***Teaching Navi***

**Activities with Active Learning Strategies**

**Activity 1**

The first *perek* in *Sefer* Yehoshua begins with instructions from Hashem to Bnei Yisrael. A common question that typically arises when reviewing these *pesukim* is why Hashem chose to repeat the phrase, *Chazak V’Ematz,* three times.I think that if I were to teach this part of the *perek* to a fourth grade class, I would use two different active learning strategies. Firstly, before reading the *pesukim*, I would ask the students to pay attention to the three different times the phrase is said. I would ask them to focus specifically on why they think it might have been repeated; what is the difference between the three times it is used? This would employ the strategy of “pre-reading assignment.”

 Secondly, after teaching these *pesukim* through the lenses of the different *brachot*/pump-up speeches that Hashem gave to Yehoshua, I would ask the students to write a one-minute paper that would allow them to reflect on what Hashem has just told Yehoshua. It would ask them to think about and reflect on what they think Yehoshua is feeling at this moment in time as well.

**Activity 2**

 In *Shmuel Alef, Perek Chet*, Bnei Yisrael asks Shmuel for a king to rule over them. While Hashem has given permission to Bnei Yisrael in *Sefer Devarim* to appoint a king in *Eretz Yisrael,* Shmuel’s reacts very negatively to their request, as he views it as an insult to himself, as well as to Hashem.

 I think that if I were to teach this lesson to sixth grade students, I would first have the students chorally read these *pesukim*. This would actively engage each student at the start of the lesson. After reading the *pesukim* and explaining what they mean, I would ask the students to “think-pair-share” what they think the reason Bnei Yisrael was asking for a king according to *pesukim* 1-5, and why they think Shmuel reacted so negatively according to *pesukim* 6-9. After calling on a few students to hear their responses, I would then ask the students to do a “vote with their feet” about whether or not they agree with Bnei Yisrael or Shmuel’s perspective. One side of the room would be that Bnei Yisrael did have a right and did not do anything wrong by asking for a king, and the other side of the room would be that Shmuel had a right to be upset with Bnei Yisrael since they should not have asked for a king.

**Activity 3**

Sefer Shmuel begins with the story of Chana being misinterpreted by Eli, who believes she is drunk while she is actually praying. If I were teaching this lesson to tenth grade students, I would have them learn *pesukim* 1:9-18 *b’chavruta,* as I think it would allow them the opportunity to discuss and discover a somewhat startling story on their own. I then would review the story with them, and would clarify to them what happened to them based on their questions. After doing this, I would then ask them to create a visual description on their I-pads of two parts of the story; one, to draw the scene when Eli accuses Chana, but with a special focus on Chana’s facial reactions, and two, to draw the scene of Chana explaining what she was doing to Eli, with a special focus on Eli’s face after he hears from Chana what she was actually doing.