

Unit 6: Israel and Beyond

| | Title | Reading | Listening | Writing | Speaking |
|---|---|-----------------------|--------------|----------------------|-------------------------------|
| 1 | Mid-19 th Century Life in Jerusalem's Old City | Diary Entries | ---- | Diary entry | Descriptions / points of view |
| 2 | Growing Up in the Old City of Jerusalem | --- | Interview | Compare and contrast | Descriptions |
| 3 | Collision in Time – A Play | Play | Role play | Diary entry | Interview |
| 4 | History of the Jews in Venice | Articles | ----- | Description | Background Knowledge |
| 5 | Writing a Memoir | Instructions | ----- | Memoir | Personal experience |
| 6 | The Venetian Glass Esrog: part 1 | Information and Story | ----- | Opinion | Opinion |
| 7 | The Venetian Glass Esrog: part2 | Story | Conversation | Conversation | Prediction/ role play |
| 8 | The Venetian Glass Esrog: part 3 | Story | --- | Prediction | Prediction |
| 9 | The Venetian Glass Esrog: part 4 | ---- | Conversation | Reflection | Opinion |

Overall performance objectives:

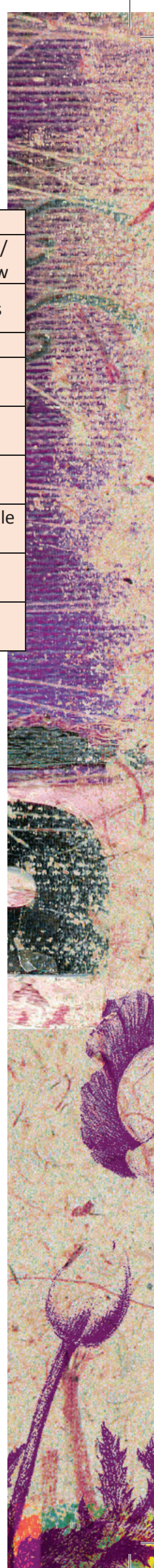
- Can discuss personal knowledge and ideas
- Can describe and reflect
- Can write a memoir and a diary entry
- Can compare and contrast
- Can express personal ideas in connection to topic
- Can write an opinion and a dialogue

Vocabulary: New

| | | | | |
|---------------|----------------|-------------|-----------|-----------------|
| abandoned | container | fate | nerve | recaptured |
| affair | coordinate (v) | forbidden | observer | regular |
| agenda | correct | fortunately | occupant | remainder |
| alternate (v) | deck | generous | parade | representatives |
| asset | decoration | governing | pardon | roughly |
| autobiography | discrimination | infection | partial | row |
| backup | electrician | inhabitants | plot | rumor |
| bank | elegant | interrupted | polluted | scheme |
| belongings | embarrass | isolated | precious | smash |
| calculation | entirely | living (n) | pretend | sophisticated |
| charged | evaluating | luxury | primitive | spacious |
| collide | exploration | matter | prospered | spy |
| collision | fare | mature (v) | reach | strict |

Collocations, Chunks, and Idioms

| | | | | |
|--------------------------|------------------------|--------------|------------------|-----------------|
| all in all | beyond the control of | depends on | leading into | suspicion |
| as a result of something | bring out | escape route | lose track of | prior to |
| attract attention | came across | forgive me | make the most of | remain a secret |
| be situated on | come to the conclusion | hand in hand | on guard | stick to |



Reentered / Reviewed

| | | | | | |
|------------|-------------------|--------------|-----------------|----------------|-----------|
| accompany | concentrated | enemy | obtain | produce | severe |
| anxiety | consideration | exclusively | occupy | products | shallow |
| anxious | construction | exhibits | on behalf | purchase | source |
| approach | convey | expand | on the contrary | pursue | structure |
| assignment | dependent | experience | optimistic | quantity | suitable |
| assist | desire | generation | original | quarter | survive |
| assumption | despite the fact | indicate | outcome | persuade | various |
| assumption | determination | inspect | perspective | reconstruction | vital |
| calculate | distinguish | inspire | persuade | represent | wave |
| capture | draw attention to | limited | population | residents | |
| citizen | economy | manipulate | poverty | safety | |
| community | efficiency | municipality | procedures | settle | |

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1: Mid-19th Century Life in Jerusalem's Old City

1. Let's Talk! Pair Work. Have the students do the quiz individually and then discuss the answers with their partners.

Discuss the answers with the class to see how many the students answered correctly.

Answers:

- | | | |
|----------|----------|----------|
| 1. false | 4. true | 7. false |
| 2. true | 5. false | |
| 3. true | 6. true | |

2. a. Have the students write the words next to the meanings.

Answers:

- | | | | |
|--------------|-------------------|---------------|---------------------|
| 1. occupant | 5. entirely | 9. infection | 13. generous |
| 2. fares | 6. discrimination | 10. observer | 14. forbidden |
| 3. plot | 7. spacious | 11. container | 15. living |
| 4. alternate | 8. calculation | 12. fortune | 16. representatives |

2. b. Have the students complete the sentences using the words in Exercise 2.a.

Answers:

- | | |
|------------------------------|-------------------------|
| 1. representatives, fortune | 5. calculations, fares |
| 2. forbidden, discrimination | 6. observer, entirely |
| 3. plot, container | 7. infection, alternate |
| 4. occupants, spacious | 8. living, generous |

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3. Have the students write an example or two for each description, in their notebooks. Encourage them to share their ideas.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and layout and think about what they might learn. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#). Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to the diary entries they read in Exercise 4, in their notebooks.

Answers:

- a. *they lived in poverty / they had no money/ they didn't have enough money*
- b. *the exact amount of money needed for the Pessach fares*
- c. *1*
- d. *any two of the following: People were chosen to live there by lottery / There was a system where they alternated living there after three years / The apartments were very spacious*
- e. *They had to depend on the rain. / There was no natural source of fresh/drinkable water close to the Old City.*
- f. *Any two of the following: Water left over from cooking was used for other purposes. / Water from the Shiloach was used for washing laundry after that they used the leftover water to wash the floor. / After they used the water, they would water the plants. / If there was anything left, they cleaned their paths.*
- g. *3*
- h. *they did not know how to speak Arabic, the language of the country / they didn't speak the local language*
- i. *the Chalukah System*

6. Let's Write! Have the students write a diary entry about one of the time periods presented to them. They should make sure to use the layout of a diary entry. Encourage them to share their ideas afterwards. They are to write between 100-120 words in their notebooks.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

The historical information was taken from the book, "Where Heaven Touches Earth" by David Rossoff.

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2: Growing Up in the Old City of Jerusalem

1. Let's Talk! Pair work. Have the students individually tick what they've done in the Old City of Jerusalem. Then in pairs, have them discuss and compare. Encourage the students to share information about the places their partner may not be familiar with.

2. a. Have the students write the word next to the definition provided.

Answers:

- | | |
|----------------|----------------|
| 1. prior to | 5. fortunately |
| 2. abandoned | 6. recaptured |
| 3. mature | 7. asset |
| 4. inhabitants | 8. regular |

2. b. Have the students complete the dialogue with the words in Exercise 2.a.

Answers:

- | | | |
|----------------|----------------|--------------|
| 1. Fortunately | 4. asset | 7. prior to |
| 2. regular | 5. abandon | 8. recapture |
| 3. mature | 6. inhabitants | |

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3. Have the students write at least three sentences about living in their neighborhood, in their notebooks. They should use at least two of the words from Exercise 2.a. in each sentence.

4. Listening Comprehension

Have the students listen to the interview with Mrs. Rivi Spiegel. They should then answer the questions in their notebooks.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Mrs. Bernstein: Good afternoon students. We are happy to have Mrs. Rivi Spiegel with us. She grew up in the Old City of Jerusalem. Thank you, Rivi, for agreeing to speak with our students.

Rivi: You're welcome Mrs. Bernstein. It is my pleasure to be here and share some of the experiences I had as I was growing up in the Old City of Jerusalem with your students.

Mrs. Bernstein: So, let's get started. When did your family move to the Old City?

Rivi: My family moved to Israel from New York in 1968 a year after the Six Day war. We lived in Givat Shaul in Jerusalem. In the war in 1967 the Jewish Quarter was recaptured by Israel and Jerusalem became one city again. Most of the Jewish Quarter of Old City was completely destroyed by the Jordanian army. Buildings were abandoned or destroyed. After the Six Day War, the Jerusalem municipality took over property in the Jewish Quarter that were mostly owned by Jews before the War of Independence. It took some years before the properties were ready for inhabitants to move in.

Mrs. Bernstein: And what happened after that?

Rivi: After the reconstruction of the parts of the quarter that were destroyed prior to 1967, the city government, with much determination, offered these properties for sale exclusively to the Israeli and Jewish public. The properties had been renewed and new water pipes and electricity lines had been installed.

Mrs. Bernstein: Was that when your parents decided to purchase property in the Jewish Quarter?

Rivi: You are right. My parents had always had a dream to move to the Old City and be near the Kotel. When they heard about this offer, they jumped at the opportunity. They were optimistic that they would be able to get a good apartment.

Mrs. Bernstein: That must have been a big challenge. How long after that did you move to the Old City?

Rivi: Fortunately, my parents were able to purchase an apartment on Misgav Ladach Street. It is the street parallel to the Kotel. When we first moved in, we were so excited. It was a four-floor structure. There was a bookstore on the bottom floor and we had a staircase up to the second floor where the bedrooms were located. On the third floor we had a beautiful kitchen that my mother had designed especially for the apartment and also there was a large living room. The highpoint of all that climbing was getting to the top floor, the roof top. From there, we had a direct view of the Kotel. It was breathtaking.

Mrs. Bernstein: That sounds amazing. Rivi, can you tell us some of the hardships you had when you were younger living in the Old City?

Rivi: Sure. I think the hardest thing for us children was getting to school. We had to travel at least an hour and half each way on the number two bus line all the way to Givat Shaul. There were no schools for girls or boys at the time when we moved in.

Mrs. Bernstein: What problems did your mother have when she moved to the Old City?

Rivi: I think her biggest problem was shopping. There was no large supermarket in the Old City. When we moved in there was a small Jewish grocery store. Cars were unable to enter the Old City streets and all deliveries had to be made by cart. Anyone living in the Jewish Quarter who owned a car had to park their car a special parking lot at the entrance of the quarter.

Mrs. Bernstein: That must have been very complicated for her. What did you do when you wanted to travel outside of the Old City?

Rivi: We always depended on public transportation. Taxis couldn't come to our house, so we had to go down the staircase and take the bus at the bus stop near the Kotel. It was difficult and complicated in the rain but we managed and survived it.

Mrs. Bernstein: Do you have any impressions you would like to share with us about growing up in the Jewish Quarter of the Old City of Jerusalem?

Rivi: I just want to say that growing up and living in the Old City is very special. Not everyone has such an environment to mature in. There is a lot of Kedusha, but on the other hand there are the diverse types of people who are regular visitors to the area like tourists from all over the world, and of course our Arab neighbors. Living there is like being in the center of the world. There is nothing like having the opportunity to just walk down the stairs and daven at the Kotel whenever you want to. I am grateful to Hashem and my parents for giving me and my family an opportunity to have lived in the Jewish Quarter of Jerusalem.

Mrs. Bernstein: Thank you, Rivi for sharing your experiences with us.

Answers to the questions:

- a. 3
- b. *the view of the Kotel (from the rooftop)*
- c. 1
- d. *going shopping*
- e. 1,3,5

5. Have the students compare the life of Rivi Spiegel to that of Nechama Bachbot from Part 1 in their SB, on page 137. They are to copy the Venn diagram into their notebooks and write the information about each one in the correct circle, and the similarities in the middle. Then they are to write two sentences describing the differences and two describing the similarities. Encourage them to share their ideas.

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3: Collision in Time – A Play

1. Let's Talk! Pair Work. Have the students work in pairs to imagine they meet someone from the Old City of Jerusalem in 1860. They are to make up at least 4 questions that they would ask and explain why they are asking those questions. Encourage them to share their ideas in class.

2. a. Have the students write the correct word and definition in their notebooks.

Answers:

- | | | |
|----------------|----------------|------------------|
| 1. electrician | 5. forgive me | 9. lose track of |
| 2. primitive | 6. come across | 10. reach |
| 3. coordinate | 7. correct | 11. collision |
| 4. as a result | 8. collide | |

2.b. Have the students write examples for each of the descriptions given, in their notebooks. Encourage them to share their ideas.

3. Have the students complete the dialogue with the words from Exercise 2.a.

Answers:

- | | |
|---------------------|---------------|
| a. come across | e. collide |
| b. coordinate | f. correct |
| c. to lose track of | g. forgive me |
| d. as a result | |

4. Read the play with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#). Ask questions while reading to ensure comprehension.

Option: Have the students work in groups of three and read the various parts aloud, act it out and present, each group giving it their own interpretation of what happened there. This could be after the initial reading for comprehension.

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5. Have the students answer the questions according to the play they read in Exercise 4.

Answers:

- any two of the following: *their clothes, their names, fear of going to the Arab market, their knowledge about supermarkets, about electricity*
- Accept any logical reasoning that is based on the text. They should show an understanding that Rivi is sure Nechama is pretending to not know, just like with the supermarket.
- Accept any logical answer as long as it's based on the text.

6. Let's Write and Talk! Have the students work in small groups of 3-4 to write the next scene, Scene 2, and then act it out for the class. In their scene, they should relate to what happens at the Kotel, who they might meet and if they actually understand that they are from different time periods.

The class should watch the different scenarios presented by their classmates and decide which version they liked the best.

You can assess the students using the [Speaking Rubrics](#) on page ix in the TG.

7. Let's Write! Have the students write a diary entry of either Nechama or Rivi after their collision. They should write between 100-120 words in their notebooks. You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this. You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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4: History of the Jews in Venice

1. Let's Talk! Pair work. Have the students work in pairs to discuss the statements. They should decide if the statements are true or false and discuss what else they know about each

one. After they share ideas in pairs, conduct a class discussion and check which statements they thought were true and which were false.

Answers:

- | | |
|----------|----------|
| a. False | d. False |
| b. True | e. True |
| c. True | |

2. Have the students match the word or expression to the definitions.

Answers:

- | | | | |
|------|------|------|-------|
| 1. f | 4. c | 7. j | 10. g |
| 2. a | 5. k | 8. b | 11. i |
| 3. h | 6. d | 9. e | |

3. Have the students complete the sentences using the words in Exercise 2.

Answers:

- | | |
|------------------|----------------|
| a. decorations | e. All in all |
| b. elegant | f. strict |
| c. sophisticated | g. led into |
| d. agenda | h. situated in |

4. a. Prior to reading the text, have the students look at the pictures and say if they recognize the place. (Venice, Italy)

Then read the first text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

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4. b. Follow the same guidelines above, for this text, this time looking at the title and asking the students to say what they already know. Ask questions while reading to ensure comprehension.

These articles are based on Jew's of Venice's Ghetto by Dr. Yvette Alt Miller <https://aish.com>

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5. Have the students answer the questions according to the two articles they read in Exercise 4.a. and 4.b. in their notebooks. The questions are divided according to the texts.

5.a. Venice

Answers:

1. any two of the following: *famous for its 150 canals / built on a group of about 120 islands / islands connected by bridges / gondolas are painted black the symbol of Venice / the city is slowly sinking*
2. b
3. by gondola, by walking
4. to keep Venice architecture unique.
5. high tides from the sea

5.b. History of the Jews in Venice

Answers:

1. a polluted island inside of Venice
2. The gates were locked and the draw bridges were also closed at night
3. a yellow hat and a yellow badge
4. any two of the following: *over 5,000 Jews moved into the ghetto / Jews came from all over Europe / They built skyscrapers because they couldn't expand outside the ghetto / It became a center of Torah and culture / Over one third of the Hebrew books published in Europe were from Venice / There was less anti-Semitism than any place in Europe*
5. c
6. The Ghetto in Venice celebrated the 500th anniversary.

6. Let's Write! Have the students write a short paragraph about a trip they would like to take to Venice. They are to write between 80-100 words in their notebooks. Encourage them to share their ideas.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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5: Writing a Memoir

1. Let's Talk! Pair Work. Have the students work in pairs to talk about ordinary but interesting events that they experienced recently. When they are finished, encourage pairs to share the event they think is most memorable between the two shared in their pair.

2. a. Have the students circle the word that does not mean the same as the word in bold.

Answers:

- | | |
|-------------------|--------------|
| 1. sophistication | 3. governing |
| 2. commercial | 4. novel |

2.b. Have the students choose the correct meaning for the expression in bold.

Answers:

- | | |
|-------------------------------|-----------------------|
| 1. continue even if it's hard | 3. take advantage of |
| 2. present to the public | 4. out of one's power |

3. Have the students give an example based on the description in their notebooks.

Encourage them to share their ideas and to explain what they wrote about, if appropriate.

4. Read the text with the students to ensure they understand how to write a memoir.

Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

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5. Let's Write! Have the students write a short memoir as if they are a person living in the Venice Ghetto in the 1600s. They are to write as much detail as they can. Encourage them to use the information you have been discussing in the first 4 sections of this unit. They are to write between 120-140 words, in their notebooks.

You can use the [Writing Templates](#) on page iv in the TG to help you teach and review this.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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6: The Venetian Glass Esrog: Part 1

1. Let's Talk! Group work. Divide the class into groups of 4 students. Each group has to come up with words that they associate with courage and with fear. Then have each group share their list. Write their words on the board and see what they came up with.

Discuss the question. Let the students express an opinion. Encourage them to give examples.

2.a. Have the students choose the word that means the same as the words in bold in each sentence.

Answers:

- | | |
|------|------|
| 1. a | 5. c |
| 2. b | 6. b |
| 3. a | 7. a |
| 4. b | 8. c |

2.b. Have the students use the words in bold in Exercise 2.a. to complete the sentences in their notebooks.

3. Have the students answer the questions about how they feel in certain situations in their notebooks. Encourage them to share.

Option: Do this exercise as a speaking task in class with everyone. Each student has to say how they feel in at least 2 of the situations.

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4. Read the texts with the students. Discuss the content and how they think these texts are connected to the story they will be reading in Exercise 5. Ask questions about previous knowledge of these topics: *glass blowing* and *the regatta parade*. Glass blowing is better known but the regatta parade is probably not familiar with the students.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

5. Have the students answer the two questions about the short excerpts in Exercise 4, in their notebooks.

Answers:

- a. skill and imagination

b. Any two of the following: *one of the most famous event of the year, boat competition, people from all over the world come, boats and gondolas are decorated, all citizens come to see it*

6. Read the first part of the story with the students. Discuss what type of text this is and how they think this story is connected to the articles they read in Exercise 4.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Ideas for this story was taken for Mishpacha Teen Pages Succot Edition 5700)

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7. Have the students answer the questions according to the first part of the story in Exercise 6. in their notebooks.

a. He could practice his profession inside the ghetto.

b.

| | | Knock number one | Knock number two |
|----|-------------------|---|---|
| 1. | How does he feel? | He isn't afraid because he is probably expecting a letter from his brother. He sees that the person who delivered the letter is a Jew by his dress. | shocked, afraid, lost confidence, surprised, wondered |
| 2. | What does he do? | He reads the letter and starts planning how he would sell his brother's esrogs. | He is forced to go with the two men. |

c. 4

d. Students should explain what they think Baruch writes his brother and why.

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7: The Venetian Glass Esrog- Part 2

1. Let's Talk! Have a class discussion about the first part of the story. Have the students predict what they think might happen next in the story and what they think the important matter is. Encourage them to express as many ideas as they can.

2.a. Have the students write the words next to the definitions.

Answers:

1. luxury

4. attract attention

7. remain a secret

2. evaluate

5. row

8. spy

3. rumor

6. affair

2. b. Have the students choose the best ending for each sentence.

Answers.

1. a

5. a

2. a

6. b

3. a

7. a

4. b

8. a

3. Have the students complete the passage using the words in Exercise 2. Point out that changes may be needed.

Answers:

- | | |
|----------------------|--------------------|
| a. affair | e. rumor |
| b. evaluating | f. spying |
| c. attract attention | g. rowing |
| d. luxury | h. remain a secret |

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4. Read The Venetian Glass Esrog, Part 2, the continuation of the story, with the students.

Discuss what they already know and what they think will happen now.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#).

Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to Part 2 of the story in Exercise 4, in their notebooks.

Answers:

- a. 2
- b. 1.
- c. 2
- d. 2, 3
- e. Any two of the following: *flags / decorated boats / citizens lined the banks and bridges / the doge and his wife traveled on their large barge.*
- f. 3
- g. 3

6. Let's Write and Speak! Pair Work. In pairs, have the students write a conversation, in their notebooks, between Baruch and his children on the day of the regatta. They are to write at least 5 question and answer sets, asking about the regatta and Baruch explaining what they are looking at. Once they are finished, they are to act out their conversations in front of the class. Encourage them to use costumes to get into the mood of Venice in the 1700s.

You can assess the students using the [Speaking Rubrics](#) on page x in the TG.

You can use the [Writing Rubrics](#) on page v in the TG to help you grade this.

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8: The Venetian Glass Esrog - Part 3

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the questions and predict what will happen next. Then compare answers in class. What do most students think?

2. Have the students complete the puzzle using the words in the bank to match each clue.

Answers:

Across:

- 3. come to the conclusion
- 6. suspicion
- 7. roughly

Down:

- 1. escape route
- 2. belongings
- 4. smash
- 5. bank

3. Have the students complete the passage with the words from Exercise 2.

Answers:

- | | |
|---------------|---------------------------|
| a. belongings | e. bank |
| b. smashed | f. came to the conclusion |
| c. suspicion | g. escape route |
| d. roughly | |

4. Read the next part of the Venetian Glass Esrog, Part 3, with the students. Discuss what they think happens to Baruch in this part of the story and what they think is yet to come. It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, [Working with a Text](#). Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to Part 3 of the story in Exercise 4, in their notebooks.

Answers:

- a. *felt danger to his life / knew his life was at risk*
- b. 1
- c. Any two of the following: *his wife / his baby / his brother's esrogim / the glass items he made / the yellow glass esrog*
- d. 3

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- e. 2
- f. 3
- g. *The Doge's guards of the palace are waiting for him.*

6. Let's Write! Have the students write three sentences predicting the ending of the story, in their notebooks.

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9: The Venetian Glass Esrog- Part 4

1. Let's Talk! Have a class discussion by going over what the students wrote in Exercise 6 on Page 158 in the SB. Have them express their predictions on how they think the story will end.

2. Have the students circle two answers for each word or expression.

Answers:

- | | |
|---------|---------|
| a. 1, 2 | e. 1, 3 |
| b. 2, 3 | f. 2, 3 |
| c. 1, 2 | g. 2, 3 |
| d. 1, 3 | |

3. Have the students answer the questions using the words in bold, in their notebooks. If they are willing, have the students share some of their answers.

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4. Listening Comprehension

Have the students listen to what happens in the court at the Doge's palace.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

You are going to listen to the procedures of the court case in the Doge's palace.

Judge: Are you Signor Baruch Benatto, the glassmaker of the Venetian Republic?

Baruch: Yes, I am.

Judge: You were charged with a mission by this Senate and you have failed! What do you have to say?

Baruch: Yes, you are correct. I, Baruch Benatto, was given a mission by His Most Revered Excellency. However, your assumption in this affair is incorrect. I did not fail! I have proof here with me that I have succeeded in my assignment and I am willing to show it to you all. **(All the people in the room gasp:)** Ah! aaah

One says: What nerve!

Another says: He is only stalling for time.

Baruch: Here I can show you this proof. (Can hear a noise of something being pulled out of his garments.)

Judge: Signor Baruch Benatto, it seems that you have indeed succeeded. Under the new circumstances, it would be wise and proper to discuss the matter in the privacy of the consultation chamber. Meanwhile trust that you will accept the pardon of the Senate. (The sound of doors opening and a few people going into the other room.)

Person A: Signor Benatto, what do you have to tell us?

Baruch: I will tell you the whole story from the start. From the beginning, when you assigned me to carry out this mission, I knew it was of major importance to find a safe place for the ciphered message. I knew the power of a rumor and misinformation could be manipulated to protect security and hide the truth. I thought this scheme out in every detail. I had to be at every turn.

Person B: So what did you do?

Baruch: That was when I thought of producing a glass esrog which I would place among the fruit I would be selling to the Jews in different cities. It seemed to be the perfect cover up and hiding place for the ciphered code and later the transcription.

Person C: That was a brilliant idea.

Baruch: So, I set out to create the perfect trap. I worked on it nightly, so the neighbors kept talking and soon the whole ghetto know of my 'secret'. So, the glass esrog idea got to the ears of my enemies and occasionally there were visitors inspecting and spying what I was doing.

Person A: Weren't you afraid?

Baruch: Well actually, that was just as I had planned. I wanted everyone to believe that the ciphered message would be hidden in this glass esrog. This was a vital part of the plan.

Person B: How was it possible for you to have the transcription when everyone thought it was in the esrog?

Baruch: At the time Rabbi Moshe of Modena gave me the transcription, I copied it three times. I needed to have a backup. I sewed one copy into the band of my wife's scarf. I sewed the second copy into the baby's blanket. The third copy I put in between the sole of my shoe and the lining. This way at least one copy would reach its destination.

Person C: As far as I know, that is the smartest deception I have ever heard of.

Baruch: Not only did I bring back the transcription safely. I brought it back in three different copies.

Doge: Tell me then Signor Benatto, what did you put inside of the glass fruit?

Baruch: I put my own code in it.

Doge: What did it say?

Baruch: It said: Don't believe all the gossip you hear in the market. You may be disappointed. Don't run to do the will of others because even if you succeed, they will not reward you.

Doge: (*laughs*) Ha ha ha! How I enjoy the embarrassment of my enemies. Signor Benatto, this is what I want you to do in order for me to always remember how you were able to trick my opponents. Make me an exact copy of that esrog and I will have it on exhibit in my grand hall. Thank you so much!

Baruch: It was my honor to serve you.

Answers to questions:

- a. 3
- b. 1.
- c. 2
- d. 3
- e. Correct order: 2, 5, 1, 6, 4, 8, 7, 3

5. Let's Write! Have the students write a reflection on the story, discussing the events, the characters and their opinion of it. They are to write between 120-140 words, in their notebooks. Encourage them to share their ideas.