

Welcome to

The Great Israel Scavenger Hunt!

The Great Israel Scavenger Hunt invites children to follow the adventures of Daniel and Rivkah, and with them to learn about the major cities and sites of Israel, the diversity of Israel's people and cultures, our modern and biblical ties to the Jewish homeland, and the geography of Israel. In the process, students are introduced to simple Hebrew vocabulary and the mitzvah of love of Israel, *ahavat Zion*.

STRUCTURE OF THE TEXTBOOK

The Great Israel Scavenger Hunt is narrated by two characters—Daniel, an American boy, and his Israeli cousin Rivkah. The two are sent by their grandfather on a scavenger hunt throughout Israel. The scavenger hunt takes the characters—and your students—to Israel's cities, historical sites, and varied natural environments, focusing on the excitement of traveling in Israel and the role these places play in the life of the Jewish people.

The story—and learning—begins on the airplane, El Al, of course. Israel is introduced as the homeland of the Jewish people, a place where all Jews are welcome. Once Daniel and his family land, they meet Rivkah and travel to the city of Haifa, where they explore the port and ride the cable car and Carmelit subway. A chapter on the Galilee focuses on the beauty of northern Israel, specifically on Lake Kinneret and the city of Safed. Tel Aviv is presented as Israel's most modern city, complete with skyscrapers and cultural centers. Jerusalem, the political and spiritual center of Israel, includes a visit to the Knesset, Israel's parliament, and the Western Wall. Traveling south, the itinerary brings Rivkah and Daniel to Masada, in the Judean Desert, and all the way to Eilat, the tip of the Negev.

There are four recurring features.



A map of Israel showing children where they are in the journey



Detailed information on subjects of special interest; for example, sports, Israel's science and computer industries, and kibbutz life



Delightful, informative tidbits, touching on subjects as diverse as Israel's geography, climate, and currency



Each Sticker Stop puzzle will signal students to place one of the scavenger hunt stickers (found at the end of the textbook) onto the map of Israel on pages 14–15

STRUCTURE OF THE TEACHING GUIDE

This teaching guide is designed to help you use *The Great Israel Scavenger Hunt* easily and effectively. It includes a variety of activities that engage a full range of learning modalities: probing questions that stimulate critical thinking and class discussion, step-by-step directions for art projects, activities that engage students' senses in the learning process (for example, science experiments, singing, and role playing), and creative activities for family participation.

Each chapter of this teaching guide addresses a single chapter of the textbook, and each chapter has the same core structure.

- **Critical Concept:** A key concept that is taught in the chapter
- **Learning Objectives:** Specific learning goals for each chapter
- **Chapter Overview:** A brief statement about the chapter content
- **Hebrew Vocabulary:** Definitions of key Hebrew words that appear in the chapter
- **Set Induction:** Practical suggestions for introducing the chapter
- **Teaching Opportunities:** Teaching tips; additional information; engaging, hands-on activities; and comprehension, discussion, and critical thinking questions. Where appropriate, answers are given to questions that appear in the textbook.

Within each "Teaching Opportunities" section, there are four special lesson features. They are identified by icons.

 <p>Enrichment</p> <p>Creative techniques to extend and enrich lessons</p>	 <p>Hands On</p> <p>Activities to help students integrate what has been taught; for example, through crafts projects</p>	 <p>My Israel Journal</p> <p>Journal activities to help students articulate and integrate concepts and information they have studied</p>	 <p>Family Activity</p> <p>Home-based activities to engage the whole family and reinforce classroom learning</p>
--	--	---	--

The last page of the guide provides techniques to help you adapt classroom activities for students with special needs.

Together, the textbook and teaching guide provide you with a wide variety of discussion topics and activities. You may not have time for everything. Select the topics and activities that best suit you and your students, considering factors such as time constraints and student needs and interests, as well as your teaching style.

Enjoy the journey!

Introducing Your Students to the Textbook

LEARNING OBJECTIVES

Students will be able to:

- Locate Israel on a world map.
- Explain the connection between the biblical promise God made to Abraham and the modern State of Israel.

LESSON OUTLINE

Introduce the class to Israel by telling the biblical story of God's promise to Abraham. Good sources include *Let's Discover the Bible*, Folder 5, "Abraham and Sarah," and *A Child's Bible*, Chapter 6, pages 49–50, "Abraham Walks with God" (Behrman House, Inc.). You may want to read aloud certain portions from the Bible, for example, Genesis 12:1–7, 13:14–18, and 17:1–8.

Bring in a globe or world map. Help the children locate Israel on the map. Explain that thousands of years after God promised the Land of Israel to Abraham, Jews continue to live there.



Ask your students if they, their parents, or friends have ever lived in or visited Israel. Invite those who have been to Israel to describe their experiences and to bring in their photographs or other mementos. In the future, you may choose to reserve the first five minutes of class for an Israel "show and tell" in which students share experiences and photographs from Israel, or objects that were made there.

Enrichment



Ask children to bring in something from home that is, in some way, connected to Israel (Israeli money, books about Israel, pictures of Israel, Israeli products, newspapers and/or magazines). Set up an area of your classroom in which to display these items. You might label it "Our Living Museum of Israel." Refer to these items as they relate to the material covered in each chapter. Invite your students to add to the collection over time. (Log each of the "museum" items so that you know to whom they belong. Also, be sure to let parents know that the items will be kept in school for the duration of the semester or year.)



To emphasize the sacredness of Israel and of learning about Israel, you may want students to recite the Shehecheyanu blessing the first time you set up the museum and each time additional contributions are made:

*Baruch atah, Adonai Eloheinu, melech ha'olam,
shehecheyanu vekiyemanu, vehigyanu lazman hazeh.*

Blessed are You, Adonai our God, Ruler of the world, who has kept us alive and well, and has brought us to this moment.

If you do not have a dedicated classroom, and therefore cannot leave the museum intact, you may want to store the museum in a specially decorated box or carton. If so, you can create a brief ritual for setting up the museum at the beginning of each class and restoring it to its carton at the end of the class. Ritual can be a powerful way to convey the sense of holiness that helps distinguish the learning that takes place in religious school from the learning that takes place in secular school.

Browsing Through the Book

Distribute *The Great Israel Scavenger Hunt* to your students. Have a student read the title. Ask who knows what a scavenger hunt is (*a game in which participants must find specific objects*). Take a few minutes and have the children leaf through the book. Ask, “What do you think the book is about? What are some things we will learn about?” Have students read the table of contents. Ask, “Is anything familiar to you? What is one thing you would like to learn about Israel?”

On a jumbo pad or sheets of construction paper, make a “wish list of learning” based on your students’ responses. Hang the list in your classroom or keep it handy as you progress through the book. After you complete each chapter, you can check off on the wish list the learning items you have covered, add new information that students have studied, and ask students if there is additional material they want to learn about. Encourage students to explore the Internet with their friends and family to learn more about Israel and to share that information with the class.



As the students leaf through the book, they will notice the sheet of stickers bound into the back of the book. Explain that the stickers are an important part of the scavenger hunt. Tell students that they will encounter a “Sticker Stop” in chapters 2–8. Each “Sticker Stop” will guide them to place one of the seven stickers onto the map of Israel on pages 14–15. The four Bonus Stickers are additional stickers that can be used in whatever way you and your students choose. For example, a sticker could be placed on the advertisements children create in the hands-on activity on page 17 or on a letter inviting parents to the Jerusalem Family Activity on page 22 of this guide.

My Israel Journal



If you choose to, at the beginning of the year, give each student a notebook (spiral bound or marbled composition, or create a notebook by stapling several blank sheets of paper together). Have each student label the book “My Israel Journal” and decorate the cover with images of Israel. (These can be obtained from the Web, clip art, travel brochures, etc.) Explain that as your students read *The Great Israel Scavenger Hunt*, they will record their thoughts and feelings about Israel and what they have learned. Specific journal activities are suggested at the end of each chapter in this teaching guide, but you can create additional or alternative activities.