

TEACHING GUIDE

MY LAND OF ISRAEL

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BEHRMAN HOUSE, INC.

Dear Teacher:

This Teaching Guide suggests practical ways to enrich and expand the activities in the text MY LAND OF ISRAEL. The page numbers correspond to the pages in the text. We hope this guide will help you plan an interesting lesson for each page in the text.

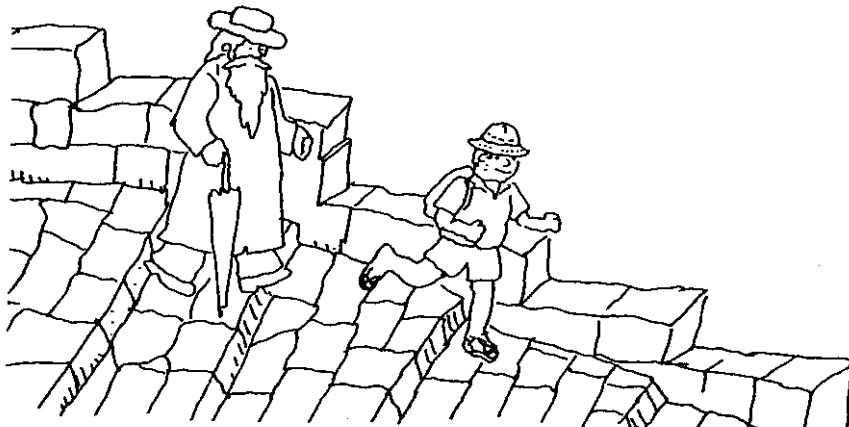
Before beginning your classroom study of the Land of Israel, it would be nice to give the children a visual overview of our Jewish State. Show slides from an Israeli trip or view a film or video. Invite a speaker who has visited Israel, a parent or member of the congregation, to tell the children about their trip and the experiences most enjoyed.

We hope that the materials in MY LAND OF ISRAEL and the suggestions in this Teaching Guide will encourage the use of your own special teaching techniques. We have tried to make the materials as motivational and interesting as possible, not only to make children want to learn, but to make you want to teach - to use your own special skills and personality in the classroom.

We are very interested to hear about your experiences with these materials. Please let us hear from you.

B'hatslachah!

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Page 1 (PASSPORT)

Show the children a real passport. Explain that when you travel to another country a passport is needed. Point out the photograph and the information inside. Discuss the need for identification when you are far from home. Have students draw their faces to mount on the "pretend passport." Or you might like to take a photograph of each child with an instant camera. You can make "luggage" for the "trip" by adding handles to paper bags.

Page 2 (EL AL PLANE)

Display a map of the world, pointing out your location and the position of the State of Israel. Explain that Israel is about 6000 miles away. It takes 12 hours to fly there. How do you think you would feel when the trip was over? Take a pretend plane ride. Make tickets and boarding passes. Arrange chairs in the classroom to simulate airplane seating. Teach some welcoming songs while you're "on the plane": ie. Hevenu Shalom Aleichem; Bruchim Ha Baim; Shalom Chaverim.

Page 3 (ISRAEL)

The concept of a "second home" implies that Israel is a special place for Jews. It is comfortable to be there, just as your home is a special and comfortable place. Jewish people have come from countries all over the world to live in Israel. Find and show pictures of people who have made Israel their home (Europeans, Yemenites, Americans, Ethiopians, Russians, etc.) Explain that many Jews have left places where they could not practice our religion to live in freedom in the Land of Israel.

Page 4 (ISRAEL'S BIRTHDAY)

Find out how old the State of Israel will be this year. Compare the State of Israel's age to the age of student's parents, grandparents. Bake a cake or cupcakes together. Frost creatively. Light the correct number of candles. Play "Pin the Candles on the Cake" (as in Pin the Tail on the Donkey).

Page 5 (FLAG)

Hang an Israeli flag in the classroom. Discuss appropriate behavior (standing respectfully as the flag is hung, not letting flag touch the ground, folding appropriately, etc.) Teach the Hebrew word degel and the song Kachol V'lavan. Compare the shape of the Magen David to the stars on the American flag. Make Israeli flags using white unlined paper taped to a dowel. To create the Magen David, cut two identical triangles from blue construction paper and glue one upside down on top of the other.

Page 6 (YISRAEL)

The Hebrew name for the Land of Israel is Yisrael. Name the Hebrew letters as you point to them and have the children echo you: Yud, Sin, Resh, Alef, Lamed. Distribute letter cards and play "matching" games: Hold up a Yud card and direct children with Yud cards to stand; each child finds another child with the same letter card; groups of 5 line up in appropriate order to spell Yisrael. Distribute photocopies of a Siddur page and see how many times the word Yisrael appears. Teach songs David Melech Yisrael and Am Yisrael Chai.

Page 7 (JERUSALEM)

Post a map of Israel. Locate each city on the map as it is introduced. Jerusalem is called Yerushalayim in Hebrew. Teach the refrain to Lach Yerusalayim. There is a special Hebrew name for the holidays that used to be celebrated at the great Temple in Jerusalem a long, long time ago (Passover, Sukkot and Shavuot). They are called Regalim. The Hebrew word regalim comes from the word raglayim (legs). The name Regalim reminds us that on these holidays, the Jewish people used to walk to the Temple in Jerusalem. What was it like to make a pilgrimage to the Temple? Close your eyes and imagine that you and your family are living thousands of years ago. Pretend to prepare for this trip: (Plan the route, what you will take with you, where you will rest, etc.) You might like to take a class walk as part of this experience.

Page 8 (KOTEL)

People visit the Kotel for many reasons. They come to see the last remainder of the Temple. They come to say personal prayers or to participate in the prayer services that take place there three times a day. Some teenagers celebrate their Bar or Bat Mitzvah at this special place. Try a shared exercise. Teacher should "share" first and encourage each child to participate: "I am thankful for....."; "When I pray, I feel....."; etc. Create a "wall" in the classroom using styrofoam blocks or cardboard cartons for "stones." The notes children have written can be folded and inserted between the "stones." Or paint a Kotel mural and tape on students' notes.

Page 9 (FRIENDS)

Each of the three costumes in the picture represents a religion in the city of Jerusalem (Judaism, Christianity, Islam). Jerusalem is shared by many people. Everyone must cooperate to make sure that visits to holy places are as special and peaceful as possible. Show pictures of holy places in Jerusalem (Dome of the Rock, Via Dolorosa, etc.) Why is it important to cooperate with other people? Can you think of a time when you were cooperative? Can you remember a time when you shared something special to you? Children can act out situations of cooperation, sharing, friendliness.

Page 10 (SHUK)

Examine the picture. Does your supermarket look like this shuk? What is different? What is the same? Can you buy all the things in the picture in one supermarket? Close the book. How many things can you remember? Set up a shuk in the classroom. Bring in a variety of products or pictures of items. Act out roles of buyers and sellers. Demonstrate "bargaining." Use Israeli coins to make purchases.

Page 11 (COIN)

Show students real Israeli coins. The coins have Hebrew names. The most common coin is called the Shekel Hadash (New Shekel). If any of your students or their parents collect coins, ask them to share their collection with the class.

Page 12 (KNESSET)

Why do people need rules and laws? What are some of the rules we follow in school? At home? Can you think of others that would make this classroom or your home a safer place? Is it always easy to follow rules? Cut pictures of Israel's leaders from newspapers and magazines for a bulletin board display.

Page 13 (DEAD SEA SCROLLS)

The Dead Sea Scrolls were found in a cave near the Dead Sea by two Arab boys who were looking for a lost goat. The scrolls can be seen in the Israel Museum in Jerusalem. Make a class jigsaw puzzle. Photocopy and mount a page from a Tikkun and cut into puzzle pieces. Working in small groups, the children can put the puzzle together.

Page 14 (HADASSAH HOSPITAL)

If your synagogue has stained glass windows, visit the sanctuary to view them. Tell children about the tribal family groupings of long ago. Divide the class into "tribes" and have the groups design tribal banners. Make a scribble drawing with a black felt marker. Color in the spaces with different colors. Or make a simple stained glass window. Cut out designs from black construction paper. Glue or staple colored cellophane to the back of the black paper.

Page 15 (TEL AVIV)

Locate Tel Aviv on map of Israel. Is it easy to get lost in a big city? How can you find your way? Act as a tour guide as you follow the map of Tel Aviv (Stop at the beach, visit a cafe for a cool drink, look up at Shalom Tower, etc.). Create a cafe in the classroom. Serve falafel, a sandwich of fried ground chick peas and salad on pita bread (many supermarkets sell falafel mix and pita).

Page 16 (HAIFA)

Locate Haifa on map of Israel. Collect Israeli products for a Classroom Exhibit. Have children draw or cut out pictures from magazines of Israeli exports. Display on the cut out shape of a large ship on bulletin board.

Page 17 (TECHNION)

The Technion is one of many universities in Israel. The work done at the Technion is very important. Research and new discoveries in science and technology enable people to do their jobs better and to live safer lives. Many of your students are probably involved with home computers. Encourage them to share some of their "technological" experiences.

Page 18 (BEER SHEVA)

Locate Beer Sheva on map of Israel. Once a desert, Beer Sheva is now a city with trees, a university, a hospital and a museum. Discuss the consequences of insufficient water, drought. Conduct a science experiment to see whether plants can survive without water (use two small potted plants, watering one and leaving the other dry).

Page 19 (TSFAT)

Locate Tsfat on map of Israel. Lecha Dodi, a prayer sung at sunset at the beginning of Shabbat, was composed in Tsfat. Teach the refrain of Lecha Dodi. You can enlarge the picture in the book using an overhead or opaque projector to paint a class mural or create an original one. A group of Jews called Mystics lived in Tsfat. They tried to discover secrets by adding together the numerical values of Hebrew letters in a word. Each Hebrew letter corresponds to a number (values are listed on many alef-bet charts). Add them together to get the secret number for a word. The students can create their own secret numbers for the Hebrew words they have learned.

Page 20 (MASADA)

Long, long ago, the Romans who ruled Israel wanted the Jewish people to behave like they did. The Jews were not permitted to study Torah. They were not allowed to pray to God. They were not allowed to celebrate our holidays. A brave group of Jews decided not to follow the cruel Roman laws. They ran away to Masada. Pretend to climb Masada in the classroom or outside. Once the children have reached the "top" discuss the concept of religious freedom. What do you like

best about being Jewish? What would you do if someone came into the synagogue and told you to stop praying? Came into your house and stopped you from lighting Shabbat candles? etc.

Page 21 (EILAT)

Locate Eilat on map of Israel. Have children bring in pictures of interesting fish. These can be put under a piece of glass to simulate a glass bottom boat or hung from a hanger to make a mobile. Eilat is also famous for the jewelry made from turquoise colored stones. Children can make Eilat stone pendants. Cut shapes from cardboard. Cover with heavy duty aluminum foil. Paint flat pebbles or small stones with turquoise colored paint. Glue them to the silver shapes. Punch a hole in the "pendant" and thread with a silver string.

Review Pages 7-21

Create a class book containing captioned pictures of cities in Israel. Play games: Name That City (after hearing facts about a city, children supply the name); Who Am I (teacher or student tells facts about a city and children guess the name); Lotto, or other matching game (match the picture to the name of a city). Make up a song or poem about a city. Choose your favorite city and tell why you like it best. Design bumper stickers, buttons or tee shirts advertising cities.

Page 22 (KIBBUTZ)

Compare the kibbutz lifestyle with your students'. On many kibbutzim, children all live together in the children's house. An adult lives with each group of children and takes care of them. The parents live nearby in separate houses. (On some kibbutzim, families stay together at night). Some kibbutzim are like farms. Other kibbutzim have factories, selling the things they manufacture to buy things for the community. Discuss the concept of communal living. Compare it to summer camp. Design a kibbutz. Make a list of the areas you'll need (children's house, dining room, factory, farm, etc.) The kibbutz can be constructed as a diorama. For detailed instructions, see Integrating Arts and Crafts in the Jewish School, Tauben and Abrahams, Behrman House, page 201.

Page 23 (ARCHAEOLOGY)

Show pictures of archaeological finds (pottery, tools, implements). Art, history and museum books are good sources for photographs. What can we learn about how people used to live? Do you own something that would teach people living in the future about your life today? Put pieces of a broken flower pot on a table. Children can reconstruct and glue the pot together.

Page 24 (SABRA)

Israelis who were born in Israel are called Sabras. (Some say that Israelis can seem rough on the outside, but their hearts are soft and sweet inside, just like the sabra pear.) The sabra is a cactus plant. Care for a cactus plant in class to see how little water and care it needs. Sabra fruit is sometimes available in the exotic fruit section of the supermarket. Share other fruits that grow in Israel (grapes, dates, pomegranates, oranges). See if blindfolded children can identify fruits by feel, and then by smell and taste.

Page 25 (WEATHER)

Discuss proper clothing for different weather conditions. Categorize magazine pictures of clothing for a variety of weather conditions. Ask children to select kinds of clothing appropriate for Israel.

Page 26 (JEWISH NATIONAL FUND)

Read aloud a story about trees (Honi and the Carob Tree, The Giving Tree, The Carrot Seed, A Tree is Nice, The Birthday of the Almond Tree). List the things that trees give us. Discuss the concept of honoring a person or the memory of a person by planting a tree. The Jewish National Fund provides posters, materials and information on tree planting in Israel (42 East 69th Street, New York 10021 - (212)879-9300).

Page 27 (SHALOM)

When we say "hello" or "goodbye" to someone in Hebrew (Shalom) we are wishing them peace. Shalom is not always easy to achieve. Some of Israel's neighbors are unfriendly. Strong and brave soldiers work hard to keep Shalom in Israel. Teach or recall prayers and songs that

ask for Shalom (Oseh Shalom, Sim Shalom). Having peace at home is called Shalom Bayit. What can you do to help to bring Shalom to your home? Shalom Art Projects: Hammer nails into wood in the shape of the Hebrew word; use letter stencils of the word to make stationery; design a new "peace" sign. Make a puzzle in the shape of Israel's map.

Page 28 (HEBREW DICTIONARY)

The children may be surprised to see how many Hebrew words they already know. Compile a list. Make a giant class dictionary, illustrating each entry. Play games of the whole-word recognition genre (lotto, bingo, etc.).

Page 29 (PERSONALITIES)

The Jewish National Fund offers a set of posters of Zionist heroes. Tell the children to close their eyes and "dream." What do you hope for the Land of Israel? For the people of Israel? Create a class poster of their hopes and dreams.

Page 30 (YOM HA-ATZMAUT)

We have learned many things about Israel that make us feel happy and proud. What makes you proud of Israel on Yom Ha-Atzmaut? Discuss the word "independence." Have a class parade. Students can carry their banners and make stops on the route to visit other classes and the principal and rabbi. Sing Hebrew songs. Teach an Israeli dance.

Page 31 (ALIYAH)

We use the Hebrew word Aliyah for moving to Israel. Aliyah means "going up." Why do some people decide to move to Israel? Aliyah is also used when going up to the Torah during synagogue services. To review the information in the book, create a series of question cards and play team games like tic-tac-toe, twenty questions, etc.

Page 32 (HATIKVAH)

Make a class cassette recording of Hatikvah.

