Penina Bernstein

**Grade Level/ Subject:** *8th Grade Navi*

**Unit:** *Sefer Shoftim*

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| **Stage 1- Desired Results** | |
| **Established Goals**   1. Students will be able to explain and summarize the overall structure of Sefer Shoftim. Topics will include:    1. Galgal Hachozer    2. Progression of Shoftim; their names, actions, stories    3. Different enemies throughout Sefer Shoftim 2. Students will more clearly define their own personal idea of leadership. They will explore the idea of leadership through the different characters in Sefer Shoftim. Characters include:    1. “Good” Shoftim: Otniel, Ehud, Devorah, Gidon    2. Avimelech    3. “Bad” Shoftim: Yiftach, Shimshon 3. Students will be able to utilize textual clues to identify commonalities between different stories within Sefer Shoftim. Such areas include:    1. Galgal Hachozer terminology    2. Identifying descriptive words for each shofeit.    3. Hashem’s role in each story. | |
| **Enduring Understandings**  Students will understand that…   1. Sefer Shoftim is a “*Galgal Hachozer.”* 2. Textual clues can highlight important information. 3. The Shofeit was a leader during his time, and that each shofeit responded to the leadership in his/her own way. 4. Hashem was very involved in the events of Sefer Shoftim. | **Essential Questions:**   1. Why was each particular shofeit a leader? 2. What made them a leader in that particular story? 3. What is leadership? 4. Why did Bnei Yisrael sin so frequently during this sefer? 5. What does the Galgal HaChozer teach us about Bnei Yisrael? |
| **Overall Knowledge**   1. Students will be able to state the name of each shofet, and how long they were the shofeit for. 2. Students will be able to explain the story of each shofeit, and what they did to help Bnei Yisrael. 3. Students will be able to state the names of the enemies of Bnei Yisrael during this time. 4. Students will be able to explain what the Galgal Hachozer is, and how it signifies Sefer Shoftim at large. | **Overall Skills:**   1. Students will be able to write their own summaries of each Shofet’s life using the important information from each story. 2. Students will be able to align the *galgal hachozer* with each story, using the terminology necessary. 3. Students will be able to identify how the Navi perceives the specific Shofeit using the words from the text. |
| **Stage 2- Assessment Evidence** | |
| Performance Tasks:   1. Quiz at the end of each Perek or Shofeit, depending on unit. 2. One Unit Project at the end of each Shofeit 3. Midterm and Final | **Other Evidence:**   1. Daily Exit Cards 2. Class participation 3. Chavruta packets |
| **Stage 3 – Learning Activities** | |
| 1. Each unit will begin with a KWL chart about the specific story that the students are about to learn. 2. Students will learn b’chavruta each of the different stories. They will learn the stories utilizing a packet prepared by the teacher. Packet will include: hard words, pointers on how to learn the perek and guiding questions that they need to complete. (These questions will be collected). 3. Teacher will review perek and questions with students, after teacher looks over the questions, students need to highlight in the pesukim the big ideas as the teacher mentions them in class. 4. Students will be provided with the topic for the “end of unit discussion,” and will be provided with areas that they should prepare (such as terminology, or leadership qualities). Students will prepare for this discussion using their chavruta packets and highlighting packets. 5. End of unit discussion will be conducted to identify and discuss the larger ideas that one can learn from the Shofeit. 6. Quiz will be given to ensure that the key points regarding terminology and story structure were absorbed. 7. Students will be provided with end of unit project to complete on their own at home. This project will allow the students to utilize their creativity and review the material in an exciting way. | |

**Curriculum Map**

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| **Perek** | **Content** | **Assessments** | **Learning Activities** |
| **Perakim 1-2** | -The transition from Sefer Yehoshua to Sefer Shoftim.  -Nachalot of Bnei Yisrael  -Introduction of Galgal Hachozer, its’ terminology and repetition within Sefer Shoftim. | -Daily exit cards  - Quiz about:  -terminology  -transition between Sefer Yehoshua and Shoftim  **Group Assessment:** Students will have to create a video within which they demonstrate the transition from Yehoshua to Shoftim, and explain what Bnei Yisrael are up to in the beginning of the Sefer.  **Unit Assesment:**  Students will have to create an original illustration and explain in words the cycle that Bnei Yisrael have during this Perek. Students must utilize pesukim as well for this portion. | -KWL chart will be used to access students knowledge about Bnei Yisrael during times of Sefer Yehoshua.  -Students will work b’chavruta to complete a chart about which shevet captured which part of Eretz Yisrael (based on Perek Alef).  -Teacher will review this worksheet with students.  -Teacher will introduce students to Galgal Hachozer, and will conduct discussion about why this is significant within the Sefer.  -Students will construct a circle wheel to demonstrate galgal hachozer. It will include the different sections and pesukim to support each section. |
| **Perakim**  **3-8** | **Stories of the “Good Shoftim”**  ***Main points for all stories:***  -Evidence of galgal hachozer  -leadership qualities of each shofeit.  -Enemy that Shofeit faced  -Role of Hashem | -Daily exit cards  -Terminology quiz at the end of each Shofeit   * Identify galgal Hachozer * Identify Hashem’s role * Identify Shofeit descriptions. | ***For each Shofeit:***  **-**KWL chart with teacher introduction  **-**Students will work b’chavruta to read through each story, and prepare it using guiding questions (elaborated on above in UBD)  -Teacher will review the perek with students based on the guiding questions answered prior to the lesson. During this time, the students will highlight in the pesukim the important ideas mentioned by the teacher.  -Discussion at the end of each Shofeit’s section about what made him/her leader. |
| Otniel and his story | -Students will be asked to do a “character sketch” about Otniel, and what made him a leader. |
| Ehud and his story | -Students will be asked to write a journal entry as Ehud, after he finishes his job as a Shofeit about how well he thinks he did as a Shofeit. |
| Devorah and her story | Students will be paired up to write their own “Shirat Devorah” based on the story of Devorah and Barak, explaining their story and Hashem’s involvement in it. | **End of Unit Activity**  -Students will prepare for a discussion about the similarities and differences between the different Neviim.  They will identify:   * common terminology for galgal hachozer, * common actions, * Hashem’s involvement. * Why Bnei Yisrael might be sinning.   -Teacher will conduct discussion. Students will be responsible for the information discussed for the midterm. |
| Gidon and his story | End of Unit Project:  Students will be asked to create a timeline at the end of all four shoftim, including important details from each of their stories, with a special focus on Gidon. |
| Midterm |
| **Perakim 9-11** | Avimelech and his story.  -Story of Avimelech is different from others; omission of Galgal Hachozer  -Students will understand that this is transition story between “good” and “bad” shoftim. | **-** Daily exit cards  -Quiz at end of unit.  **Group Assessment:**  Students will be asked to create skits in class to explain the story of Avimelech.  **End of Unit Project:**  Students will be asked to write an essay explaining the “uniqueness” of this story within Sefer Shoftim” | -KWL chart  -Students will work b’chavruta to read through each story, and prepare it using guiding questions (elaborated on above in UBD)  -Teacher will review the perek with students based on the guiding questions answered prior to the lesson. During this time, the students will highlight in the pesukim the important ideas mentioned by the teacher.  **-**Students will conduct a discussion about the importance of this story, within the context of Sefer Shoftim.  -Students will review the story in the text using a matching sheet. |
| **Perakim 11-16: Focus on Yiftach and Shimshon** | **Stories of the “Bad Shoftim”**  ***Main points for all stories:***  -Evidence of galgal hachozer  -Leadership qualities of each Shofeit.  -Questionable behaviors of each Shofeit  -Enemy that Shofeit faced  -Role of Hashem | -Daily Exit cards  -Quiz | **-**KWL Chart  **-**Students will learn the stories with the teacher (as it is more complicated stories.)  -Students will review the perek utilizing guiding questions. Students will be asked to identify the words that show:   * Galgal Hachozer * Hashem’s role * Words that describe the Shofeit.   -Review game about “good shoftim” in preparation for the following discussion  -Teacher-led discussion about mistakes made by Shimshon and Yiftach, and what made them different from the earlier Shoftim. |
| Yiftach and his Story | **-**Students will be asked to create a comic strip for the story of Yiftach that explains the story, his mistakes and leadership moments, and shows the Galgal Hachozer. |
| Shimshon and his Story | -Students will be asked to debate in class whether or not Shimshon was a strong shofeit, while backing up their arguments with words from the pesukim. |
| End of Year Summary | -Students will be asked to write two reflective journals on Sefer Shoftim using guidelines from the teacher.   * Journal 1: Why is Bnei Yisrael able to sin so much? What does it show us about the Sefer as a whole? * Journal 2: Name 3 shoftim, and discuss one leadership quality that you can learn from each.   -Students will take an exam that will test them on basic knowledge for each of the Shoftim, using provided guidelines from the teacher. |  |

**Model Assessment**

**(Quiz on Story of Yiftach- Perakim 10:6-12)**

**True or False (4 points each- circle T or F)**

1. Yiftach was the son of Gilad**. T or F**
2. Yiftach agreed immediately to go help his brothers fight Amonn**. T or F**
3. Yiftach went to speak to the king of Amon himself. **T or F**
4. Yiftach’s daughter asked to be sent away to the mountains before she was killed.

**T or F**

1. Bnei Yisrael mourned for Yiftach’s daughter six days a year**. T or F**

**Multiple Choice (5 points each)**

1. **Why were Bnei Ephraim angry at Yiftach?**
   1. Because he did not involve them in bringing a Korban to Hashem.
   2. Because he did not ask them to help him fight Amon.
   3. Because he did not ask them to help him fight Gilad.
   4. Because he sacrificed his daughter
2. **Why did Bnei Gilad kill the man from Ephraim?**
   1. He lied to them and could not pronounce Shliboleth
   2. He was a traitor during the war with Amon
   3. They thought he would kill them
   4. He told them he was from Ephraim.
3. **Why did Bnei Yisrael cry out to Hashem in Perek 10?**
   1. They felt badly that they sinned
   2. They were getting killed by Amon
   3. They were unable to get along with each other
   4. They meant to cry out to Baal.
4. **What does Hashem respond immediately after Bnei Yisrael cry out to him?**
   1. Go out and serve your other G-ds; they will save you.
   2. I will save you.
   3. He does not respond.
   4. Do Teshuvah, and I will save you

**Completion Questions** (3 points each)

1. \_\_\_\_\_\_\_ people from Shevet Ephraim died at the hands of the people of Gilad
2. Yiftach was Shofeit for \_\_\_\_\_\_ years.
3. Yiftach’s brothers did not want him to inherit their father’s property because he was the son of \_\_\_\_\_\_\_
4. Yiftach’s daughter went away for\_\_\_\_ months.
5. After Yair died, Bnei Yisrael started doing the sin of \_\_\_\_\_\_\_\_\_\_\_ again.

**Chronology** (3 points each) – Please put the following 4 things in order.

1. \_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_

A.

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| |  |  |  | | --- | --- | --- | |  |  | לְכוּ וְזַעֲקוּ אֶל הָאֱלֹהִים אֲשֶׁר בְּחַרְתֶּם בָּם הֵמָּה יוֹשִׁיעוּ לָכֶם בְּעֵת צָרַתְכֶם: | |
| B.   |  | | --- | | וַיִּזְעֲקוּ בְּנֵי יִשְׂרָאֵל אֶל יְהֹוָה לֵאמֹר חָטָאנוּ לָךְ וְכִי עָזַבְנוּ אֶת אֱלֹהֵינוּ וַנַּעֲבֹד אֶת הַבְּעָלִים: | |

C.

וַיָּסִירוּ אֶת אֱלֹהֵי הַנֵּכָר מִקִּרְבָּם וַיַּעַבְדוּ אֶת יְהֹוָה וַתִּקְצַר נַפְשׁוֹ בַּעֲמַל יִשְׂרָאֵל:

D.

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| וַיֹּסִפוּ | בְּנֵי יִשְׂרָאֵל לַעֲשֹוֹת הָרַע בְּעֵינֵי יְהֹוָה וַיַּעַבְדוּ אֶת הַבְּעָלִים וְאֶת הָעַשְׁתָּרוֹת וְאֶת אֱלֹהֵי אֲרָם וְאֶת אֱלֹהֵי צִידוֹן וְאֵת | אֱלֹהֵי מוֹאָב וְאֵת אֱלֹהֵי בְנֵי עַמּוֹן וְאֵת אֱלֹהֵי פְלִשְׁתִּים וַיַּעַזְבוּ אֶת יְהֹוָה וְלֹא עֲבָדוּהוּ: |

**Question – (3 points) – What is this cycle above called? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Short Answer Questions**  (15 points each)

**1.** Analyze the description of Yiftach in the beginning of Perek 11.

* What does the description of Yiftach tell us about him as a leader? (5 points)
* Analyze Yiftach in contrast to Gidon. Do you think they are similar or different? Please back up your answer with 2 examples. (10 points).

**2.** Analyze the war between Bnei Gilad and Bnei Ephraim with regard to Yiftach’s leadership.

* Please identify whether or not you think Yiftach was a good leader during this story. Please support your answer with 2 reasons as to why you think so, and support your reasons with quotes from the pesukim. (10 points)
* Has Yiftach’s leadership changed from the beginning of the Perek? (5 points)