מה קשה לרש"י?

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Rebbetzin Rassi Bussel, a"h

I. **Read the פסוק.**

II. **Translate the פסוק - word by word, letter by letter.**
A. **Difficulties in translation**
    1. What does this word mean?
    2. Why does the תורה say _____, when I would have expected it to say _____?
        (Note: Do not simply say, "Why does the תורה say _____?"

III. **Patterns in which most of רש"י's questions fall.**
A. **מה המובן**
    1. A word רש"י never saw before
        [שמות: פרק ז פסוק יא] **בלהטיהם**
    2. A word רש"י knows, but not in this particular context
        [שמות: פרק ז פסוק א] **נתתיך אלהים לפרעה** and **יהיה נביאך**
    3. An uncommon word is used instead of a more common one
    4. An uncommon word is suddenly introduced even though a more common one has been used until now
        [שמות: פרקב פסוק ח] **ותלך העלמה**

B. **קושי בדקדוק**
    1. Lack of agreement in number or gender between the subject and the verb
    2. Lack of agreement between the pronoun and antecedent
    3. בנין is problematic
    4. Letter is omitted and therefore word can be read differently
        [שמות: פרק ג פסוק טו] **זה שמי לעלם**
        [שמות: פרק ד פסוק ב] **מזה בידך**

C. **מיותר - כפל לשון**
    1. An entire ענין is repeated:
        [שמות: פרק א פסוק א] **ואלה שמות בני ישראל**
    2. A פסוק is repeated:
        [שמות: פרק ו פסוק יב] [שמות פרק ו פסוק ל] **אני ערל שפתים ואיך ישמע אלי פרעה**
    3. A phrase or part of a פסוק is repeated:
        שמות פרק ב פסוק י] **ויגדל הילד**/ [שמות פרק ב פסוק יא] **ויגדל משה**
    4. An idea is reapeated using different words
        [שמות פרק א פסוק יז] **ולא עשו כאשר דבר אליהן מלדמצרים ותחיין את הילדים**
        [שמות פרק א פסוק ז] **ובני ישראל פרו וירבו וישרצו...**

D. <u>**סדר העניינם [למה נסמכה]**</u>

1. קשר בין ענין לענין

וַאלה שמות בני ישראל [שמות: פרק א פסוק א]

2. קשר בין פסוק לפסוק

3. קשר בין חלק לחלק בתוך הפסוק

E. <u>**סתירה**</u>

[שמות: פרק יב פסוקים מ, מא]

ומושב בני ישראל אשר ישבו במצרים שלושים שנה וארבה מאות שנה

[שמות: פרק יב פסוק ד]

איש לפי אכלו תכסו על השה

F. <u>**Variations in language in parallel פסוקים**</u>

אחות נחשון [שמות: פרק ו פסוק כג]

ושני חיי קהת [שמות: פרק ו פסוק יח] / **ושני חיי עמרם** [שמות: פרק ו פסוק כ]

עשר מכות is also an excellent place to note changes in language when describing parallel events.)

G. <u>**Rashi's Intent:**</u> Are there places where רש"י's major intent is not to solve a קושי in לשון , but in order to teach a לימוד? Some would say no - I'm not sure.

H. <u>**Missing words**</u>

(**Note:** Students should realize that occasionally we read the דיבור המתחיל of רש"י as part of רש"י. רש"י is fleshing out the language of the פסוק.

IV. <u>**Integrate the רש"י back into the פסוק.**</u>

ANALYZING רש"י:

Further observations that older students sould be encouraged to make:

1. The order in which רש"י presents פרושים [as this is the order of importance in solving questions on the פסוק].
2. Sometimes רש"י seems to be adding nothing new - just paraphrasing. Go back to the פסוק and compare it word by word to רש"י. Which word does רש"י use that clarifies meaning of the פסוק?
3. Differentiate between משמע, פשט, and מדרש.
4. Be aware of רש"י's heavy reliance on מדרש but those מדרשים are only שבאים ליישב פשוטו של מקרא.
5. (High School) Comparison of רש"י to other מפרשים
6. (High School)Comparison of רש"י with the sources he is quoting.

3 מה קשה לרש"י?

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Assignments:

- Grades given should indicate the percentage of mastery of the material and the quality of the work done.

- Strong, average, and weak students would enjoy and gain from assignments in which requirements are clearly laid out and the mark given is simply for the quantity done.

- Give students the formula upon which their grades will be based as well as a list of possible רש"י's. Example: Make a tape of yourself reading רש"י - as many רש"י's as you wish.

  5 רש"י's = 85%
  8 רש"י's = 90%
  10 רש"י's = 92% etc.

  You must sign <u>your</u> name to a statement that your tape reading was done from an undotted רש"י print. (Of course you may rehearse in any חומש you want.) and **the final reading of the tape** must be smooth and flawless.

Older Grades:

- Have girls compile lists, or charts on different רש"י's learned based on the type of question.

- Give girls a number of רש"י's to learn with each other - using a worksheet. Allow each pair to hand in one sheet.

- Prepare supplementary assignments for best students to be done during class time, in library. For example - when learning one of the פרשיות which teach מועדים have students draw up a list of comparisons to other פרשיות המועדים, such as פנחס, אמר, ראה.

> **Every teacher who has been teaching more than two or three years should have a supply of enrichment assignments.**

- How about in addition to, or instead of, דברי תורה on פרשת השבועה, assign a רש"י problem to be thought about. Ask each teacher to prepare two or three such questions on the פרשיות she teaches to be compiled onto a master list to be shared by the staff.