you not do that? How does it feel to do that? With whom do you identify here--Caleb, Joshua, the ten?
* Connections to the book *The Outsiders.* Which character is most like Joshua? Caleb? Compare/contrast
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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 בעתיד.****BENCHMARKS: 4.19, 4.20** |
| **Students will know** | **Students will be able to do** | **Content Material** |
| **4.19: Traces events of the narrative with greater intensity, focusing on details and complex themes.**  |
| Timeline of the story they are learningThe overall/general complex themes in the narrative | Arrange events of the story in chronological order Describe the events before and after the narrative they are studyingIdentify examples of the theme(s) with supporting versesInfer missing details from the textCompare and contrast other Tanakh stories with similar themesConnect the Tanakh story to their own experience or other stories they readExplain ways to identify a theme in a narrativeSuggest themes present in the story | What else has Yehoshua done?+Task 1Exodus and the wanderingsEgel Hazahav (How does God react? How does Moshe act? How is it resolved?)The complaining of the people in B’midbar (various places)(create or use a timeline)Themes: Leadership (Task 3) Task 5The power of languagePerceptions shape reality Task 5Being an upstanderLeadership: Other stories of Moshe; how is his leadership here similar to/different from other texts? How has he evolved?Compare Moshe to Avraham in Gen. 18 (Sdom/Amorah)Ex. 32 (Egel Hazahav)Num. 18 (Miriam/Aaron and talking about the Cushite woman)D’varim version of this story |
| **4.20: Analyzes the characters in the Tanakh, focusing on their motivation and personality.** |
| מי הדמויותתכונות אופיקשר בין אישיות להתנהגותכלים לאבחן התנהגות (למשל דבור)הבחנה בין עובדה ומסקנה | לזהות דמויות בטקסטלזהות התנהגות של הדמויות בטקסטלהסיק תכונות אופי מהתנהגות הדמותלבסס את המסקנות על הטקסט או על אירוים תנכיים מהעבר להשוות התנהגויות של דמויות בטקסטלבקר את ההתנהגויות של אחת או כמה מהדמויותIdentify characters in textIdentify characters' behavior in textInfer character traits from character behaviorBase their conclusions about characters on the textCompare characters' behavior in the textEvaluate the behaviors of one or several of the characters | Who is Yehoshua? What has he done before this?Who is Caleb? What motivates him? Is he the hero? Does he contribute to the discord?Moshe: What’s up with him in this text? Why does he send the men into the land? Ten other spies: What’s their role--scouts or spies? What’s the difference? How do they understand their mission?B’nai Yisrael: Why do they react this way? Where are they coming from? What is their perception of themselves? What do they know/not know about their future? What’s their relationship to Moshe? Do they trust him? If not, why not?Aaron: Falls on his face with Moshe. Could he/should he have done or said more?God: What is God thinking? What is God’s reaction? Is the punishment appropriate? What might have been the alternatives (and their consequences)? |

**BIG IDEAS**

* Each of us is a link in an ongoing chain of interpretation.
* Texts can be interpreted from multiple perspectives.
* Words have power for harm and for good.
* Our perceptions shape our reality.
* מנהיגים הם דוגמאות/Leaders are role models.

**ESSENTIAL QUESTIONS**

* What does it mean for a modern person to “converse” with interpreters of past generations?
* What makes words so powerful?
* How much (and in what ways) does my attitude impact my life?
* מה עושה מנהיג למנהיג טוב?

**PERFORMANCE ASSESSMENT (Possibility #1)**

Engaging Scenario: You and Rashi co-host a podcast. You are developing an episode on leadership.

TASK 1: Select one of the leaders from “Shlach Lecha” to invite as a guest. Explain why or how they demonstrate qualities of leadership, using evidence from the text.

*Use the graphic organizer to lay out your information.*

CHECKLIST TASK 1:

* State which leader from shlach lecha you chose
* list 3 qualities of leadership they possess
* Explain where in the text they demonstrate this quality (summarize the event)
* For each quality include a correctly formatted citation from the text

TASK 2: Develop a list of questions you will ask. They should be open-ended and designed to get the guest to open up. Try to find out from your interviewee why he did what he did, and how he felt afterwards, and how his actions and words impacted others. (*Provide examples of good podcast questions from Fresh Air; open-ended and closed questions*)

CHECKLIST TASK 2:

* write at least 4 questions for the interviewee
* Refer to 2 or more events or situations that your interviewee was involved with

TASK 3: Draft the answers that you think the guest will give, and order them so that the flow of the episode will be engaging and make sense. Make sure to refer to stories that happened prior to this one that influenced what happened here (echoes of the past)

CHECKLIST TASK 3:

* The response to each question should be at least 3 sentences

TASK 4: Rashi has asked you to draft his questions as well. Refer to his פרושים to come up with questions he would ask.

CHECKLIST TASK 4:

* Write 2-3 questions for Rashi to ask your guest
* Cite the peirush on which your question is based

TASK 5: Write the preview that will appear in the podcast description on iTunes. Write it to get potential listeners to download. It might address things like this: Why did you choose this person? What issue was the person dealing with that your audience could relate to? What do you think of this person? How/why do you connect with this person? [Examples of podcasts.](https://www.commonsensemedia.org/blog/20-best-podcasts-for-kids)

CHECKLIST TASK 5:

* 3 sentences long
* Refers to one big idea you are taking away from your conversation with the interviewee
* Describe one way this interview is relevant to you or your audience

FOR FUTURE CONSIDERATION:

* Include Benchmark 4.21 and make the connection to the 13 middot and Yom Kippur (especially if the previous year they have studied to that part of the the egel story)
* 5.13 on the place of Israel in Jewish identity

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| Lesson # | Text Chunks | LessonSummary | Connection to Unwrapping | Connection to Big Ideas/Essential Questions | Connection to Performance Assessment Tasks |
| *1.5 - 2 periods* | 0 | Send students in groups on a mission, and they have to bring a report back (to observe gym or recess).Students give their report.What differences were there between the different reports?What dynamics were there within the group?Blindfolded object exploration, then come together as a group to give one reportCompare two biased video accounts of one event (PETA vs. Chabad Kappores)Escape boxes (Rashi script) reviewing timeline issue; debrief focusing on group dynamic, and who took leadership |  |  |  |
| 1*3 periods* | Numbers 13:1-16 | 1. Give them the title of the parsha - word association, make predictions.
2. Review what a dibbur hamatchil is.
3. Read psukim in Hebrew - ID names, verbs, etc.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Read psukim in English and check for basic comprehension.
2. Read Rashi’s commentary (Hebrew/English interlinear)
3. Students rephrase Rashi’s commentary in their own words.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Given a choice of several option, choose which is the Inferred question Rashi is asking. (Jeopardy)
2. How does Rashi’s commentary add a new idea to the text? Does it enhance the text or does it not explain the text well?
 | To Know* What is a דבור מתחיל?

To Be Able To: * ID דבור המתחיל and match it to the place it appears in the פסוק
* Rewrite Rashi’s פרוש in their own words
* Explain how Rashi’s comment explains the text
* Identify characters in text
* Infer the question Rashi is answering
* Rewrite Rashi’s פרוש in their own words
* Explain how Rashi’s comment explains the text

שלח לך - Rashi on 13:2, talks about Moshe as the one wanting to send the spies, not God. | LEADERS ARE ROLE MODELS, PERCEPTIONS SHAPE OUR REALITY |  |
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| 2*1 period* | Numbers 13:17-24  | 1. Read in English with Hebrew reading protocols
2. Graphic organizer to break out Moshe’s questions given to spies
3. How does what you’re asked to look for influence what you see? Watch video about change blindness, basketball gorilla video (class discussion)
 | * Identify characters in text
* Identify characters' behavior in text
* Infer the question Rashi is answering
 | Rashi on 13:17* The spies should go to the Negev first because it is bad, then see the best stuff last, like a merchant.

PERCEPTION SHAPES REALITY |  |
| *1 period* |  | 1. Read Rashi’s commentary (Hebrew/English interlinear)
2. Students rephrase Rashi’s commentary in their own words.
3. Infer the question Rashi is asking. (Jeopardy)
4. How does Rashi’s commentary add a new idea to the text? Does it enhance the text or does it not explain the text well?
 | * ID דבור המתחיל and match it to the place it appears in the פסוק
* Infer the question Rashi is answering
* Rewrite Rashi’s פרוש in their own words
* Explain how Rashi’s comment explains the text
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| 3*2.5 periods* | Numbers 13:25-29  | 1. *Something about words having power*
2. Super-Speed Tanakh: Miriam’s Lashon Hara
3. Read Rashi’s commentary (Hebrew/English interlinear)
4. Students rephrase Rashi’s commentary in their own words.
5. Infer the question Rashi is asking.
6. Class discussion about the power of words - good and bad
7. Read the report of the spies and comprehension check - which parts of the reports are positive and negative?
8. What is the impact of these words on Bnei Yisrael?
 | שלח לך אנשים - Rashi on 13:2, talks about connection between spies and Miriam, lashon hara (students need to review story of Miriam/Aaron and the Cushite woman) WORDS HAVE POWERRashi on 13:27* Recognize letters in Rashi script with a cheat sheet
 | WHAT MAKES WORDS SO POWERFUL? |  |
| 4*1 period* | Numbers13:30-14:4 | 1. Read Caleb and Joshua’s response
2. Interrogate the motivations - why do Caleb and Joshua and the spies have such different reports? What is the difference in their attitudes? How are they showing leadership/being upstanders?
3. Reaction of Bnei Yisrael - mob mentality
 |  | OUR PERCEPTIONS SHAPE OUR REALITY.How much and in what ways does my attitude impact my life?LEADERS ARE ROLE MODELS.What makes a good leader? | Write interview questions for Caleb, Joshua or the 10 spies asking why they reported the way they did. |
| 5*5 periods* | Numbers 14:5-10 | 1. Caleb and Joshua speak part 2
2. Prepare talking about what makes a good leader
3. Rashi on כלם אנשים
4. What are the leadership roles and qualities of the 10 spies?
5. What are the leadership roles and qualities that Caleb and Joshua has?
6. What motivates upstanders? What challenges do they face?
7. In your own experiences, when do you succumb to peer pressure, and when are you an upstander?
8. Could Moshe and Aaron have reacted better?
 | 2.11 כלם אנשים - Rashi on 13:3, talks about the leaders being worthy LEADERS ARE ROLE MODELS2.11 know common textual difficulties Rashi responds to.2.11 Explain how Rashi’s comment explains the text.2.18 Identify issues and challenges that characters face.2.18 Analyze motivations of characters.2.18 Being an upstander.2.18 Connections to the book The Outsiders. Which character is most like Joshua/Caleb?2.18 Peer pressure and group think.2.18 Compare and contrast own experiences with those of characters in the Tanakh.4.19, 4.20 Who is Yehoshua? What has he done in the past?4.20 What is Moshe’s role in this text? Why does he send the men into the land? 4.20 Aaron’s role in the story? Could he/should he have done something?4.20 Compare characters’ behavior in the text4.20 Base their conclusion about characters on the text (textual evidence)4.20 Evaluate the behavior of one or several of the characters. | LEADERS ARE ROLE MODELS.What makes a good leader? |  |
| 6*3 periods* | Numbers 14: 11-20 | 1. God and Moshe’s dialogue
2. Comparison with Egel Hazahav argument
3. Comparison with other people who argue with God
4. What are the character traits of someone who argues with God?
 | 2.18 Analyze motivations of characters2.18 Identify the issues and challenges the characters face.4.19 Connection to Egel Hazahav, including reactions of God and Moshe.4.19 Compare Moshe to Avraham (Gen 18, Ex 32, Num 18).4.20 Infer character traits from actions.4.20 What is God thinking? What is God’s reaction? | LEADERS ARE ROLE MODELS.What makes a good leader?Extension: WORDS HAVE POWER.  |  |
| 7*2 Periods* | 14: 21-45 (English) | Perhaps in a jigsaw to see what happens to the spies, the people, and Caleb/Joshua | 4.19 Timeline of the story they are learning. 41.9 Arrange events of the story in chronological order.4.19 Connect Tanakh stories to their own experiences or other stories they read.4.19 Exodus and the Wanderings.4.19 Themes: Leadership, Power of Words, Perception Shapes Reality, Upstander4.19 Suggest themes present in the story.4.19 Identify examples of the themes with supporting verses.4.20 Who are the characters? What are their personality characteristics? |  | TASK 1 |
| 8*1 period (total)* | Performance Assessment Prep | What is a podcast?Listen to an example of a podcast.How to cite a pasuk correctly.Review Claim, Evidence, Reasoning |  |  |  |
| 9 | Performance Assessment | Tasks 1: 1 periodTasks 2 and 4: 1 periodTask 3: 1 periodTask 5: ½ periodPeer Editing/Teacher Meetings: 1.5 periodsShowcase and Process Reflection: 1 period |  |  |  |
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