

**Lesson Plan**  
**Grade 5**  
**Designed by members of MTEI Cohort 6**

Title of the lesson: Understanding God's Promise and Our Connection to the Land of Israel

**Enduring understanding:** "In multiple places, the Bible reports God's promise[s] of the Land of Israel to the Jewish people, which is a source of our connection to the Land of Israel [even today]." (adapted from CHAI curriculum)

\* **Goals for this lesson: Students will:**

- read and interpret Biblical texts that describe God's promise of the Land of Israel to the Jewish people
- gain skills and qualities to work with a *hevruta* partner to understand text, hear another's voice, and develop self-knowledge
- formulate ideas and substantiate them with text and with personal experiences

<i>Instructional block Timing</i>	<i>Instructional tasks and questions Anticipated student responses</i>	<i>Observation notes</i>
<b>Introduce ourselves</b> 5 minutes 4:15 - 4:20	T: "My name is _____ and we are visiting your class so that we can learn more about how to teach in Jewish schools. We are all teachers and we are hoping you can help us learn about how to improve our teaching. We'll be making a video of the class today so that we can go back and see if what are trying is helping kids learn. We're not focusing on you even though we are very interested in the way you think, but we're trying to figure out if the way we designed this lesson helps kids learn. So the focus is on how we designed this lesson and how it gets taught. I really hope I can learn all your names today but you might have to remind me."	
<b>Launch + pre-assessment question</b> 9 minutes 4:20 – 4:29 •	Before we begin: We will pass out the pieces of Jerusalem stone for students to hold while they eat their snacks We will post a writing prompt on the white board: "When I think about the land of Israel, I feel...". Music will be playing on the computer and projected.  T: "It's just been <i>Yom HaAtzmaut</i> and some of you have been on the walk for Israel. It seems like a great time to be talking about Israel.	

	<p>T: "You have all been given stones from Jerusalem, real stones from Jerusalem. Take a stone. Hold it feel it. Imagine its story. We want you to be able to hold a piece of the land of Israel as we begin this lesson. We would like to ask you to think about the sentence on the board. "When I think about the land of Israel, I feel...." We want you to think about this phrase, and then offer an end to this sentence, as you put your stone in the box. If you don't want to give an answer, just place the stone in the box."</p> <p>(They have a minute to write about the prompt. Then have students share their answers orally.)</p> <p>T: "Look at all these different connections you have to the land of Israel. There are many different ways to connect; you have just mentioned some. There are many others, like food, trips, and music. One classic way Jewish people have connected to Israel is through the study of Biblical texts, which we are about to do."</p>	
<p><b>Set up <i>hevruta</i> study</b> 15 minutes 4:40-4:55</p>	<p>Introduce ways of working on <i>hevruta</i> qualities.</p> <p><b>Introduction to text study:</b></p> <p>T: "We invite you to take part in a 2000-year-old tradition of Jewish text study called <i>hevruta</i> learning. Here's how it works." [Here the teacher goes over the <i>hevruta</i> instructions posted on the board.]</p> <p><b>The bulleted "To Be a Helpful <i>Hevruta</i> Partner" poster includes:</b></p> <ul style="list-style-type: none"> <li>• Listen <ul style="list-style-type: none"> <li>○ Repeat back what you heard your partner say if you are not sure you understand</li> </ul> </li> <li>• Use the text to support your argument both when you agree and disagree <ul style="list-style-type: none"> <li>○ Ask your partner to do the same both when you agree and disagree</li> </ul> </li> </ul>	

	<p><b>At end of text study:</b></p> <p>At end of the text study students will reflect back on the <i>hevruta</i> practices.</p>	
<p><b>Text study in <i>hevruta</i> pairs</b></p> <p>25 minutes</p> <p>4:55-5:20</p>	<p>The teacher will direct the students to count off 1-8 two times and separate into pairs accordingly.</p> <p>She will assign 3 groups to the Genesis text, 2 groups to the Exodus text, and 3 groups to the Joshua text.</p> <p>17 minutes into <i>hevruta</i>, the teacher will hand out post-it notes. Each group needs 4 post-its, one for each of the questions on the worksheet:</p> <ol style="list-style-type: none"> <li>1. What promise does God make?</li> <li>2. To whom is the promise made?</li> <li>3. What does God tell the person to do?</li> <li>4. Thoughts/ Ideas/ Questions?</li> </ol> <p>20 minutes into the <i>hevruta</i> period, give a five-minute warning and instruct students to look at the charts on the board and answer the question on the post-its. They should answer one question on each post-it.</p> <p>5 minutes later, the teacher will ask students to come up one group at a time, share their answers, and post their post-its in the appropriate charts.</p>	
<p><b>Break</b></p> <p>5 minutes</p> <p>5:20-5:25</p>		
<p><b>Whole class discussion</b></p> <p>20 minutes</p> <p>5:25-5:45</p>	<p>1. T: "The promise that we've studied in the Bible mentions Abraham's descendents, his children and their children after him, the whole people of Israel. As Jews, we consider ourselves to be descendants of Abraham. Given all of this:</p> <p><b>Do you feel that YOU are part of this promise?"</b></p>	

	<p>2. Have kids think for a moment, then have them physically go stand by one of posters: YES, NO, or YES &amp; NO.</p> <p>3. With the kids standing by their posters, draw out reasons from individuals about why they are standing where they are.</p> <p>4. After the teacher has drawn out responses about why students chose “yes” or “no” or “yes and no,” ask if anyone, upon hearing other people, now wants to move to a different poster. Has anybody’s “no” become a “yes” or vice versa?</p> <p>5. Ask anyone who moved why they moved.</p> <p>6. To close this segment: T: “We’ve talked about one type of connection to the land of Israel – the Biblical promise. We don’t all see ourselves as connected through the promise (or some or most of us don’t) – and there are many other ways to feel connected to Israel. I want to give you some time to think and write about what we’ve learned and your connections to Israel.”</p>	
<b>Assessment</b> 10 minutes 5:45-5:55	<p>Teacher will pose the following three questions for students to write about:</p> <p>1. What does the Bible tell us about the Jewish people’s connection to the Land of Israel? Write at least one important idea you learned today.</p> <p>2. Does this have anything to do with you? Explain why or why not.</p> <p>3. After today’s lesson what are you still wondering about?</p>	
<b>Closure</b> 5 minutes	<p>T: We talked about a lot of ideas and feelings about Israel in our lesson today. I want you to think about one of the words we used or verses we learned that you are taking away from this lesson about how you feel about Israel. In your imagination, engrave those words in your mind on your Jerusalem stone, [Give some time for thinking.] So when you look at that stone, you can remember that idea or feeling.</p>	

## **Written Assessment Questions**

### **May 2009 Lesson**

#### Pre-Assessment (at the beginning of the lesson)

Why do you think the Jewish people feel connected to the Land of Israel?

#### Assessment (at the end of the lesson)

1. What does the Bible tell us about the Jewish people's connection to the Land of Israel?  
Write at least one important idea you learned today.
2. Does this have anything to do with you? Explain why or why not.
3. After today's lesson what are you still wondering about?

## Hevruta Practices

To be a helpful *hevruta* partner:

### LISTEN.

- Repeat back what you heard from your partner.
- Say if you're not sure you understand.

### USE THE TEXT.

- The text should be used to support your argument, both when you agree and disagree.
- Ask your partner to do the same.

**GENESIS 12:1-7**

1. The Eternal One said to Abram, "Go forth from your land, your birthplace, your father's house, to the land that I will show you.
2. I will make of you a great nation, and I will bless you; I will make your name great, and it shall be a blessing.
3. I will bless those who bless you, and I will pronounce doom on those who curse you; through you all the families of the earth shall be blessed."
4. So Abram went forth as the Eternal had told him, and Lot went with him. Abram was 75 years old when he left Haran.
5. Abram took his wife Sarai, his brother's son Lot, all the possessions they had amassed, and the people they had acquired in Haran. They set forth for the land of Canaan, and they arrived in Canaan.
6. Abram then traversed the land as far as the sacred site of Shechem, as far as the Oak of Moreh. (At that time the Canaanites were present in the land.)
7. The Eternal now appeared to Abram and said, "I am giving this land to your descendants." Abram then built an altar there to the Eternal who had appeared to him.

**STUDY QUESTIONS**

***Remember your responsibility as a hevruta partner as you work on these questions.***

**Read the text and answer these questions:**

- a. What does God tell Abram to do?
- b. What promises does God make? (2, 3 and 7)
- c. What do you think "be a great nation" and "be a blessing" might mean? How do you understand these phrases? (2)
- d. What does Abram say or do in response to what God told him? And what do you think about his response?
- e. What thoughts/ ideas/ questions do you have about this text?

## Student Texts and Questions

### EXODUS 3:1-12

1. Now Moses, tending the flock of his father-in-law Jethro, the priest of Midian, drove the flock into the wilderness, and came to Horeb, the mountain of God.
2. An angel of the Eternal appeared to him in a blazing fire out of a bush. He gazed, and there was a bush all aflame, yet the bush was not consumed.
3. Moses said, "I must turn aside to look at this marvelous sight; why doesn't the bush burn up?"
4. When the Eternal saw that he had turned aside to look, God called to him out of the bush: "Moses! Moses!" He answered, "Here I am."
5. And [God] said, "Do not come closer! Remove your sandals from your feet, for the place on which you stand is holy ground!" and continued,
6. "I am the God of your ancestors –the God of Abraham, the God of Isaac, and the God of Jacob." And Moses hid his face, for he was afraid of God.
7. And the Eternal continued, "I have marked well the plight of My people in Egypt and have heeded their outcry because of their taskmasters; yes, I am mindful of their sufferings.
8. I have come down to rescue them from the Egyptians and to bring them out of that land to a good and spacious land, a land flowing with milk and honey, the region of the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites.
9. Now the cry of the Israelites has reached Me; moreover, I have seen how the Egyptians oppress them.
10. Come, therefore, I will send you to Pharaoh, and you shall free My people, the Israelites, from Egypt."
11. But Moses said to God, "Who am I that I should go to Pharaoh and free the Israelites from Egypt?"
12. And [God] said, "I will be with you; that shall be your sign that it was I who sent you. And when you have freed the people from Egypt, you shall worship God at this mountain..."

### STUDY QUESTIONS

***Remember your responsibility as a hevruta partner as you work on these questions.***

**Read the text and answer these questions:**

- a. What promises are made in this text? (Verses 8, 10, 12)
- b. To whom are the promises made?
- c. What ideas do you have about why these promises are made here and now?
- d. What thoughts/ ideas/ questions do you have about this text?



## Student Texts and Questions

### JOSHUA 1: 1-7

1. After the death of Moses, the servant of the Eternal, the Eternal said to Joshua son of Nun, Moses' assistant,
2. "My servant Moses is dead; come now, come across this [river] Jordan, you and all this people, and go into the land that I am giving to the people of Israel.
3. As I promised Moses, I am giving you every foot of ground you step on.
4. Your borders [shall reach] from the desert [in the south] and the Lebanon [in the north] to the great River, the river Euphrates [in the east] –[that is] all the land of the Hittites—to the Great Sea in the west.
5. As long as you live, no one shall be able to stand against you. I will be with you as I was with Moses. I will never fail you or leave you.
6. "Be strong and of good courage, for you must bring this people into possession of the land that I swore to their ancestors to give to them.
7. Only be strong and of good courage in observing faithfully all the Torah that Moses My servant commanded you; do not turn away from it to the right or to the left: then you shall do well wherever you go."

### STUDY QUESTIONS

***Remember your responsibility as a hevruta partner as you work on these questions***

**Read the text and answer these questions:**

- a. Identify promise (s) made in the text. (Verses 3 and 5)
- b. What does God tell Joshua to do? (Verses 2, 6 and 7)
- c. The phrase "be strong and of good courage" repeats in verses 6 and 7. What ideas do you have about why this phrase might be repeated? And how it might be connected to the promise(s)?
- d. What questions/ thoughts/ ideas do you have about this text?

## Wall Chart with Responses to Text-based Worksheets

### What promise does God make?

Genesis	Bless him to give Abe Isreal (sic)	G-d will do good things for good people
Exodus	The promise is to free the Israelites from Egypt.	
Joshua	The land of Israel G-d will never leave them	God promises Joshua to give him every foot of ground you step on.  A long as you live, no one shall stand against you.

### To whom is the promise made?

Genesis	To Abram	G-d made promises to Abram and the Jewish people.
Exodus	The promise was to Moses.	
Joshua	Joshua	God gives Joshua the responsibility to take Moses' place after his death.

### What does God tell the person to do?

Genesis	A new land	Go forth from your homeland and go to the land that I will show you.
Exodus	G-d made the promise now because he noticed that the Israelites were badly suffering.	
Joshua	Come to land of Israel. Bring the people to Israel. Never forget the Torah.	God tells Joshua to cross Jordan with the Jews to give them the promised land.

### Thoughts/ Ideas / Questions

Genesis	Wouldn't he wonder why / where he's going? (Koby doesn't agree)	If you listen and do good things, good things will be done for you.
Exodus	If I were Moses, I would be afraid that G-d chose me to be the one to free the Israelites from Egypt	
Joshua	Why did God pick Joshua?	Do you think Joshua wanted to be a prophet?  How is Joshua feeling after being given these responsibilities?