

## Understanding by Design Template

<b>Stage 1: Desired Results</b>	
<p><b>Subject - Eretz Yisrael</b>  <b>In General: The students will experience Israel's Jewish history, its religious, ethnic and cultural diversity and complexity, through experiential education supported by textual references, class activities and discussions. In order to develop their Jewish Identity and a sense of Global Jewish Community.</b></p>	
<p><b>Enduring Understanding/s</b>                      Big ideas that we want students to remember several years from now</p> <ol style="list-style-type: none"> <li>1) <b>The students will understand the importance of the spiritual and physical connection between עם ארץ ישראל and its homeland ארץ ישראל.</b></li> <li>2) <b>The student will live with the moral dilemmas regarding the obligation to live in Eretz Yisrael and his/her homeland back in the US.</b></li> <li>3) <b>The students will understand that Jewish Text impacts the thinking of contemporary leaders and contemporary Jewish problems.</b></li> </ol> <p>❖ <b>The students will acquire the listed NCJHS JS10 Biblical skills</b></p>	<p><b>Essential Questions</b>                      The key questions that lead the student to arrive at enduring understandings.</p> <ol style="list-style-type: none"> <li>1) <b>What is the nature of the bond between עם ארץ ישראל and ארץ ישראל?</b></li> <li>2) <b>To what extent are Jews obligated to dwell in the land of Israel, and what implications does this have on Diaspora Jews?</b></li> <li>3) <b>How does the Biblical and Rabbinic discussion about the boundaries of the Eretz Yisrael and the Biblical events that take place in the land of Israel, impact the political debate regarding Israel as the state of the Jewish people.</b></li> </ol>
<p><b>Selection of texts</b></p> <ol style="list-style-type: none"> <li>1) <b>הבטחת ארץ ישראל</b>  <p style="text-align: right;">ראה: תורת ארץ ישראל – ילקוט מקורות "לעולם ידור אדם בארץ ישראל"  <b>ההבטחה במקרא:</b> אברהם: בראשית יג:14-17; בראשית טו:18; יצחק: בראשית כו:3; יעקב: בראשית כח:13-14; משה: שמות ו:8-4; יהושע: יהושע א:4-3; לדורות עולם: ירמיהו לא:4-5;                      דברים יא:21-8 א"י ככלי ליצירת קשר בין עם ישראל לאלוהיו: הקשר בין הקב"ה ועם ישראל שמתאפשר באמצעות מאפייני ארץ ישראל (גשם) לעומת מצרים</p> </li> <li>2) <b>גבולות ארץ ישראל</b>  <p style="text-align: right;"><b>(א) גבול אבות:</b>                      בראשית טו, יח; שמות כג, לא; דברים יא, כד; יהושע א, ד.  <b>משנה:</b> משנת תענית א, ג; שביעית ו, א; הלה ד, ח.  <b>תוספתא:</b> תרומות ב, יב [ב, יא]; חלה ב, יא [ב, ט].  <b>ירושלמי:</b> שביעית פרק ו, סוף הלכה א (לו ע"ד, שורה 22)  <b>בבלי:</b> גיטין ח, ע"א.  <b>מדרש:</b> שמות רבה כג, ה (כג, ו); שיר השירים רבה ד, א, יח [ד, כ].</p> <p style="text-align: right;"><b>(ב) גבול יוצאי מצרים</b>                      במדבר לד, א-יג; דברים ב, א-כג; דברים ג, ח; יהושע יב, א; שם יג, ג-ו.</p> <p style="text-align: right;"><b>(ג) גבולות א"י על פי נבואת יחזקאל</b>                      יחזקאל מז, טו-כא; שם מז, א, כח; ועיין שם לד, ח-יג.</p> </li> <li>3) <b>מצוות ישוב ארץ ישראל</b>  <p style="text-align: right;">ראה: תורת ארץ ישראל-יקלוט מקורות                      בבלי כתובות דף 110b "הכל מעלין לא"י ואין הכל מוציאין"                      רמב"ן, במדבר לג:53-54 ("והורשתם את הארץ": ציווי ולא הבטחה בלבד - מצווה לשבת בארץ ולכבוש אותה)                      רמב"ן, מצווה ד' מתריג מצוות (השגות על ספר המצוות לרמב"ם)                      שלוש השבועות: שיר השירים ב:6 "שלא נמרוד באומות ללכת לכבוש את הארץ בחזקה... שלא יעלו בחומה"</p> </li> </ol>	

<p><b>Content objectives: Students will know...</b></p> <ul style="list-style-type: none"> <li>• <b>The Promised Land:</b> Examples of Biblical and Rabbinic references to Eretz Yisrael as being the land promised to B'nai Yisrael and עַם יִשְׂרָאֵל</li> <li>• <b>The Boundaries of Eretz Yisrael:</b> Different views according to Biblical and Rabbinic sources in comparison to the boundaries of the state of Israel prior to its establishment until today.</li> <li>• <b>The obligation to dwell in Eretz Yisrael:</b> Different view regarding the this obligation and its implications on Jews who live outside of Israel.</li> </ul>	<p><b>Skills Objectives: Students will be able to ...</b></p> <p><b>NCJHS JS10 Biblical Skills</b></p> <p><b>1) Bible Search</b></p> <ul style="list-style-type: none"> <li>○ The student will know how to search, locate, and analyze a Biblical quote: <ul style="list-style-type: none"> <li>▪ Book Chapter : Verse</li> <li>▪ <i>Parashah</i>,</li> </ul> </li> <li>○ The Student will be familiar with the following terms regarding Torah Reading: Torah <i>Shebechtav</i>, <i>Aliya</i>, Torah Reading service, <i>Bimah</i>, <i>Trop</i> etc.</li> </ul> <p><b>2) TaNaKh</b></p> <ul style="list-style-type: none"> <li>○ The students will know the names and meanings of each part in Hebrew and English</li> <li>○ The students will know a short historical background and main themes found in each part/main books</li> </ul> <p><b>3) 5 Genres in Biblical Text</b></p> <ul style="list-style-type: none"> <li>○ The students will be familiar with the different genres found in the Bible: Narrative, Law, Prophecy, Wisdom, Poetry</li> </ul> <p><b>4) Biblical Commentaries</b></p> <ul style="list-style-type: none"> <li>○ The Students will be familiar with basic information regarding some main Biblical commentators: <i>Rahsi</i>, <i>Ramban</i>, <i>Hezkuni</i>, <i>Maharal</i></li> <li>○ The Student will be familiar with the following terms regarding Biblical Commentary: <i>Pshat</i>, <i>Remez</i>, <i>Drash</i>, <i>Sod</i></li> <li>○ The students will be familiar with “The 6 motivations for Biblical commentary”: Unique wording, redundancy in text, gap in the text, Halachic insights, inter-textual conflicts, general ambiguity</li> </ul> <p><b>5) Oral Torah vs. Written Torah</b></p> <ul style="list-style-type: none"> <li>○ The Students will know some of the characteristics of each term and the relationship between them.</li> <li>○ The students will know the different layers of the Oral Torah based on the Rabbinic Literature Genre Map (<a href="https://fc.gannacademy.org/gannopedia/genremap/rlgenremap.html">https://fc.gannacademy.org/gannopedia/genremap/rlgenremap.html</a>)</li> </ul>
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## Stage 2: Assessment Evidence

- 1) **Acting:** After learning the different sources the students will discuss the place of Israel as their homeland. The students will play out a debate between a סוכנות הבינונית agent and an American teenager to express the tension between the obligation to live in Israel and the US being their homeland.
- 2) **Diary assessment:** The students will write in the weekly diary about ways they feel connected to ארץ ישראל. These entries will be shared with the rest of the students during trips on a voluntary basis.
- 3) **Maps activity:** After locating several Biblical events (found in בראשית, יהושע, שופטים) on the map of Israel (such as שכם, בית אל, חברון, ירושלים), the students will discuss how these sources may impact the political decisions such as the debate regarding Israel's boundaries and Israel being a Jewish state.
- 4) **Essay:** While on a trip the students will be given a “Question for the day” about the text and theme which they learned in class to reinforce the Enduring understanding points above, such as: “*All Jews must live in return to Israel and live in its boundaries*”. By the next class the student will be required to summarize in writing the debate regarding the question including their personal opinion.

### Stage 3: Learning Plan

(א) הקשר בין עם ישראל וארץ ישראל

Lesson outline

The students will be asked to think individually of ways they feel connected to ארץ ישראל

The students will Bible search and analyze some Biblical sources which deal with the promise of עם ישראל to ארץ ישראל.

The students will discuss the implication of this promise on all Jews, those who live in Israel and those who live outside of Israel.

The discussion will then focus on different ways to express this connection towards ארץ ישראל (live in ארץ ישראל רק, מצוות שחלות רק, בא"י, support Israel economically, politically, have relatives and friends in Israel, come visit Israel, etc.).

Skills exercised: Bible Search

(ב) גבולות ארץ ישראל

Lesson outline

The students will search the Biblical sources to derive the cities and places which are mentioned in them (שכם, בית אל, חברון, ירושלים).

The students will find the mentioned places on a contemporary map of the state of Israel.

The students will compare and contrast the different Biblical sources to come up with at least 3 alternative physical boundaries of ארץ ישראל and compare these to the current boundaries of the state of Israel.

The students will then discuss how these sources may impact the political debate regarding the current boundaries of the state of Israel, and Israel being the state of the Jewish people.

Skills exercised: TaNaKh

(ג) מצוות ישוב ארץ ישראל

Lesson outline:

Skills exercised: Biblical Commentaries, Oral Torah vs. Written Torah

## Understanding by Design Template

<b>Stage 1: Desired Results</b>	
<b>Subject</b> - Ha-Ger Ha-Dar B'Kirbechah.	
<p><b>Enduring Understanding/s</b> Big ideas that we want students to remember several years from now</p> <ol style="list-style-type: none"> <li>4) <b>The students will understand the complexity in the attitude of Judaism towards non-Jews</b></li> <li>5) <b>The student will appreciate the difference in the reality of Jews living in the Diaspora among non-Jews, vs. Jews living in their own state of Israel</b></li> <li>6) <b>The students will feel the tension between particularism vs. universalism in regards to Jewish Identity</b></li> <li>7) <b>דרכי שלום is an important Jewish value</b></li> </ol> <p>❖ <b>The students will acquire the listed NCJHS JS10 Mishneic and Midrashic skills</b></p>	<p><b>Essential Questions</b> The key questions that lead the student to arrive at enduring understandings.</p> <ol style="list-style-type: none"> <li>4) <b>What are the "social boundaries" of the Jewish people (the dilemma of התבדלות vs. השתלבות), i.e. keeping a Jewish particular identity vs. striving to join the family of nations (עם ככל העמים vs. עם לבדו ישכון)</b></li> <li>5) <b>How do the following variables (Who is defined as a גר חושב, Jews as majority vs. Jews as minority, being in Israel vs. being in Diaspora) play a role in determining our attitude towards non-Jews / strangers?</b></li> <li>6) <b>How does our personal and national historical story and experience impact our morals and attitude towards non-Jews?</b></li> <li>7) <b>What is the relative value of דרכי שלום in the Jewish value system?</b></li> </ol>
<p><b>Selection of texts</b></p> <p style="text-align: right;">ראה: בינינו לבין הערבים בישראל- היחס לנכרי במקורות היהדות עמ' 129-113</p> <p style="text-align: right;">(1) עקרון השוויון בין בני אדם</p> <p style="text-align: right;">(2) היחס לגר תושב על פי לקחי ההיסטוריה</p> <p style="text-align: right;">(3) עקרון "מפני דרכי שלום"</p>	
<p><b>Content objectives: Students will know...</b></p>	<p><b>Skills Objectives: Students will be able to ...</b></p> <p><b>1) Mishnah</b></p> <ul style="list-style-type: none"> <li>○ The Students will be familiar with the historical background of editing the Mishnah</li> <li>○ The students will know the structure of the Mishnah: 6 Orders, Tractates, Chapters, <i>Mishnayot</i></li> <li>○ The Student will be familiar with the following terms regarding the Mishnah: Mishnah, <i>Tana'im</i>, Torah <i>Shebealpeh</i>, <i>Tosefta</i></li> <li>○ The students will be familiar with the <i>Kehati</i> translation and interpretation of the Mishnah, and will be able to learn and understand a Mishnah by using this tool</li> </ul> <p><b>2) Midrash</b></p> <ul style="list-style-type: none"> <li>○ The Students will be able to identify and understand a Midrash Aggadah or Halachah in English and link it back to the verse it is based upon by using <i>Sefer Ha'aggadah</i>.</li> <li>○ The Student will be familiar with the following terms regarding the Mishnah: <i>Midrash Halachah</i>, <i>Midrash Aggadah</i></li> </ul>

## Understanding by Design Template

<b>Stage 1: Desired Results</b>	
<b>Subject</b> - Tarbut ha-Machloket: מחלוקת בונה ומחלוקת הורסת	
<p><b>Enduring Understanding/s</b> Big ideas that we want students to remember several years from now</p> <ul style="list-style-type: none"> <li>8) The students will understand that the culture of debate is built into Rabbinic Judaism</li> <li>9) The students will understand that healthy debate can contribute positively and unhealthy debate can be a destructive force</li> <li>10) Students will understand that contemporary debates in Israeli culture can be appreciated in light of תרבות המחלוקת.</li> <li>❖ The students will acquire the listed NCJHS JS10 Talmudic and Halachic skills</li> </ul>	<p><b>Essential Questions</b> The key questions that lead the student to arrive at enduring understandings.</p> <ul style="list-style-type: none"> <li>11) What are the characteristics and components of a positive Machloket ("מחלוקת בונה") vs. a negative Machloket ("הורסת") and what are their implications on our society</li> <li>12) When is disagreement better than agreement?</li> <li>13) What are some ways we can keep social unity despite real מחלוקות?</li> <li>14) What are some ways rabbinic text is offering to reconcile מחלוקות</li> </ul>
<p><b>Selection of texts</b> (This may come later in the process for some people.)</p> <p style="text-align: right;">(א) מחלוקת בונה ומחלוקת הורסת משנה: אבות ה:7 "מחלוקת לשם שמים   מחלוקת שאינה לשם שמים" המוטיבציה למחלוקת: ר' יוחנן בן זכאי והבריונים "תן לי את יבנה וחכמיה" הדרך לחלוק: ברכות 27b רבן גמליאל ור' יהושע - "תפילת ערבית רשות או חובה?"</p> <p style="text-align: right;">(ב) אחדות ומחלוקת תלמוד: בבלי עירובין 13b "אלו ואלו דברי אלוהים חיים" בבלי יבמות 14b "אע"פ שנחלקו ב"ש וב"ה... לא נמנעו ב"ש מלישא נשים מב"ה... אמת ושלוש אהבו" בבלי בבא מציעא 59b מחלוקת בין אמת ושלוש: תנורו של עכנאי ירושלמי סנהדרין פ"ד הלכה ב "מ"ט פנים טהור ומ"ט פנים טמא – אחרי רבים להטות"</p> <p style="text-align: right;">(ג) יישוב סכסוכים בראי היהדות ראה: conflict resolution, Bar Ilan University</p>	
<p><b>Content objectives: Students will know...</b></p>	<p><b>Skills Objectives: Students will be able to ...</b></p> <p>1) Talmud</p> <ul style="list-style-type: none"> <li>a. The Students will be familiar with a Talmudic page of the <i>ArtScroll</i> Edition and will be able to read and understand an <i>Aggadic</i> or <i>Halachic Sugiah</i> using this tool</li> <li>b. The Student will be familiar with the following terms regarding the Talmud: <i>G'mara</i>, Talmud <i>Bavli</i>, Talmud <i>Yerushalmi</i>, <i>Amora'im</i>, etc.</li> </ul> <p>2) Halachah</p> <ul style="list-style-type: none"> <li>o The students will be familiar with basic information regarding some main Halachic <i>poskim</i> and their books: <i>Rambam – Mishnei Torah</i>, <i>Sefer Hachinuch</i>, <i>R' Yosef Karo – Shulchan Aruch</i></li> <li>o The students will be able to discuss, analyze and rule regarding a Moral question with halachic sources and references.</li> <li>o The Student will be familiar with the following terms regarding Halachah: <i>Psak Halachah</i>,</li> </ul> <p>❖ The student will use the terminology of תרבות המחלוקת in order to examine and understand better contemporary מחלוקות in Israel:</p> <ul style="list-style-type: none"> <li>- "Datiyim" and "Chiloniyim"</li> <li>- Israelis and Arabs</li> <li>- Israel-Diaspora relations</li> <li>- Israeli Jews on the "left" and the "right"</li> </ul>