

EDUCATOR SUBMITTED LESSON PLAN

Biblical Origins

SUBJECT AND GRADE LEVEL

Biblical Origins, 8th Grade

AUTHOR(S)

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ENDURING UNDERSTANDING

The choice to engage in the *Brit* (covenant) forms lasting attitudes toward our Jewish peoplehood, Jewish homeland, and Jewish culture. (*adapted from - People Make Choices. Choices Make History*)

ESSENTIAL QUESTIONS:

1. What do our ancestors, our present generation and our future gain from accepting the *Brit*?
2. How does the *Brit* develop lasting attitudes toward our Jewish peoplehood, Jewish homeland, and Jewish culture?
3. Why are these lasting attitudes toward Jewish peoplehood, Jewish homeland, and Jewish culture important/relevant?

In future lessons, we will reflect back on this lesson and ask this (but not in this lesson)

4. How does our commitment to the *Brit* make us an “us” or a “them?”
5. What are the impacts of our commitment to the *Brit* or becoming an “us” or “them” through our commitment to the *Brit*?

ASSESSMENT:

- Establishing connection to Israel (this might be done in Israel prep class after this first lesson as opposed to Jewish History class). We are assessing the part where they take quotes and analyze their quotes and their connection. Must also make a relationship to *Brit* and whether or not connection goes back to *Brit*.

ACTIVITIES AND PROCEDURES

4. Warm-up when enter the class

- a. *Ein Li Eretz Acheret* is playing on the speakers and a translation of the song is projected. In a box, there is a question that asks the students to sit down at their name card and record on the inside “What is the singer’s connection to Israel? What language does she use to convey that connection?”

5. Set induction

- a. Before you enter Disneyland, the Zoo, a new hotel, etc...what is the first thing you are given? (a map)
- b. Why? (so you know where you will go, you understand better where you are)
- c. When you see these pictures (show pictures from Sinai, past classrooms, the 8th grade patio, etc), how does it make you feel? (proud, familiar, like I know it)
- d. Why do you feel that way? Why proud/familiar? (because I’ve been here since mommy and me)

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ACTIVITIES AND PROCEDURES (CONTINUED)

- 3. Teacher transition:** In this class we are going to constantly come back to this idea (point to the sign that reads “People Make Choices, Choices Make History.” You are going to explore Jewish life in Western Europe, Eastern Europe, the United States and the State of Israel → but before we look at any of that, we need to know – where does our earliest connection to *Eretz Yisrael* come from? (Students give possible responses and they might say **Tanach**).
- a. If not say *Tanach*, give hints – yes, the *Tanach*! In groups that I will assign you, you will walk to one of the Stepping Stones that is assigned to you. Once you reach your stone, follow the directions printed and complete the activity. You will rotate to the next stone when I tell you to rotate (have a student repeat the directions).
- 4. Lesson Activity** - “Walk to Know It” – see attached pages
- a. Students walk to different *Britot* stones and make analyses.
- i. On each stepping stone is the text they need to study (the citation) and they have a text sheet already and guiding questions. On each stepping stone might be a visual of the land as well.
- ii. Students answer the questions. They rotate to the next stone and proceed.
1. Texts used:
- a. Genesis 12:1-3-7
- b. Genesis 13:14-17
- c. Genesis 26:1-5
- d. Genesis 28:13-15
- e. Exodus 19:3-6
2. Questions on graphic organizer:
- a. What promise does God make?
- b. What do the people have to do?
- b. Come back to seats and debrief as a class and compare answers out loud as a class to make sure everyone has understood
- i. What do our ancestors, our present generation and our future gain from accepting the Brit?
- ii. How does the Brit so far develop lasting attitudes toward our Jewish peoplehood, Jewish homeland, and Jewish culture? (hint: look back at what we gain.....how does that make us feel as a nation, as a people? How does this make us feel about our land? What about our religion?)
- c. As a class, study Leviticus 18:24-30 together, Deuteronomy 30:1-5,
- i. Ask same questions as above and also.....what else is added? What more do we learn?
1. There is a condition. The people have to do something.
2. They might lose their land
3. It's not a permanent loss. There is a chance to get it back.
- a. Teacher asks: How do you feel about that idea that if you mess up, you can try again? What happens at the end of the Tanach to the Jewish people? (they get kicked out)
- b. Teacher asks: What do you remember in 6th and 7th grade from Jewish History – where are the Jews living that you're studying about in 7th grade? Are they in the land of Israel? (no) Where are they? (Spain and everywhere else).
- c. Teacher says: Okay – so we are starting where you left off in 7th grade. We are in Europe. We are not in the land of Israel. So now, you tell **me**.....

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Closure card (see last page):

1. Why are these lasting attitudes toward Jewish peoplehood, Jewish homeland, and Jewish culture important, even if the Jews are not in their “homeland?”
2. You are going to Israel at the end of this year. Why do you think Sinai Akiba feels it’s important for you to “know” your land, and therefore, send you there? In other words, what do you think Sinai Akiba wants you to feel about Israel?

Closing Questions:

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3. What is clear from today and what’s still a little cloudy?

Walk to Know It – The Jewish Earliest Connection to Israel

Directions:

1. Go to the stepping stone assigned to you by your teacher.
2. Look up the text printed on your stone in your *Tanach* and answer the following questions.
3. Rotate to the next stone when you teacher tells you to rotate.

Tanach Text	What is promised by God?	What do the people have to do?	What are the conditions?

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