



# The Galilee

## Rolling Through the North

Textbook pages 32–43

### Chapter Overview

Daniel and Rivkah drive through the northern part of Israel, through beautiful forests, past lakes and mountains. The scavenger hunt item they find is the Luna Gal Water Park.

#### SET INDUCTION

Invite students to flip through the chapter pages. Ask them to pay particular attention to the illustrations and photographs. Give them several minutes to do so. Then play “I Spy with My Jewish Eyes” by asking each child to create a riddle whose answer can be found in one of the pictures. For example, a student might say, “I spy with my Jewish eyes a Hebrew word on a store sign” (*illustration on page 37*) or, “I spy with my Jewish eyes a snow-covered fortress” (*photograph on page 39*). As the riddles are solved, point out the wide variety of places to be visited in this chapter. Say, “This will be a busy time for us. Let’s get started!”



#### Critical Concept

The Jewish tradition of planting trees in honor of those we love has contributed greatly to the building of the modern State of Israel.

#### LEARNING OBJECTIVES

Students will be able to:

- Locate Lake Kinneret, Tiberias, Safed, and the Golan Heights on a map of Israel.
- Describe several points of interest in northern Israel.
- Explain the importance of trees in Jewish tradition.
- Compare their typical school day with that of a peer in Israel.

#### Hebrew Vocabulary

<b>boker tov</b>	good morning
<b>lailah tov</b>	good night
<b>Tzofim</b>	Israeli scouts

## TEACHING OPPORTUNITIES

### Page 33

- Ask students the name of the place that is represented by the red dot on the “Israel Locator Map” on page 33 (*Golani Junction*). Ask them in what part of Israel it is (*in northern Israel*).
- Explain that olives are a popular food in Israel. Green olives are unripe; black olives are ripe. Oil for cooking can be made from olives. Explain that olive oil was used to light the Temple candelabrum in the Hanukkah story.

### Hands On



**Make Olive Oil:** Make olive oil by placing pitted green olives in a press, by using a mortar and pestle, or by having students use a spoon to press down on a pitted olive. Have students compare the taste of olives to the oil they made. In case you have a large class and limited time, you can bring some bottled olive oil as a backup.

### Page 34

- **Map of Northern Israel:** Ask students to locate the third largest city in Israel (*Haifa*). Have them point to the area of Israel that is labeled the “Galilee.” Explain that the Galilee is in northern Israel and includes many places, such as (clockwise): the city of Safed, Mount Hermon, the Golan Heights region, Lake Kinneret, and the city of Tiberias. Have your students find each place on the map. Tell them that they will learn about each of these places.

### Page 35

- **Plant a Tree of Your Own:** Why is it fitting to plant a tree to honor or remember someone? (*Trees are living things, they are valuable—give us many gifts and help the earth.*)

### Enrichment



Have your class spearhead a schoolwide, tree-planting drive through either the Jewish National Fund (888-JNF-0099 or [www.jnf.org](http://www.jnf.org)) or another local organization. Have your class create posters or flyers advertising the importance of trees to Israel.

### Page 36

- Explain the difference between “freshwater” and “saltwater.” Bring in samples of both for students to taste. Talk about uses for both; some fish live in saltwater, e.g., tuna; others in freshwater, e.g., trout. (You might ask, “On which Jewish holiday do we dip food in saltwater?” [*Passover*].) Explain that because of the shortage of freshwater in Israel, Israelis have pioneered methods of desalinization, the process of removing salt from seawater so that it can be used for drinking and irrigation.
- Bring to class a picture of a harp (for example, from an encyclopedia), so that the students can compare the shape of the lake to the musical instrument.

### Page 38

- **You’re the Artist:** Before your students color the candles, have them identify the type of candles they are (*from left to right: Hanukkah candles in a menorah, or hanukkiyah; birthday candles; havdalah candles [havdalah is the ritual ceremony performed at the end of Shabbat]*).



## Hands On



**Ritual Objects:** Introduce the Jewish value of *hiddur mitzvah*—beautifying the mitzvah—by inviting your students to be artists who create beautiful ritual objects. Ideas include: Shabbat candlesticks that can be made from self-drying clay; Shabbat Kiddush cups that can be made using inexpensive plastic goblets and paint sold in craft stores; hallah covers made from handkerchiefs or napkins that are tie-dyed or colored with fabric markers.

## Page 39

- Israelis participate in many outdoor activities. Independently or in small groups have your students make a list of all the activities Daniel and Rivkah have talked about (*hiking, swimming, boating, skiing, bathing in hot springs, bird-watching*). Invite students to share their lists and ask them, “Which of these activities have you ever done? Which are your favorites? Which would you like to do when you visit Israel?”



## Pages 40–41

- **A Day in the Life:** After your students have completed the activity, invite them to share what they have written. Have them compare and contrast how their school days are the same as and different from one another’s, before comparing and contrasting them with Rivkah’s day.

## Page 42

- Students will learn about kibbutz life on page 76. For now you can explain that a kibbutz is a kind of village where everyone works and lives together.

## Page 43

- **Sticker Stop:** Answers: Galilee, Tiberias, Kinneret, Safed, Hermon. Password: GREEN. Have your students place the water slide sticker in the circle below Kibbutz Ein Gev on the map on pages 14–15.



## My Israel Journal



The founders of Safed felt that the mitzvah of Jewish learning, *Talmud Torah*, was very important. Ask your students to write the following sentence opener in their journals and to complete the sentence: “I fulfill the mitzvah of *Talmud Torah* when I... (*study about Israel, learn Hebrew, read Bible stories*). You may then invite them to draw a picture illustrating themselves fulfilling the mitzvah of *Talmud Torah*.

## Family Activity



Explain to your students that Israelis are very proud of their country and enjoy spending time outdoors. Ask them to describe the outdoor activities they like to do with their families. Ask them either to bring their books home and review the outdoor activities that are mentioned in the book, or to share with their parents the lists they made. Then, as a family, have them plan outdoor activities they would want to participate in during a trip to Israel.