



## Road Trip!

### Topic

Passover, Torah

### Grade Level(s)

4<sup>th</sup> – 8<sup>th</sup>

### Big Ideas

Big journeys can be daunting but also offer great opportunities.

People can feel a great sense of loss even when they are leaving a difficult situation.

### Learning Targets

Students will:

1. Consider how *B'nei Yisrael* physically prepared for the journey from Egypt to the Promised Land
2. Relate how *B'nei Yisrael* felt as they prepared and set off on their long journey
3. Evaluate how to come out better from a difficult situation

### Relevant Vocabulary

פֶּסַח ( <i>Pesach</i> )	Passover
בְּנֵי יִשְׂרָאֵל ( <i>B'nei Yisrael</i> )	The Israelites
יְצִיאַת מִצְרַיִם ( <i>Yetziat Mitzrayim</i> )	The Exodus from Egypt
מִדְבָּר ( <i>Midbar</i> )	Wilderness (often translated as desert)
שְׁמוֹת ( <i>Shemot</i> )	The Book of Exodus (Literally: Names)
בְּמִדְבָּר ( <i>Bamidbar</i> )	The Book of Numbers (Literally: In the Wilderness)

### Materials / Technology Needed

- iMovie (available for iOS) or other video editing app (optional)
- Pic Collage (available for iOS and Android) or other collage app (optional)
- Drawing materials (optional)
- Pens, pencils (optional)
- Paper (optional)
- *Haggadot* (optional)
- *Chumash/Tanakh* for each student (optional)

### Background for Leaders

Leaving Egypt was a formative event for *B'nei Yisrael*. The narrative of *Yetziat Mitzrayim* is one that includes displays of God's power, hurried preparation to leave, and a lot of confusion about what happened. The Haggadah of *Pesach* follows *B'nei Yisrael* on their journey from slavery to freedom. It is a major transition that requires the people to reconsider how they conceive of themselves and to begin to make decisions for themselves.



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The transition, though, is more than a spiritual one. *B'nei Yisrael* must prepare to set off on a long journey through the wilderness in order to reach the Promised Land. It is an exciting opportunity to be sure but also one that was likely quite scary as well. It began with massive preparations, which included enjoying a big meal (the original *Pesach* offering) the night before leaving, baking *matzah* for the journey, and collecting precious metals and fabrics from the Egyptians (*Shemot* 12).

Such was the scale and impact of setting off on this journey that, according to Midrashic interpretations, only 1/5 of *B'nei Yisrael* left Egypt. A full 4/5 were too scared of what lay ahead to make the journey even after considering all the hardships of being slaves in Egypt (*Midrash Tanhuma, Beshalah* 1:4 and Rashi on *Shemot* 13:18).

The effect of *Yetziat Mitzrayim* is meant to be felt across history as is emphasized at the end of the *Magid* section of the *Pesach Seder*, where the Haggadah states, “בְּכָל־דֹּר וְדֹר חַיֵּב אָדָם לִרְאוֹת אֶת־עַצְמוֹ כְּאִלוֹ הוּא יָצָא מִמִּצְרַיִם. (In every generation, each person is obligated to see themselves as though they went out from Egypt.)”

### Description of Activities

1. Students collect memories from trips they have taken. These memories can be pictures, souvenirs, stories, etc.
  - a. Note that these trips might include ones that involved changing one's place of residence.
2. Ask volunteers to share their memories.
3. Discuss:
  - a. What did you anticipate about these trips? What was daunting about them? What made these trips memorable?
  - b. When is it most enjoyable or meaningful to take a trip?
    - i. Some possible discussion points might include traveling to celebrate special occasions, getting away after a long time at home, experiencing something completely different, and the importance of the destination itself.
  - c. Other possible questions for discussion include:
    - i. What types of things do you pack for a big trip?
    - ii. How much food do you or your family take? Why? (This question gets to ideas about how much one expects to have access to necessities while traveling.)



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4. Share a brief recap of *B'nei Yisrael* being in Egypt and needing to prepare to leave. Explain that *B'nei Yisrael* needed to prepare to leave. (See Background for Teacher.)
5. Discuss: What do you think *B'nei Yisrael* approached with anticipation? What do you think was daunting about leaving Egypt and going on the journey? Why might some of *B'nei Yisrael* wanted to stay in Egypt instead of leaving?
6. Ask students to imagine that they, themselves, will be leaving Egypt. What items would they make sure to pack? What would they try to pack? What would they leave behind?
7. Students create a travelogue of their journey out of Egypt. This can be a videologue, a collage, a scrap book, etc. What is wonderful about the journey into the wilderness? What is difficult about the journey into the wilderness?
8. Wrap-up: Discuss what it means to experience *Yetziat Mitzrayim* today. (See Background for Leaders for references to this idea in the *Haggadah*.)
  - a. What does it mean to leave a difficult situation behind for new opportunities?
  - b. How do we leave behind a difficult situation behind and come out better?

### Differentiation Options

Knowing that students learn in a variety of ways and modalities, the following options are provided to adjust the above lesson to meet the unique needs of your learners.

#### **For learners who need more assistance**

- Students focus only on how *B'nei Yisrael* prepared in Egypt.
- Students use the artistic medium of their choice to represent a difficult situation that they have left behind.

#### **For learners who need extension opportunities**

- Students look in a *Tanakh* or *Chumash* to track *B'nei Yisrael's* journey through the *midbar* to Mount Sinai (*Bamidbar* 33:1 – 15). For extra extension, students track *B'nei Yisrael's* journey to just before their entry into the Promised Land (*Bamidbar* 33:1 – 50).
- Students create a travelogue for a modern *Yetziat Mitzrayim*.