

# A ROAD MAP TO TEACHING HIGH SCHOOL TANACH

This **toolkit** relates to the following Better Lesson outcomes:



## Project Based Learning

I design deep learning experiences that are personalized and aligned to student interest.



## Formative Assessment and Differentiation

I differentiate how students are engaging in and reflecting on the learning process.

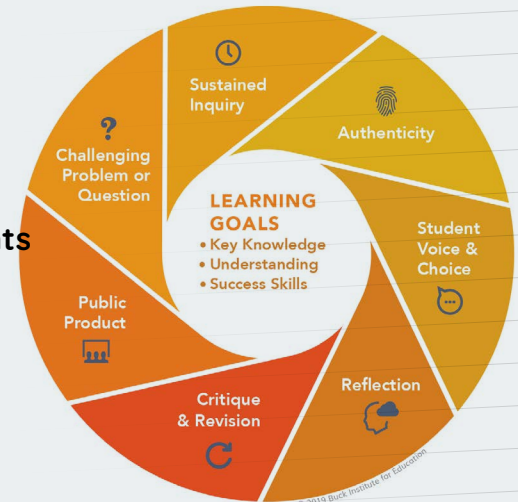


## Competency-based learning

I design learning progressions that support students to independently progress toward mastery.

## Gold Standard PBL

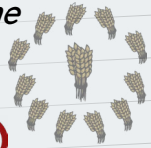
Seven Essential Project Design Elements





## DRIVING QUESTIONS:

- » *What lessons do we learn from this text and the commentaries' understanding about family ties, and how can we implement these lessons in our lives?*
- » *What do we learn from the Yosef character that emerges from this text and the commentaries, and how does this section set up the rest of Sefer Bereishit?*



## PBL; JOSEPH AND HIS BROTHERS:

1

**Analyze** the section of the sale of Joseph in Joseph and the Technicolor Dreamcoat and Joseph King of Dreams and (a) comparing and contrasting the films and (b) discussing where each film is consistent with and departs from the text.

2

**Create** a graphic novel to tell the story using text, commentaries and images. There should be a “footnoting” section at the end to connect images with text and commentaries.

3

**Design** a triptych depicting Jacob, Joseph and the brothers during the telling of the second dream—each picture/painting depicting the different perspectives.

4

**Design** a storybook that addresses sibling rivalry and how to handle it. (or not!)

5

**Produce/create** an original video depicting the first half of the chapter.

6

**Interview** the brothers of Joseph as if they were on a talkshow.

7

**Write** an essay in which they discuss the concepts of “favoritism” vs. “chosenness” across the Patriarch using text and commentaries to support their arguments.

8

**Create** an exam which has them translate sections of text according to the commentaries they learned which students can upload to Sefaria.

## A STEP-BY-STEP GUIDE

Lesson Planning is like Trip Planning.

- **WHERE** do we want to go?
- **WHY** do we want to go there?
- **HOW** are we going to get **THERE**?



### Example Destination: Genesis 37: 1-11 Jacob and Sons and Joseph’s Dreams

*(1) Now Jacob was settled in the land where his father had sojourned, the land of Canaan. (2) This, then, is the line of Jacob: At seventeen years of age, Joseph tended the flocks with his brothers, as a helper to the sons of his father’s wives Bilhah and Zilpah. And Joseph brought bad reports of them to their father. (3) Now Israel loved Joseph best of all his sons—he was his “child of old age”; and he had made him an ornamented tunic. (4) And when his brothers saw that their father loved him more than any of his brothers, they hated him so that they could not speak a friendly word to him. (5) Once Joseph had a dream which he told to his brothers; and they hated him even more. (6) He said to them, “Hear this dream which I have dreamed: (7) There we were binding sheaves in the field, when suddenly my sheaf stood up and remained upright; then your sheaves gathered around and bowed low to my sheaf.” (8) His brothers answered, “Do you mean to reign over us? Do you mean to rule over us?” And they hated him even more for his talk about his dreams. (9) He dreamed another dream and told it to his brothers, saying, “Look, I have had another dream: And this time, the sun, the moon, and eleven stars were bowing down to me.” (10) And when he told it to his father and brothers, his father berated him. “What,” he said to him, “is this dream you have dreamed? Are we to come, I and your mother and your brothers, and bow low to you to the ground?” (11) So his brothers were wrought up at him, and his father kept the matter in mind.*

Genesis 37: 1-11

(א) וישמע את־דברי בני־לֵבָן לֵאמֹר לָקַח יַעֲקֹב אֶת כְּלֵי־אִשֶׁר לְאִבֵּינוּ וּמֵאִשֶׁר לְאִבֵּינוּ עָשָׂה אֶת כְּלֵי־הַכֶּבֶד הַזֶּה: (ב) וַיֵּרָא יַעֲקֹב אֶת־חֲפָנָי לְבֵן וְהִנֵּה אֵינֶנּוּ עִמּוֹ כַּתְּמוּל שְׁלֹשׁוֹם: (ג) וַיֹּאמֶר יִהְיֶה אֵלֵי־יַעֲקֹב שׁוֹב אֶל־אָרֶץ אֲבוֹתָיָה וְלִמְלֹךְתָּהּ וְאֶחָיָה עִמָּו: (ד) וַיִּשְׁלַח יַעֲקֹב וַיִּקְרָא לְרַחֵל וּלְלֵאָה הַשְּׂדֵדָה אֶל־עֲנָנָו: (ה) וַיֹּאמֶר לָהֶן רֵאֵה אֲנֹכִי אֶת־חֲפָנָי אֲבִיכֶן כִּי־אֵינֶנּוּ אֵלַי כַּתְּמוּל שְׁלֹשׁוֹם וְאֱלֹהֵי אָבִי הֵיךְ עִמָּדִי: (ו) וְאַתְּנָה יְדַעְתָּן כִּי בְּכָל־יְפֵחֵי עֲבָדַי אֶת־אֲבִיכֶן: (ז) וְאֲבִיכֶן תַּתֵּן בִּי וְהִחַלְתָּ אֶת־מִשְׁבַּרְתִּי עֲשֶׂרֶת מִנִּים וְלֹא־תִתְּנוּ אֱלֹהִים לְהִרְעֵ עַמְדִי: (ח) אִם־יִפָּה יֹאמֶר נְקֻדִים יִהְיֶה שְׂכָרְךָ וְיִלְדוּ לְךָ־חֲצִיצֵאֵן נְקֻדִים וְאִם־יִפָּה יֹאמֶר עֲקֻדִים יִהְיֶה שְׂכָרְךָ וְיִלְדוּ כָל־חֲצִיצֵאֵן עֲקֻדִים: (ט) וַיִּצַל אֱלֹהִים אֶת־מִקְנֵה אֲבִיכֶם וַיִּמְתְּנֵלֵי: (י) וְהִיהִ בַּעַת יָחַם חֲצִיצֵאֵן וְאִשָּׁא עֵינָי וַאֲרֵא בְּחֹלוֹם וְהִנֵּה הַעֲתָדִים הַעֲלִים עַל־חֲצִיצֵאֵן עֲקֻדִים נְקֻדִים וּבְקֻדִים: (יא) וַיֹּאמֶר אֵלַי מִלֵּאָה הָאֵלֹהִים בְּחֹלוֹם יַעֲקֹב וַאֲמַר הִנְנִי:

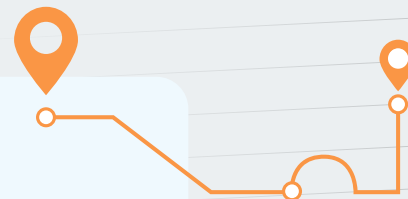
בראשית לז: א-יא

## QUESTION 2: **WHY** DO I WANT TO GET THERE?



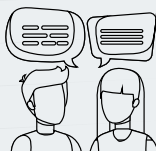
Rate the following questions in order of importance.

- Which curriculum **content** mastery are we aiming for?
- Which set of **skills** do my students need to master?
- Which **values** do they need to integrate into their worldview?

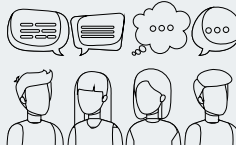


## QUESTION 3: **HOW** WILL WE GET THERE?

Text Analysis:



*Chavruta*



*Class Discussion*



*Guiding Questions*

Include any of the following to support the learning:

*Voice recordings*



*Posters*



*Comics*



*Video clips*



*Paintings/  
mural walls*



*Podcasts*



*Scrapbooks*



*Peer Teaching*



*Journals*



*Storybooks*



*Debates*



*Gallery Walks*



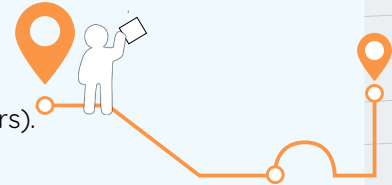
Refer to Slide 2 for PBL activities.



## SELECT FROM THE CONTENT - I CAN STATEMENTS

### I CAN...

- » Identify the context of the specific text within the wider context of a chapter or sefer in writing and orally
- » Comprehend the exact meaning of the text.
- » Identify similarities and differences in comparable texts.
- » Teach the text to a new learner.
- » Accurately dramatize a passage (based on different interpretations of commentators).
- » Identify the main idea of a commentary's answer to the question.
- » Identify how a commentary's opinion fits in with his overall approach to the text.
- » Make connections between characters or events in the story or in comparable stories.



### Examples:

- » **I can identify the context of the specific text within the wider context of a chapter or sefer in writing and orally:**
  1. This section is the continuation of the Jacob and sons' narrative. It actually continues from the end of chapter 35, not chapter 36. Why might chapter 36 be necessary to drive the story forward?
  2. Create a family tree beginning with Terach. What do you notice?
  3. Diagram Jacob's wanderings from the end of chapter 28 until now. What does this tell us about why the parashah begins the way it does?
- » **I can identify the main idea of a commentary's answer to the question:**
  1. Rashi and Ramban both explain the connection between chapter 36 and 37. What do each of them say?
  2. Rashi and Ramban each explain the source of tension between Joseph and his brothers in verse 2. What words in the verse are they struggling with? What is the Ramban's problem with Rashi's answer?
  3. After reading Rashi in verses 2-4, identify the main idea he is trying to convey about Jacob.



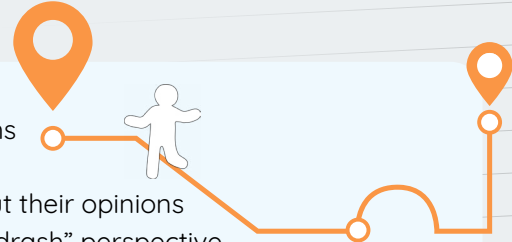
# IS MY DESTINATION SKILLS?



## SELECT FROM THE SKILLS - I CAN STATEMENTS

### I CAN...

- » Explain keywords and phrases using written, illustrated, or oral explanations
- » Divide the text into sections, and identify a theme or title for each section
- » Compare different commentators on the text, and debate and argue about their opinions
- » Identify whether a commentary is approaching a text through “pshat” or “drash” perspective
- » Re-read a text based on a commentary



### Examples:

#### » I can identify whether a commentary is approaching a text through “pshat” or “drash” perspective :

1. Rashi explains the phrase “these are the toldot of Jacob” as the “story of Joseph”. Is this a pshat approach or a drash approach? Why might Rashi explain this way? Rashbam explains the phrase to mean “the generations” of Jacob. Is this a pshat approach or a drash approach? Why does the Rashbam explain it that way?
2. Find 3 other examples of the word “toldot” in Genesis using a concordance (virtual or actual), cite the verse and for each case, which approach–pshat or drash–makes more sense? Why do you think that?

#### » I can re-read a text based on a commentary:

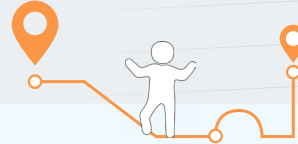
- Verse 2 reads very differently according to Rashi and Rashbam. How does that impact the rest of the verses?
1. Write a translation of verse 2 according to Rashi and according to Ramban.
2. Look at verse three. How would the sons of Bilhah and Zilpah react to this? Write a brief statement that they would make based on Rashi and on Ramban in verse 2.
3. Bring a proof from the selling of Joseph that supports each side of the argument. Debate with a partner which approach makes the most sense given what happens.



# IS MY DESTINATION VALUES?



## SELECT FROM THE VALUES - I CAN STATEMENTS



### I CAN...

- » Find meaning in the text and reflect on it to others in my class, family, community or in a global context through oral, written or illustrated feedback.
- » Compare the values represented in this text with values represented in other texts
- » Identify ambiguities and difficulties in the text and reflect on them in writing, orally and in illustrations



### Examples:

- » **I can find meaning in the text and reflect on it to others in my class, family, community or in a global context through oral, written or illustrated feedback.**
  1. The story illuminates the impact of parents' choices on their children and the impact of what we say and don't say. Discuss with a chevruta: What is the Torah trying to teach in this section?
  2. Create an inner monologue from Jacob's perspective to explain how he thought and felt and why he made the choices he did. The monologue should reflect Jacob's life up until this point.
  3. Diagram a choice that you have made—what went into the choice? What were choices that you could have made but didn't?

- » **I can compare the values represented in this text with values represented in other texts**



1. In comparing Jacob's behavior towards Joseph with Isaac and Rebecca's behaviors towards their sons (Genesis 25: 27-28) what can we learn about preferring one child to another? What are the consequences of the decisions that each of the patriarchs/matriarch make regarding their children? What could this teach us? Design 3 images with a paragraph in an essay or a PPT or a papyrus.



2. Make a video of a conversation between Jacob and Isaac that may have occurred after Jacob gave Joseph the coat. What may each have said to the other? Base your video on what has occurred up until this point in the text. Use the commentaries you have learned to inform the conversation.



3. Create images of what Jacob dreamt and what Joseph dreamt. Be prepared to explain your depictions as well as to talk about the power of dreams from a Torah perspective.

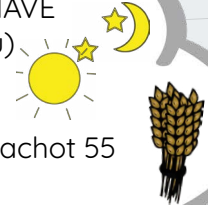
# HOW DO I SUPPORT MY STUDENTS ALONG THE TRIP?

Here are some great BetterLesson strategies to help YOU help your students! Part of this will also be for YOU, the Teacher to CHOOSE which “points of interest” along the way are necessary. This would include which mefarshim are critical to arrive at your destination, which pesukim are most important, which vocabulary, which concepts, which context connectors, etc.



## Examples:

1. Rashi and Ramban on verse 2-4
2. Tiered vocabulary: Choose the 2-3 words for each verse that students HAVE to know (e.g: verse 2: toldot, na'at; verse 3: ben z'kunim; verse 4: vayisn'u)
3. Identify milah mancha (may be more than one!)
4. Comparing the dreams according to the text itself
5. Connecting this text to the Talmud's discussion of dreams in Tractate Brachot 55
6. Comparing ALL the dreams–Jacob, Joseph, Pharoah, Nevuchadnezzar (although you may want to leave this for later...)



Comprehensive  
PBL Rubric



KLEWS and  
KWL Charts for  
Documenting  
Evidence of  
Learning.



Engaging in Close  
Reading



Monitoring  
Students' Progress  
During Work Time



Partner  
Collaboration &  
Accountability Time