



# Scavenger Hunt through *Megillat Esther*

## Topic

Purim, Hebrew

## Grade Level(s)

5<sup>th</sup> grade and up

## Goals for the Lesson/Activity

### Students will:

- Develop competence locating specific verses in the *megillah*
- Demonstrate the ability to decode unfamiliar Hebrew words/texts
- Identify the verses of the *megillah* that describe three *mitzvot* associated with Purim
- Demonstrate understanding of specific verses by creating illustrations and songs

## Materials needed

- Printed copies of *Megillat Esther* (Scroll of Esther) in Hebrew with English translation (1 per group of 3-4 students) Download the complete *megillah* from [Sefaria.org](http://Sefaria.org)
- Copies of the scavenger hunt, one per student
- Highlighters

## Technology needed

Recording devices (Smart phones or tablets, 1 per group)

## Background for Teachers

Using the actual text of *Megillat Esther* provides wonderful opportunities for students to practice their Hebrew reading skills while engaging with Jewish texts. The accompanying scavenger hunt encourages students to read passages from the *megillah* in Hebrew as well as skim the text in English to answer questions. Echoing Dr. Howard Gardner's theory of multiple intelligences, some of the questions call for Hebrew reading and recording, while other questions ask for illustrating and writing. Before dividing students into groups, think about each student's strengths and create teams that have all types of learners represented. Remember too, some students work best in larger groups, others in pairs, and still others are more comfortable working alone. Diverse groupings will allow everyone to shine!



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### **Description of Activities**

Students work in groups to complete the worksheet activities. Once students have finished their treasure hunt worksheets, bring them together to debrief. As you go through each question, encourage students to ask questions and hypothesize answers based on their reading of the text. For example:

- Question two asks students to identify the *mitzvot* associated with Purim. Why might these specific *mitzvot* have been matched with this holiday?
- Question four tasks students with finding the number of times Achashverosh, Esther, Mordechai and Haman's names are mentioned. Whose name is mentioned the most? Least? What conclusions might they draw from this information?

Conclude this activity by singing Purim songs!