"THE PRINCE OF EGYPT—THE PLAGUES" LESSON PLAN

by Aviva Werner

LESSON AT A GLANCE

Students will study the Ten Plagues as they are discussed in the Torah and watch the Ten Plagues as they are depicted in the film "The Prince of Egypt." Students will then create a mind map of the Ten Plagues to evaluate whether the film's depiction of the plagues is accurate or not.

OBJECTIVES

- Students will analyze the texts in *Shemot* about the Ten Plagues.
- Students will create a mind map of the Ten Plagues.
- Students will highlight inaccuracies in the film "The Prince of Egypt."

ACTIVITY: FILM CRITICS

1. Divide students into five groups. Each group is assigned two of the plagues to study. Help students locate the text of their assigned plagues, then distribute guided-reading sheets (below) to help students organize the factual information about each plague.

#1	Blood	*Shemot* 7:14-25
#2	Frogs	*Shemot* 7:26-8:10
#3	Lice	*Shemot* 8:12-15
#4	Wild animals	*Shemot* 8:16-28
#5	Epidemic	*Shemot* 9:1-7
#6	Boils	*Shemot* 9:8-12
#7	Hail	*Shemot* 9:13-35
#8	Locusts	*Shemot* 10:1-20
#9	Darkness	*Shemot* 10:21-29
#10	Death of the firstborn	*Shemot* 11:1-8 and 12:29-33

2. Students create a mind map of the Ten Plagues, using an online mind mapping site, such as http://www.mindmeister.com/. (NOTE: Users must be registered in order to use mind mapping software. MindMeister.com offers a basic plan with up to 3 free mind maps.) A mind map is a diagram used to represent ideas, with related concepts arranged around a single common idea. Place "Ten Plagues" in the center of the mind map, then add the names of the plagues surrounding the center, finally adding details about each plague based on the information from each group's guided-reading sheets.

3. As a class, watch the video "The Prince of Egypt—The Plagues (with lyrics)" at http://mediamidrash.behrmanhouse.com/watch.php?VID_ID=Bcg5rN-jlaw. As they watch, ask students to jot down details from the film clip that are accurate and inaccurate, based on their text study. Replay the film a few times to give students the opportunity to pick up more details. Discuss the inaccuracies as a class. Some examples:

- The Ten Plagues did not occur at the same time.
- Aharon acted as Moshe's spokesman.
- Some plagues were initiated by Aharon and some by Moshe. They didn't start on their own.

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TEN PLAGUES GUIDED-READING WORKSHEET

Plague # (circle one): 1 2 3 4 5 6 7 8 9 10

Plague name: _____

Who initiated the plague?

How did the plague start?

Was Pharaoh warned before the plague started?

What were the effects of the plague?

What were the Egyptians' reactions to the plague?

How did the plague end?

How long did the plague last?

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