

Unit Plan: *Nahafochu*, Turning the Tables in 5 Phases

SUBJECT	GRADES	UNIT LENGTH
9Adar Constructive Conflict and Purim	5-8	5 phases of ~80 minutes

DRIVING QUESTION What is the connection between 9 Adar and 14 Adar? How can we approach the story of Purim through the lens of constructive conflict, and what can we learn from the Purim idea of “nahafochu” to help us better understand 9 Adar?

VOCABULARY nahafochu, constructive conflict, 3rd story, machloket l’shem shamaim, 9 Adar, Beit Shammai, Beit Hillel, Megillat Esther, Purim, Haman, Mordechai, bias, mediator

MATERIALS

- Worksheets 1-5 (there is no Worksheet 4, but the numbering corresponds to the phase of the lesson)
- Source Sheets 1-5
- [The True Story of the 3 Little Pigs](#), by John Scieszka
- G-DCAST online resource
- Large cut-out paper heart
- Smaller paper hearts, one per student
- Scissors, glue, tape, pencils

OBJECTIVES (SWBAT)

- Explain the 9 Adar conflict in Who, What, When, Why terms and explain how 9 Adar may be commemorated today.
- Define constructive conflict and machloket l’shem shamaim.
- Recount the Purim story, with a special focus on the conflict in Esther 3:1-4.
- Explain the role of nahafochu in the Purim story and define it as a useful term for constructive conflict.
- Explain the meaning of 3rd stories and thinking like a mediator.

PHASE ONE **9 Adar: What is it and what does it teach us about constructive conflict?**

ANTICIPATORY SET (5-7 MINS.)	Watch the 9 Adar G-DCAST on www.g-dcast.com .
PROCEDURE (25-30 MINS.)	Pass out Source Sheet 1. Discuss the sources as you go and answer the corresponding discussion questions. Students may discuss in partners or small groups before discussing as a whole class.
(12-15 MINS.)	Pass out Worksheet 1. Students may fill in the worksheet with partners or individually.
(5-10 MINS.)	Discuss Worksheet 1 as a class, focusing especially on the final question.
CLOSURE (7-10 MINS.)	Discuss the traditional ways in which 9 Adar is commemorated. Refer to 9adar.org/18-ways-to-participate . Encourage students to choose one of these ways to participate, or select one or two ways as a class commitment.
PHASE TWO	Preparing for Purim: What does it have in common with 9 Adar?
ANTICIPATORY SET (5-7 MINS.)	Begin this lesson with the following prompt written on the board: Write down three things that you remember from yesterday's lesson on 9 Adar. If students have trouble thinking of things, you can ask them to recall the Who, What, When, Where, and Why of the 9 Adar conflict. Invite students to share aloud some of their takeaways from the 9 Adar focus lesson.
PROCEDURE (10-12 MINS.)	Pass out Worksheet 2. Working in partners, have students fill in the top half of Worksheet 2, listing all the things that come to mind when they think of Purim.
(5-10 MINS.)	Ask students to share their ideas and write them in a large word web on the board.

(5-10 MINS.) Ask students to give a summary of Megillat Esther from start to finish. Remind students that a summary is as brief and concise as possible. Call on one student to start by sharing one introductory sentence and popcorn to another student for the next summary sentence in the story.

(20-30 MINS.) Pass out Source Sheet 2. Read aloud the verses and have students fill in the bottom half of Worksheet 2 with the same partners.

(10-12 MINS.) Ask students to share their ideas about the main conflict, characters and wants in Esther 3:1-4.

CLOSURE
(7-10 MINS.) Invite students to share aloud their ideas of the parallels between Purim and 9 Adar. If it is not mentioned, prompt students to think about the traditional ways in which both holidays/days are commemorated, noting the overlap of fasting, reading Jewish text, giving tzedakah to the poor and delivering food (Esther 9:22). Note how both in the conflict aspect and in how we mark these days, there is much overlap between 9 and 14 Adar.

PHASE THREE **Nahafochu: What does it mean in the context of Purim, and what can it teach us about constructive conflict?**

ANTICIPATORY SET
(10-15 MINS.) Read aloud the book The True Story of the 3 Little Pigs, by John Scieszka. Depending on the age of your students, read either the entire book or just excerpts for older students, to give them a taste for the concept of the book.

(5-7 MINS.) Ask students to share their ideas of how this tale differs from the traditional fairy tale about the three little pigs. How is the wolf different here? How are the pigs different? Write down their ideas in list form on the board.

PROCEDURE
(20-25 MINS.) Pass out Worksheet 3. On their own, have students draw according to the prompts, allowing 3 minutes for each drawing. With stopwatch in hand, remind your students that the goal is to sketch according to the prompt and they are not expected to have a perfected drawing. Before Drawing #2, read aloud Esther 3:2. Before Drawing #3, read aloud

Esther Rabbah 7 (from Source Sheet 3). Before Drawing #4, read aloud the Talmudic account of Haman having been a slave of Mordechai (also from Source Sheet 3).

(12-15 MINS.)

Ask students to share some key differences they observe between their own drawings 1 and 2 and between 3 and 4. Why might those drawings be different?

(7-10 MINS.)

Write the word “bias” on the board. First ask students to share what they know about this word, creating a word web on the board. Create a working definition of “bias” that can be utilized throughout the lesson.

(20-25 MINS.)

Pass out Source Sheet 3. Read aloud the texts defining *nahafochu*, asking the corresponding questions alongside the text. Have students fill in the last questions on Worksheet 3. Looking at the Hebrew, help students reach a clear definition of *nahafochu* such as “turnabout,” or “turned upside town.”

CLOSURE

Engage students in discussion with the following prompt:

What does *nahafochu* mean in the framework of “constructive conflict?”

(5-10 MINS.)

PHASE FOUR

Creating a 3rd Story: How can we apply a constructive conflict lens to the conflict between Mordechai and Haman?

**ANTICIPATORY
SET**

With student permission, project images of two different scenes from Worksheet 3. Call on students to comment on the different biases in each drawing, reminding students not to comment on the quality of the drawing but rather on the content. How do the drawings depict “*nahafochu*?”

(5-7 MINS.)

PROCEDURE

Pass out Source Sheet 4. Discuss as a class.

Talk about how to “create a 3rd story.” Instead of only seeing one side of a story or one person’s perspective, how can we hold both perspectives to be valid at the same time?

(15-20 MINS.)

(7-10 MINS.)

Write the word “mediator” on the board and discuss its meaning. Who are examples of mediators in our society? Who are examples of

mediators in Tanakh or in literature?

(10-15 MINS.)

Cut out a large heart from construction paper, large enough to contain 2 drawings per student. Divide the heart or draw a dividing line to create symmetrical halves. Have students cut out two of their favorite drawings from Worksheet 3, but they must be drawings that oppose each other (such as Drawings 1 and 2 or 4 and 5, if those drawings depict opposite biases). Students will then tape the drawings in opposite halves or “chambers” of the heart. Display the large heart on the board.

CLOSURE

Ask students to share their ideas of what it means to “think like a mediator,” based on the heart display and the text they read.

(5-7 MINS.)

PHASE FIVE

Nahafochu Now: How do we apply the idea of nahafochu and constructive conflict to conflicts in our own lives?

**ANTICIPATORY
SET**

Optional Resource: Show students the following children’s contemporary Hebrew books about nahafochu!

– נהפוכו

(7-10 MINS.)

– הפוך אותי

Have students cut out their own construction paper hearts, or pass out pre-cut hearts big enough to contain one drawing on each half.

(2-5 MINS.)

PROCEDURE

Pass out Source Sheet 5 and read aloud. Students will first discuss in partners and then as a class.

(5-10 MINS.)

(12-15 MINS.)

Pass out Conclusion Worksheet. Students may complete this worksheet on their own or with a partner.

(2-5 MINS.)

Have students cut out their final two drawings (depicting two sides of a personal conflict in their lives) and tape or glue them in opposite chambers of their paper hearts.

CLOSURE

Take photos of your students holding up their paper hearts with their drawings and upload the photos for 9 Adar's social media campaign! Display the students' hearts on a bulletin board outside your classroom to promote constructive conflict and thinking like a mediator!