

Research Lesson Plan
Grade 6, North Shore Congregation Israel, Glencoe, IL
Written by Mandel Teacher Education Institute, Cohort 7
November 15, 2016

Title of the lesson:

∞ Essential Question

The text of Pirkei Avot gives us two sets of ideas about the elements necessary for a society ("Olam"--the world) to exist.

How can we understand how each of these sets of three contributes to helping the world exist?

Oren thinks: (How do my actions impact/improve the world? / What can I do to improve/ help the world I live in?)

Enduring understanding:

Our sages believed that certain moral/ethical relationships between humans and God and between human beings and one another are necessary for the World [society] to exist.

∞ Instructional Goals:

- learners will be familiar with what the rabbis thought were essentials for the world to exist.
- learners will be able to think of concrete examples of these "values" in their lives (and how they can enact them).

☐ Evidence of understanding/ Learning

- ☐ The students will define or illustrate all SIX: Put all six into their own words.(not just that they put it into their own words, but that we limit the scope of acceptable definitions to what the rabbis actually mean) (comprehension)
 - ☐ use of original terms in context and translating/
 - ☐ explaining in their own words
 - ☐ students asking probing questions of each other or teacher for clarification
- ☐ The students will illustrate/explain concrete examples of THREE of these from their own lives as THEY understand them (allowing for reinterpreting the rabbis). (application)
 - ☐ States an example backed up by internal/personal proof/logic
 - ☐ student builds off of another student's comment making a learning connection that they made: "that's interesting, I never thought of that before"
 - ☐ OTHER AHA MOMENT::

<i>Instructional segment Timing</i>	<i>Instructional tasks and questions Anticipated student responses</i>	<i>Observation Notes</i>
Introduce ourselves 5 minutes 4:15 - 4:20	<p>T: "My name is Jenny 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.</p> <p>I really hope I can learn all your names today but you might have to remind me."</p>	
Background information on Pirkei Avot	<p>Let's stand around this table with names.</p> <p><i>Only reasonably well-known names in list, that can be grouped into a "then" group and a "now" group.</i></p> <p>We're going to line up based on when these people lived. We'll work together, we can talk and discuss, and -- quickly as possible - - make a line-up. Once we have all lined up, I will ask you all to give me your attention.</p> <p>So, please, can someone take a name card that they recognize? Next? Next? Everyone take a card. Now, let's line up over here, from the person who lived the longest time ago.</p> <p><i>Activity ensues! Jenny helps guide where appropriate; colors of names on cards can inform order...</i></p>	

What does our line-up look like?

If appropriate, students can contribute observations.. We're color coding the names according to chronology...

We have two groups: the names of people from Torah, prophets, and our history, and people from today, from our families and community.

Jenny takes out two Shimon cards and goes to part of line-up between now and then (grandparents and Hillel). Ask the students in the middle to hand cards to neighbors, and with a flourish give them each one of the Shimon cards!

In between, we have two more cards! Shimon and Shimon! These are two rabbis, each named Shimon: Rabbi Shimon HaTzadik and Rabbi Shimon ben Gamaliel. We find their words with the ideas of a lot of other rabbis and thinkers in a book called Pirke Avot.

We're going to translate *Pirke Avot* as "Chapters of Our Founders."

This is a book full of lessons! But we're going to look closely at the words of these two Shimons: Rabbi Shimon HaTzadik and Rabbi Shimon ben Gamaliel.

But before we do, I want to give each of you a card.

Hand out cards.

Can someone read this out loud?

ME!

	<p>Yes! You are all part of this chain! You are each one of our important names connecting us through history...</p>	
Launch	<p>Now let's imagine that we are in the room with Shimon and Shimon and the other Rabbis. They are thinking aloud about what values a community has to have to be a good community. What are the most important values for our society? What words would you hear them saying?</p> <p>What would your answer be? Take three post-it notes and write one value on each post-it. When you finish, put your post-its up on the wall.</p> <p>[Pass out three post-its to each child at this point. Children put their post-it on the wall and sit back down. Once they post the answers, move straight into the text study]</p>	
Text Study	<ol style="list-style-type: none"> 1. Build on the launch: Project the texts 2. The rabbis asked/answered the same question <p>Teacher: Project the phrase We're now going to study. Here is what they said: "The world stands on three things"</p> <ol style="list-style-type: none"> 1. Use the launch language to clarify the meaning of the stem, which is projected in Hebrew, Transliteration, English . 2. Two Rabbi Shimons had their own answers to this question. 3. How does our list fit with what the rabbis said? 4. Divide class in half. Distribute one text to one set of hevruta pairs; distribute the second text to the second set of hevruta pairs 5. Read the text out loud with your partner (you may read in Hebrew or English) 	

	<p>6. Get inside your Shimon's head: What does each term mean to this rabbi?</p>	
Whole-Group Discussion	<p>Come out of text study and enter whole group conversation to define the six terms (Torah-Avodah-G'milut Chasidim-Truth-Justice-Peace)</p> <p>Someone scribe notes from discussion on flip chart papers so learners can see definitions on which they have landed.</p> <p>Check to see if all are happy with the definitions</p> <p>Look back at list generated during launch (if you had been peeking in at the rabbis deciding what are the most important things we need for our society What do we think are the three things that hold up the world...)</p> <p>We are part of a chain that started with the Rabbi Shimon HaTzadik and Rabbi Shimon ben Gamliel. Each of us can be a rabbi in that we can contribute to the chain of our tradition.</p> <p>Think-Pair -Share (think about your 3 and jot them down), share with a partner, then be ready for final go-around)</p> <p>Final Go-Around: Each learner has a chance to say I, as Rabbi -----, think the world stands on _____, _____, and _____.</p>	
Assessment	<p>I hope that learning these texts from Pirquei Avot gave you an idea or two to think about that you can use when you walk out of here. For now, I'd like to check in and see what you got out of this lesson.</p>	

I am giving you a chart to fill in so that I can see how the ideas we talked about today are sitting with you. I'd like to see what you learned and how you might apply it.

You may choose to write your answers or to draw them. You can even do a combination of drawing and writing in the box to show what you are thinking.

Let's take a minute to be clear on what you are to do on this form. First, write your first name at the top.

Now, please look at the first column. Your job is to write or illustrate what each term means in the text you studied.

You can go back and fill in the first column in a minute, but first, let's look at the second column to make sure the instructions are clear.

In the second column, choose the three values that you want to focus on. You can leave the other three blank. For each box that you choose, your job is to write and/or illustrate how you would apply it in your own life, or how it could apply in our modern times. Give a realistic example that speaks to you. It may feel close to what you think the rabbi intended, or it may be a new way to look at that idea. It is up to you to decide how to apply the values that you choose.

What questions do you have about the instructions? (pause for questions)

Please fill out the form. I will collect it when you are done.

	(Students fill in a chart: (1) They write or illustrate the 6 terms. (2) They then choose 3 and write or illustrate how they would apply that value in their own life/in our time) https://goo.gl/3TfTQG	
Closure	Say one word about what you're thinking about this conversation as we close our lesson today. [Go around in a circle and each child says one word]	

Materials needed:

Post-its (enough for 3 per student)

Markers

for discussion: 6 large blank flip chart posters to hang on wall and markers for scribe; something for each child to write on and pen/pencil

Pencils for observing

Observation checklist (listening for understanding)

Lesson study assessment worksheet

Blank paper for assessment

Pirkei Avot group is bringing with names of Heroes