



Textbook pages 18–31

# Haifa

## The Busy Coast

### Chapter Overview

Daniel meets his cousin Rivkah and learns that she is the “important person” in his grandfather’s letter. Together, the two begin their travels, stopping first in the port city of Haifa. The scavenger hunt item they find is the Haifa subway, the Carmelit.

### SET INDUCTION

Have students look at the picture on page 18. Ask them, “In what ways does this city look similar to other cities with which you are familiar? In what ways does it look different?” (*tall buildings, a port city, modern looking*). Ask students to look quickly through the chapter for clues to the name and location of this city (*Haifa, northwest coast of Israel*).

Point out that on the dock there are many large shipping containers. Ask your students to name some of the products they think might be made or grown in Israel and shipped to other parts of the world. List the products on a jumbo writing pad. Save the list for when you reach page 29 of the textbook. Then, have students compare their list with the items mentioned in “Time to Ship Off.”



### Critical Concept

In Israel, Hebrew is both a sacred language and also the language of everyday life.

### LEARNING OBJECTIVES

Students will be able to:

- Locate the city of Haifa on a map of Israel.
- Describe Haifa as a port city.
- Identify several products Israel exports.
- Discuss the sacred and secular roles the Hebrew language plays in Israeli life.

### Hebrew Vocabulary

**shalom** hello, good-bye, peace

## TEACHING OPPORTUNITIES

### Page 19

- Explain that there is an “Israel Locator Map” at the beginning of each chapter (see top right of the page). Explain that the red dot shows the location of the place that is listed underneath the map. Ask the students the name of the city that is represented by the red dot (*Haifa*). Ask them in what part of Israel it is (*on the northwest coast*). You also may have them turn to the map of Israel on pages 14–15, or to a large map of Israel that hangs in your classroom, to locate Haifa and to name the body of water on the western coast of Israel (*Mediterranean Sea*).

### Enrichment



It may sound odd that one word, *shalom*, can have three very different meanings—“hello,” “good-bye,” and “peace.” Play “Shalom Charades.” Have students, individually or in small groups, present pantomime skits for the various meanings of *shalom*. (*a person smiling with contentment—peace; walking down the street and seeing someone you know—hello; walking away from someone and waving—good-bye*). Invite the other students to guess the meaning that is being mimed.

### Page 20

- Ask if the students have friends or family members who speak different languages. How can people who speak different languages communicate with one another? (*point or gesture, draw pictures, use a dictionary*). How do you think Daniel felt when he saw his cousin? (*excited to meet a new family member—especially someone his age; nervous*) How do you think he felt when he realized that she spoke English? (*pleased, happy*) Explain that most Israelis speak English; that it is taught in most schools as a required class. Ask why it is important that Jews know some Hebrew (*to read Torah, to pray, to feel connected with Israel and with Jews around the world*).

### Page 21

- **It’s Not in the Torah:** The word matches are: *televizyah*/television, *radyo*/radio, *amerikah*/America, *shokoladah*/chocolate, *telefon*/telephone.

### Pages 22 – 23

- If you have a detailed map of Israel, trace the route from Ben Gurion Airport to Haifa. Point out the landmarks Rivkah refers to: the Mediterranean Sea and Mount Carmel. (Most tour books of Israel will provide full maps of the country and detailed maps of major cities, such as Haifa. Check your synagogue’s library.)

### Page 23

- The temperatures in the chart are average temperatures for each season. Explain what an average temperature is and how it is determined. On the chalkboard, list the high temperatures for your area for a five-day period. Add them together and divide by five.
- Looking at the chart of temperatures, ask students, “Where and in what season might you need an extra supply of suntan lotion and water?” (*Upper Galilee and Eilat in the summer*). “Where and in what season might you need a warm coat and hat?” (*Jerusalem in the winter*).

	Summer	Winter		Summer	Winter
Upper Galilee	95°	70°	Jerusalem	80°	50°
Haifa	85°	60°	Beersheva	85°	70°
Tel Aviv	85°	60°	Eilat	95°	70°

## Page 23

- Hadar Hacarmel, meaning the “Splendor of the Carmel,” is the downtown section, or commercial center, of Haifa. Ask your students to describe what might be found in the city’s center (*restaurants, movies, stores, people walking, office buildings*). Ask how Haifa might be similar to cities near you (*similar stores, e.g., clothing and furniture stores, and restaurants*) and how might it be different (*signs would be in Hebrew, people speaking Hebrew, different climate*).

## Page 24

### Enrichment



**Munchies:** Create an Israeli café. Play Israeli songs and serve falafel, pita, tehina and hummus. These foods can be found in many supermarkets or specialty grocery stores. Falafel can be bought frozen or made from a mix. It is often found in the kosher or gourmet sections of a supermarket. If possible, buy Israeli products. Bring the containers to class so that students can see the Hebrew writing.



## Page 26

- **Let’s Eat Out in Israel:** Review the concept of *kashrut* (*keeping kosher*) with the class. Explain that the tradition of *kashrut* teaches us which foods we can eat and how they should be prepared. For example, milk and meat are not used together in the preparation of kosher food. Discuss why some Jews keep kosher (*constant reminder of their commitment to Judaism, gives a Jewish feeling to the act of eating, it’s a mitzvah*). Explain that many of the restaurants in Israel serve only kosher food because the majority of the population is Jewish and many of those people observe the laws of *kashrut*.

## Page 27

- The Israeli Defense Force (IDF) is an important part of Israeli culture. Most Israelis—both men and women—are required to serve in the IDF. Israelis take great pride in their country, and serving in the army is one way they show this. Ask, “What are some ways we show pride in our country?” (*standing and singing the national anthem, saluting the flag, honoring veterans with parades*). “What are some ways we show our pride in Israel?” (*singing “Hatikvah,” visiting Israel, praying for Israel*).



## Page 29

- **Time to Ship Off!** Bring in examples of products made and grown in Israel. Your synagogue gift shop may permit you to borrow several items, such as a dreidel, tallit, or seder plate made in Israel. Invite your students to compare the items they listed in preparation for studying this chapter with the items listed on pages 28–29.
- People buy Israeli products for a variety of reasons. Answers to the activity question may include: *to show support for Israel; Israel is our homeland—therefore, objects from Israel are special; we are helping other Jews by buying Israeli products; the item is beautiful (handcrafted Judaica) or well-made and stylish.*

## Hands On



**A Tree Mural:** Draw a large tree on butcher paper or smaller pieces of construction paper taped together. On a separate piece of paper, have each student draw and cut out one fruit or vegetable that grows in Israel and hang it on the tree. Possibilities include: bananas, oranges, apples, pears, figs, apricots, peaches, dates, pomegranates, lemons, strawberries, watermelons, corn, avocados, olives, tomatoes, cucumbers, carrots, and lettuce. Point out that not all the produce grows on trees, for example, carrots, corn, and strawberries.

## Page 30

- Ask, “How do you think Daniel and Rivkah felt when they found the first scavenger hunt item?” (*excited, proud*). “What did you learn about Haifa?” (*port city, modern, has a cable car and subway*).

## Page 31

- **Sticker Stop:** Answers: Sea, Hebrew, thIrd, Port, hummuS. Password: SHIPS. Have your students place the subway car sticker in the circle to the left of Haifa on the map on pages 14–15.



## My Israel Journal



Have students write a poem about Haifa. Each line should start with a letter in the word Haifa so that the name Haifa is spelled out.

Hummus in Haifa is tasty.

August in Haifa is warm—85° or more!

If you ride the Haifa cable car to the top, you can see the Mediterranean Sea.

Fruits and vegetables are shipped from Haifa to other parts of the world.

And Haifa is busy all the time.

## Family Activity



Assign students who have access to the Internet to chart the high temperature in different cities in Israel over the period of a week. For example, one family might chart the temperature in Jerusalem, another in Tel Aviv, another in Haifa, etc. Ask families to calculate the average temperatures. See how the averages compare with the chart on page 23 of the textbook.