

Depth & Complexity Choice Board

<p>CHOOSE THREE QUESTIONS TO ANSWER IN THREE TO FIVE SENTENCES</p>	 <p>BIG IDEA</p> <p>What general statement summarizes the Pesach Seder?</p>	 <p>DETAILS</p> <p>Describe how questions affect the experience at the Pesach Seder.</p>
 <p>LANGUAGE OF THE DISCIPLINE</p> <p>Describe the Pesach Seder using the words a sixth grader might use.</p>	 <p>MULTIPLE PERSPECTIVES</p> <p>How do different people see the Pesach Seder?</p>	 <p>OVER TIME</p> <p>How has time affected the Pesach Seder?</p>
 <p>RULES</p> <p>How is the Pesach Seder structured?</p>	 <p>PATTERNS</p> <p>What elements, events or ideas are repeated in the Pesach Seder?</p>	 <p>ETHICS</p> <p>What different conflicting opinions have been expressed in the Pesach Seder?</p>
 <p>TRENDS</p> <p>Relate contemporary trends to the events of the Pesach Seder.</p>	 <p>UNANSWERED QUESTIONS</p> <p>What ideas remain unclear or incomplete about the Pesach Seder?</p>	 <p>ACROSS DISCIPLINES</p> <p>Describe the Pesach Seder the perspective of an historian, anthropologist and rabbi.</p>

Ha Lachma Anya

הָא
לַחְמָא
עֲנִיָּא

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify this section in the Haggadah. 2. Explain the connection between sharing and freedom. 3. Explain how the matzah can be both the bread of slavery and of freedom. 	<p>“Sharing food is the first act through which slaves become free human beings.”</p> <p>We are truly free when we have the freedom to help others.</p>	<p>How are sharing and freedom connected?</p> <p>What does it mean to be “free”?</p> <p>How do items change and evolve over time to mean different things?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Map Making	<p>Set Induction</p> <p>Knowledge Retention</p>	<p>Students will begin their journey through the materials by creating a Seder Map on Canva.</p> <p>The map will be a place to put pictures and/or notes, to help them remember their take-aways from each section.</p>	30 minutes (or use a pre-made map)
Announcement	<p>Opening Question to be used for the Exit Ticket</p> <p>Preparing to Check for Understanding</p>	<p>On the board, write an announcement to your class, asking them whether matzah is the bread of slavery or the bread of freedom. Have the students do a turn and talk to share their idea with a partner. Each student must have one reason for their answer.</p>	5 minutes
Seder Text	Skill Building	<p>Read the text from the Haggadah in chavruta. Each chavruta should raise at least one question about the text:</p> <p>“It surprises me that...”</p> <p>“I wonder about...”</p> <p>“It is strange that...”</p>	5 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Deep Dive	Content Acquisition	As a class, read the Deep Dive section. Use the “Say, Mean, Matter” protocol (what does the text say, what does that mean (translate it into kid language), why does it matter (how does it help us)).	10 minutes
Small Discussion Group	Deeper Thinking	<p>Each group needs to focus on the quote “Sharing food is the first act through which slaves become free human beings.”</p> <p>In their groups, students will come up with a question about the quote using “who, what, why, where, when”</p> <p>Examples: Who should we share with when we are free? What does the act of sharing do for the person who has shared? Why does sharing make us free? Etc.</p> <p>Students then trade papers. Each group answers another group’s questions, making sure to include one reason and one example.</p> <p>Give each group member a number. Choose a number randomly for who will present the group’s question and argument.</p>	15-20 minutes
Journal	Personalization Check for Understanding	<p>What is an item that has transformed for you over time from meaning one thing to meaning another thing?</p> <p>OR</p> <p>When was a time that you shared something with someone because you had enough to give some away? How did you feel? How did the person you shared with feel?</p>	10 minutes
Exit Ticket	Check for Understanding	Before leaving, each student needs to answer the Opening Question on an index card, giving at least one reason for his or her opinion.	5 minutes

Ma Nishtanah

מה
נִשְׁתַּנָּה

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify this section of the Hagaddah. 2. Give examples of different types of new questions that we can ask about the Pesach Seder. 3. Explain what makes a “good” question. 	<p>“We ask not because we doubt, but because we believe.”</p>	<p>How does asking questions connect us to what we are learning or doing?</p> <p>How do questions change and evolve over time?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Ada Twist Scientist	Set Induction	Watch a YouTube read aloud of Ada Twist Scientist	7 minutes
Opening Question	Set Induction	If Ada Twist was at a Pesach Seder, what are three questions she might ask?	5 minutes
Read the Four Questions	Skill Building	<p>Read through the four questions. Ask the students, are these four questions or one question with four answers?</p> <p>A key idea here is that while each of the four questions answers Ma Nishtanah, the answers are incomplete without the explanation that we will receive.</p>	10 minutes
Further Thoughts	Deeper Thinking	Read the Further Thoughts section.	5 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Types of Questions	Skill Building	<p>Hang anchor charts up around the room with the different types of questions listed below (or ones of your choosing). Make sure to include examples.</p> <p>Have kids do a gallery walk, where they ask questions about Pesach. They have to write their question in the format listed on the anchor chart.</p>	10 minutes
Good Questions vs. Bad Questions	Skill Building Deeper Thinking	<p>What makes a good question?</p> <p>You could do this as a class discussion, or break into small groups/ chavruta and have the students imagine that an alien comes to school and doesn't know what a question is.</p> <p>The goal is to define characteristics of a good question.</p> <p>Either at the end of the discussion, or at the end of sharing, pose the question "are there any bad questions?"</p>	10 minutes
Journal	Personalization Check for Understanding	<p>Go back and Read the In a Nutshell section. If you could add one question to the Ma Nishtanah that is relevant today, but would not have been relevant 100 years ago, what would you ask?</p>	10 minutes

TYPES OF QUESTIONS:

1. Yes/No Questions

- Are you excited for summer vacation?
- Do penguins live in the Arctic?

2. Multiple Choice Questions

- What is the capital of France?
 - a. London
 - b. Berlin
 - c. Paris
 - d. Rome

3. Open-Ended Questions

- What do you think will happen in the next chapter of the book?
- How would you solve the problem of plastic pollution in oceans?

4. "Wh" Questions

- **Who** was the first president of the United States?
- **What** causes earthquakes?
- **When** did World War II end?
- **Where** is the Great Barrier Reef located?
- **Why** do leaves change color in autumn?
- **How** do plants make their own food?

5. Comparison Questions

- What are the differences between a frog and a toad?
- How is middle school different from elementary school?

6. Hypothetical Questions

- What would you do if you found a magic wand?
- How might life be different if humans could fly?

7. Clarifying Questions

- Can you explain what you mean by "photosynthesis"?
- Could you give an example of a mammal that lays eggs?

8. Sequencing Questions

- What are the steps to solve this math problem?
- In what order do the planets appear as you move away from the sun?

Remember: Asking different types of questions can help you learn and understand things better!

Avadim Hayinu

עֲבָדִים
הָיִינוּ

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify this section of text. 2. Explain how history can become memory. 3. Share a personal connection to our ancient Israelite ancestors. 4. Share an idea for how we can carry on the legacy of our ancient Israelite ancestors. 	<p>“Pesach is where the past does not die, but lives in the chapter we write in our own lives, and in the story we tell our children.”</p>	<p>How does turning history into memory impact the power of our people’s story?</p> <p>What does continuing on the memory of our people by writing our own chapter mean for how we live our lives?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
<p>Concentric Circles: students make an inner and outer circle to share responses. Only one circle moves each round.</p>	<p>Set Induction</p>	<p>What is a memory that you have that you don’t actually remember, but you feel like you do because you’ve heard the story a million times?</p> <p>Example: My daughter “remembers” her trip to Paris when she was two years old.</p>	<p>5-10 minutes (2-5 to answer, 3-5 for sharing)</p>
<p>Deep Dive</p>	<p>Content Acquisition</p>	<p>Read the Deep Dive section.</p>	<p>5 minutes</p>
<p>Video Clip</p>	<p>Brainstorming Ideas</p>	<p>Watch When You Believe from <i>The Prince of Egypt</i>.</p> <p>Identify the different emotions that you see and feel.</p>	<p>5 minutes</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Journal	Personalization	We are the ancestors of the ancient Israelites who had the courage and perseverance to achieve freedom. Does their legacy leave an impact on you? If so, how?	10 minutes
Read Avadim Hayinu	Skill Building	Read this section of the text from the Haggadah in chavruta.	5 minutes
Question about Further Thoughts	Deeper Thinking	<p>Pair two chavruta groups together. Have them read the Further Thoughts section.</p> <p>Answer the question: What does Rabbi Sacks mean when he says that the past lives on in the chapter we write in our own lives? Provide three examples to explain your idea.</p> <p>Give each student in the group a number. Pick a number to present they group's ideas.</p>	10 minutes
Illustrations	Personalization	Students can create illustrations of the chapters they will write, based on the ideas generated from their small group work.	15 minutes +
Possible Extension	Check for Understanding	Avadim Hayinu starts by identifying our ancestors as slaves. How can we emphasize the heroic nature of our oppressed ancestors and use that as the place from which we will build onto the story each year? Consider Gilad Segev's Project Heroes.	

The Four Children

אַרְבֵּעַ
בָּנִים

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the four different types of children. 2. Explain what makes each type of child different. 3. Explain how he or she can be each of the different children at different times. 4. Explain why different viewpoints can be helpful in a community. 	<p>“Though [the four children] disagree, they sit around the same table, telling the same story.”</p>	<p>How do we each embody the four different types of children?</p> <p>Why is it important to include different approaches to answering essentially the same question in our seder?</p> <p>Why is it important to have different viewpoints in a community?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Article	Background Info	Read about where the four children come from: What Is the Biblical Source for the Four Sons Mentioned in the Haggadah?	10 minutes
Read Deep Dive	Deeper Thinking	<p>Put students into groups of three or four.</p> <p>Read the Deep Dive section.</p> <p>Each group needs to create a fictional family sitting around a dinner table (they can illustrate, use Canva, just write, Scratch project, family website).</p> <p>Each family member needs a bio or speech bubbles. Something to “snapshot” who they are.</p> <p>Classmates will guess which person in the family is which of the four children based on the bios.</p>	30 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Journal	Personalization Check for Understanding	Write about a situation where you are each of the four children. When are you the wise child? When are you the wicked child? When are you the simple child? When are you the child who does not know how to ask?	10 minutes
Gallery Walk	Personalization Check for Understanding	You can do this instead of journaling, or after journaling. Put up anchor charts for each of the four children and have students answer those questions on the anchor charts, or on post-it notes to put on the anchor charts. Students can then read their classmates' responses.	10 minutes
Class Discussion? Journal?	Deeper Thinking Check for Understanding	Imagine a soccer team. Some teammates are really good at defence. Others are aggressive on offense. Some teammates use great reflexes to succeed as a goalkeeper. Why is it important to have lots of different skills on a team? Why is it important to have lots of different ways of thinking as a people? Do you think that each of the four children serves a purpose? Why or why not? If yes, how? For some communities this could be an interesting time to look at different Jewish populations/sects/communities around the world (political, religious observance, customs, countries of origin) and find a way (maybe artistically?) to see us as all on the same "team." Watch a video clip of teammates disagreeing. How does it help us to have a different way of looking at things? When does it hurt us (possible tie into sinat chinam)?	15 minutes

The Ten Plagues

עֶשֶׂר
מַכּוֹת

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the plague that he or she feels is the worst. 2. Explain how we can apply the lesson of not rejoicing in our enemies' suffering to our lives. 3. (Possibly) Connect this part of the seder with the war. 	<p>"We give thanks for the miraculous plagues which brought our ancestors out of Egypt and granted them freedom, but at the same time, we also shed a symbolic tear for those who suffered."</p>	<p>How do we respond in situations where we are happy for the outcome, but in which our enemies suffer?</p> <p>Why are we commanded not to rejoice in our enemies' suffering?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Documentary	Set Induction	There have been lots of documentaries made on the scientific possibility of the Ten Plagues. Playing part of one could pique the students' interest. Example	
Read the Ten Plagues	Skill Building	Read this section of the Haggadah.	5 minutes
Class Vote	Set Induction	Which of the plagues do you think was the worst?	5 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Reading & Activity	Deeper Thinking	<p>Put students into small groups.</p> <p>Read the In a Nutshell Section.</p> <p>Consider: What does it mean to not rejoice in the suffering of our enemies?</p> <p>Create a skit where two students are “enemies” (there needs to be some conflict). Present two endings, one where there is rejoicing in an enemies suffering and one where there isn’t.</p>	30 minutes
Journal	Personalization Check for Understanding	<p>Imagine a time when your enemy was suffering. How did you respond? After today’s lesson would you respond differently, why or why not?</p>	5 minutes
		<p>There could be a powerful conversation here about the war.</p> <p>I would incorporate Golda Meir’s quote, “We can forgive the Arabs for killing our children. We cannot forgive them for forcing us to kill their children” and the idea that we take the suffering of our enemies very seriously.</p> <p>Possible <i>B’tzelem Elokim</i> connection here.</p>	

Dayeinu

דַּיְינוּ

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain that Dayeinu outlines the 15 steps between the exodus and the building of the Beit HaMikdash. 2. Students will be able to identify a time when it was challenging for them to focus on gratitude. 3. Students will be able to express their gratitude by making a list of things for which they can be grateful. 	<p>“Each stage was a miracle.”</p>	<p>Why is it hard for us to focus on gratitude?</p> <p>What are the things in our life that we should highlight to be grateful for, that will help us channel gratitude when we are tempted to complain?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Map Making	Overview	These two activities go together. As the students read Dayeinu, they should create a map for each of the 15 stages between leaving Egypt and building the Beit HaMikdash.	30 minutes
Read Dayeinu	Skill Building		

ACTIVITY	GOAL	DESCRIPTION	TIME
In a Nutshell Journal	Deeper Thinking Personalization	<p>Read the In a Nutshell section.</p> <p>In your journal, respond to the following question:</p> <p>When is a time that you complained about something when you should have been grateful for what you have? Why do you think we complain, even when we know we are blessed with so much?</p>	10 minutes
Personal Dayeinu	Personalization Check for Understanding	<p>Students should go back to their Dayeinu maps. This time, they should think of 15 things in their own lives to be grateful for. They should put these things next to the 15 stages from Dayeinu on their maps.</p>	30 minutes
A Story for the Night of Stories	Deeper Thinking	<p>While not entirely related to our Big Idea, the story about Natan Sharansky gives us an opportunity to connect the students with another time in Jewish history where we rose up as heroes from oppression. The question at the end about how they can connect to seder this year could be a good opportunity for a class discussion or a journal entry.</p>	

Pesach, Matzah, Maror

פֶּסַח
מַצָּה
וּמְרוֹר

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the significance behind Pesach, Matzah and Maror. 2. Students will be able to explain how symbols that represent a personal journey can enhance our understanding of that journey. 3. Students will be able to explain how the process from slavery to freedom was done in partnership with HaShem and the Israelites. 	<p>“The story explains the food; the food allows us to relive the story.”</p>	<p>How does the act of eating the food enhance the retelling of the story?</p> <p>Why is experiential education so powerful?</p> <p>How is Pesach an example of our partnership with HaShem?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
In a Nutshell	Knowledge Acquisition	Read the In a Nutshell section.	5 minutes
Our Own Food Stories	Personalization	<p>Perhaps assign this ahead of time: Talk to your parents about a food tradition in your family (could be a family recipe, could be something that you eat at the same time every year, could be something you eat every time you do something). What is the story connected with that food item? Do you tell the story every time you eat the food?</p> <p>Example: In my family, my grandfather always made chopped liver in his PJs for Rosh HaShanah dinner. Whenever we had the chopped liver, we would tell the story of how he made it in his PJs.</p> <p>Extra: Make or bring in the foods to share with the stories!</p>	10 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Deep Dive	Deeper Thinking	<p>Read the Deep Dive Section.</p> <p>How would you explain the quote, “The worst exile is forgetting you are in exile.”</p> <p>Can you come up with any modern day example?</p>	
My Own Seder Plate	Personalization	<p>One way to connect to the Pesach Seder is to connect with the idea that we are all trapped in our own “narrow places” (self doubt, jealousy, fear, etc). Students can design their own seder plates with one item to symbolize what it would look like to be free from what is holding them back, one item that is “transformed” when they are freed from being held back, and one item that symbolizes what is holding them back.</p>	15 minutes
Further Thoughts Debate	Deeper Thinking	<p>Read the Further Thoughts section.</p> <p>Divide the class into two teams. One team should make an argument for why the chag should be called <i>Chag HaMatzot</i> and one team should make the argument for why the chag should be called <i>Chag HaPesach</i>. Invite a guest judge to choose a winner!</p>	20 minutes
Exit Ticket	Check for Understanding	<p>Have the students respond to the following question before leaving class:</p> <p>How does this part of the seder help us fulfill the commandment to see ourselves as slaves in Egypt?</p>	5 minutes

Hallel

הלל

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain Hallel. 2. Explain how songs can enhance someone's connection to an experience. 3. Express their personal connection to seder through a playlist or custom instrument. 	<p>"Music is the language of the soul."</p>	<p>Why do we praise HaShem by singing Hallel during our seder?</p> <p>How can music enhance our connection to the seder?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Read Hallel	Skill Building	Read the Hallel text. What are the themes in how Hallel is praising HaShem?	10 minutes
Chavruta: Deep Dive and Further Thoughts	Deeper Thinking	Put the students into chavruta. Have one partner read Deep Dive and one partner read Further Thoughts . Each partner needs to teach the other the main points of the section.	10-15 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
A Story for the Night of Stories	Personalization	<p>Note: You could also put students into chavruta where they are both reading the same text, and then split those chavrutot up and form new chavrutot where one student reads one text and the other student reads the other text. This method allows you to support the students' learning if understanding Deep Dive and Further Thoughts independently is too challenging.</p> <p>Read the <i>A Story for the Night of Stories</i> section. Using craft supplies, have students make musical instruments for their own sederim. Depending on the observance customs of the students, they could also create seder playlists to bring music to their seder experience. This could be a good opportunity to bring in a music or art teacher!</p>	30 minutes
Exit Ticket	Check for Understanding	<p>Have the students answer the following question before they leave the classroom: Do you connect more to an experience when you are using words/reading or when you are singing/listening to music? Why? Give one reason and one example to support your answer.</p>	10 minutes

Nirtzah

נִרְצָה

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the physical and metaphorical connection to Jerusalem as the final destination to our Pesach seder. 2. Students will be able to explain how they can be partners with God in creating “Jerusalem” in its metaphorical sense. 	<p>“So Jerusalem became a symbol of what the Jews were summoned to build, a city of righteousness worthy of being a home for the Divine Presence.”</p>	<p>Is Jerusalem a physical place, or a metaphorical place as well?</p> <p>Can you be physically in Jerusalem, but not metaphorically?</p> <p>Why do we end our seder journey with the desire for another journey?</p> <p>How is journeying essential to the Jewish people? Are we on a never ending journey?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Opening Question	Set Induction	<p>Have the students answer the following question on a notecard. Pull the notecards out of a “hat” until you get a correct answer. That student gets a prize.</p> <p>When are the two times a year that we say <i>L’Shana Haba’ah B’Yerushalayim</i>?</p>	5 minutes
Further Thoughts	Deeper Thinking	Read the Further Thoughts section.	5 minutes

ACTIVITY	GOAL	DESCRIPTION	TIME
Building a City	Personalization Check for Understanding	<p>Put students into teams to build their “Jerusalem” based off of the message in the Further Thoughts section: Its stones would be good deeds, and its mortar, relationships of generosity and trust.”</p> <p>What buildings need to be in “Jerusalem” to uphold these ideals? What values need to be a part of the city to ensure these ideals?</p> <p>Consider bringing in legos or other building material so that students can create 3D cities that demonstrate their understanding of what is needed to build a city in partnership with God.</p>	30 minutes
Journal	Check for Understanding	<p>Have students respond to the following question in their journals. For both questions, encourage the students to wrestle with the idea of whether or not Jerusalem is just a physical place, or if it is metaphorical as well. Can you be physically in Jerusalem, but not metaphorically?</p> <p>Do you think Jews in Israel should still say this at the end of their seder? Why or why not?</p> <p>What must the Jewish people do when they reach their final destination, Jerusalem?</p>	15 minutes

Chad Gadya

חַד גַּדְיָא

LESSON OBJECTIVES	BIG IDEAS	ESSENTIAL QUESTIONS
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the historical timeline of Chad Gadya. 2. Explain the theological message in the ending of Chad Gadya. 3. Connect the relevance of Chad Gadya to their lives. 	<p>“God of life, help us win a victory over the forces of death... by refusing to accept the world that is, together we can start to make the world that ought to be.”</p>	<p>How do we win a victory over the forces of death and create the world that ought to be?</p> <p>How can we gather strength from the history preserved in Chad Gadya?</p> <p>How does the theme of heroes connect to this section of the seder?</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
<p>Where are the children? In a Nutshell</p>	<p>Set Induction</p>	<p>Have students create a list of all of the different ways that the seder is designed to engage children. Then, read the In a Nutshell section.</p>	<p>5 minutes</p>
<p>Timeline</p>	<p>Knowledge Acquisition</p>	<p>Have the students read the Deep Dive section. Create a visual timeline with an image and dates for each of the empires represented in Chad Gadya. Add the corresponding image from the song so that each student has a timeline that also serves as “lyrics” for the song!</p>	<p>20 minutes</p>

ACTIVITY	GOAL	DESCRIPTION	TIME
Post October 7	Personal Connection	<p>The Big Idea for this section connects intimately with our post October 7 world. I can imagine an extremely powerful conversation around the reflection question: Living in the 21st century, do you feel this song and the message behind it are still relevant?</p> <p>I could also imagine an extremely poignant discussion around what it means to fight for life and to work to create the world as it ought to be in such dark and frustrating times. Themes from <i>The Dignity of Difference</i> and <i>Not In God's Name</i> could help facilitate the conversation, should the students begin to wrestle with questions around how to go forward when winning a victory over the forces of death and creating a world that “ought to be” seem to be in conflict with one another. In other words, the balance between defending ourselves, supporting others and preserving life whenever possible, even when it is the life of our enemy.</p>	10 minutes
Depth & Complexity Frame	Check for Understanding	Depth & Complexity Frame	40 minutes
Depth & Complexity Choice Board	Check for Understanding	Depth & Complexity Choice Board	40 minutes