



The Loom of Israel

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For more information about the IJE Community Hebrew High Schools project and this curriculum development initiative, please visit our website:

www.brandeis.edu/ije

Institute for Informal Jewish Education

Brandeis University

Community Hebrew High Schools Curriculum Development Initiative

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Session	Question of meaning or understanding	Texts, materials to be used/ read
1 Introducing Israel	<p>What is your personal connection to Israel?</p> <p>What is the role of Israel in your identity?</p> <p>How would you assess your knowledge level about Israel?</p>	<p>Israeli poetry, multiple questions test about Israel, collection quotes related to Israel (biblical, world leaders, spiritual, political leaders etc)</p>
2 The List	<p>Why is it important for you to know about the collective history of the Jews?</p> <p>In what way do you see yourself as link in the chain of Jewish history?</p>	<p>Jewish virtual library (2006). The American-Israeli cooperative enterprise. Retrieved 10/2006 from www.jewishvirtuallibrary.org/jsource/History</p> <p>Wikipedia, the free encyclopedia (2006). Retrieved 10/2006 from www.en.wikipedia.org/wiki</p> <p>Israel Ministry of Foreign Affairs, 2004. History-the state of Israel. Retrieved 10/2004 from: http://www.mfa.gov.il/MFA/Facts+About+Israel/History/HISTORY-+The+State+of+Israel.htm</p> <p>Shoah resource center (2003). Retrieved 10/2006 from http://yad-vashem.org.il/odot/prog/index_before_change_table.asp?gate=0-1</p>
3 History of Israel before the establish- ment of the state	<p>What attracted Jewish people to leave their home and immigrate to Palestine during the Ottoman Rule and the British Mandate?</p> <p>What were their relationships with the British and their contribution to the founding of the state of Israel?</p>	<p>Biographies and statements of Rachel Bluwstein and Yoseph Trumpeldor,</p> <p>The Department for Jewish Zionist Education (1992). Israel and Zionism; our gallery of people. Retrieved 9/24/2004, 2004 from www.jafi.org.il/education/100/people/index.html</p> <p>Video clip from “The wonders of Israel”</p> <p>Balfour Declaration</p> <p>A word find game</p>

		<p>Major events description: Gilbert, M. (1999). Israel- A History. London: Black Swan Engle, A. (1959). The Nili Spies. London: Hogarth Lossin, Y. (1992). Pillar of Fire. Jerusalem: Shikmona Book, T. (2004). For the sake of Zion: Pride and Strength through Knowledge. Board of Jewish Education of Greater New York and The Jewish Agency for Israel.</p>
<p>4 Israeli history-war and peace</p>	<p>What is the importance of having a Jewish state and what does it mean to Jews all over the world?</p> <p>How do you think the 58 years of Israel's history and its major events shaped Israel, the Jewish people and the world community?</p>	<p>Declaration of Independence of the state of Israel</p> <p>Major events description: Jewish virtual library (2006). The American-Israeli cooperative enterprise. Retrieved 10/2006 from www.jewishvirtuallibrary.org/jsource/History Wikipedia, the free encyclopedia (2006). Retrieved 10/2006 from www.en.wikipedia.org/wiki</p> <p>The Department for Jewish Zionist Education (1992). Israel and Zionism: The state of Israel in conflict. Retrieved 9/2004, 2004 from http://www.jafi.org.il/education/100/CONCEPTS/d3.html The Department for Jewish Zionist Education (1992). Israel and Zionism: Aliyah. Retrieved 9/2004, 2004 from http://www.jafi.org.il/education/100/concepts/aliyah.html</p> <p>The Department for Jewish Zionist Education (1992). Israel and Zionism: Contemporary issues. Retrieved 9/2004, 2004 from http://www.jafi.org.il/education/israel/contemp.html Israel Ministry of Foreign Affairs, 2004. History-the state of Israel. Retrieved 10/2004 from www.israel-mfa.gov.il</p> <p>Chaim Weizman's statement: "A state is not handed to a people on a silver platter".</p> <p>"The never ending story" by Stewart Weiss (Jerusalem post, April 1996).</p>

<p>5 Geography of Israel</p>	<p>What is the geography of Israel? How do Jewish and Israeli history relate to the geography of Israel?</p>	<p>Life size map of Israel (“attractive land map,” available from the Jewish Agency)</p> <p>Background material on the following regions and places: Lake Kinneret, Mount Hermon, Jerusalem, Haifa, Jazreal Valley, Tel Aviv, Negev.</p> <p>The Department for Jewish Zionist Education (1992). Israel and Zionism: our gallery of places. Retrieved 9/2004, 2004 from www.jafi.org.il/education/100/PLACES/index.html</p> <p>Ministry of Tourism, 2004. Discover Israel. Retrieved 9/2004 from www.goisrael.com Wikipedia, the free encyclopedia (2006). Geography of Israel. Retrieved 11/2006 from http://en.wikipedia.org/wiki/Geography_of_Israel</p>
<p>6 Meet the people</p>	<p>Who were the people who had great impact on Israel and what was their contribution to the development of the state of Israel? (people of action, spiritual leaders, statesmen, women, writers and poets, scientists, etc) to the development of the state of Israel?</p>	<p>The figures biographies and photographs: The Department for Jewish Zionist Education (1992). Israel and Zionism; our gallery of people. Retrieved 9/24/2004, 2004 from: www.jafi.org.il/education/100/people/index.html</p>
<p>7 Democracy in Israel Part 1</p>	<p>What is the structure and nature of the democracy in Israel? How does Israel's election process reflect the strong democratic tradition of the state of Israel?</p>	<p>Declaration of Independence of the state of Israel</p> <p>Background info on the legislative, executive and judicial branches and information about the current government, president and comparison between US and Israel democracy systems:</p> <ol style="list-style-type: none"> 1. The Knesset, 2004. Visit the Knesset. Retrieved 10/2004 from www.knesset.gov.il 2. Israel Ministry of Foreign Affairs, 2003. Israeli Democracy- How does it work. Retrieved 10/2004 from www.israel-mfa.gov.il 3. Wikipedia, the free encyclopedia (2006). Retrieved 11/2006 from http://en.wikipedia.org/wiki/Elections_in_Israel

<p>8 Democracy in Israel Part 2</p>	<p>What is the structure and nature of the democracy in Israel?</p> <p>How does Israel's parliamentary system (legislative, executive and judicial branches) reflect the strong democratic tradition of the state of Israel?</p>	<p>Background info on the legislative, executive and Judicial branches and information about the current government, president and comparison between US and Israel democracy systems:</p> <p>1. The Knesset, 2004. Visit the Knesset. Retrieved 10/2004 from www.knesset.gov.il</p> <p>2. Israel Ministry of Foreign Affairs, 2003. Israeli Democracy- How does it work. Retrieved 10/2004 from www.israel-mfa.gov.il</p> <p>3. Wikipedia, the free encyclopedia (2006). Retrieved 11/2006 from http://en.wikipedia.org/wiki/Elections_in_Israel</p>
<p>9 <i>Hamatzav</i> (the current situation /conflict with the Palestini- ans)</p>	<p>What are the implications of the Israeli-Palestinian conflict on the peace process?</p> <p>How past relationships among the Israelis and the Palestinians overshadow the current situation?</p> <p>How has Israel's approach to the Palestinians changed over time?</p> <p>What are the current debates surrounding Israel?</p> <p>What are the basic terms explaining the roots of the conflict in the Middle East?</p>	<p>Israel Ministry of Foreign Affairs, 2003. Israeli. Retrieved 10/2004 from www.israel-mfa.gov.il</p> <p>Wikipedia, the free encyclopedia (2006). Israeli-Palestinian Conflict. Retrieved 11/2006 from http://en.wikipedia.org/wiki/Israeli-Palestinian_conflict</p> <p>Bard, M. (2002). <i>The Complete Idiot's Guide to Middle East Conflict</i>. 2nd ed. Alpha Books.</p> <p>Bard, M (2001). <i>Myths and Facts, A Guide to the Arab-Israeli Conflict</i>. The American-Israeli cooperative enterprise.</p> <p>Jewish virtual library (2006). <i>Myths & Facts Online, a Guide to the Arab-Israeli Conflict</i>. The American-Israeli cooperative enterprise. Retrieved 10/2006 from http://www.jewishvirtuallibrary.org/jsourcemyths/mftoc.html</p> <p>Maps from http://www.jafi.org.il/education/hasbara/maps.html</p>

<p>10 The Path of Peace Part 1</p>	<p>What strategies can Israel choose regarding peace negotiations with the Palestinians in the face of continuing terror attacks?</p> <p>Should this strategy include any concessions and compromises? Which? Towards which end?</p>	<p>The Path of Peace (2003). Right on Time on line Journal, Department for Jewish Zionist Education, Ministry of Education. Retrieved 11/2006 from http://www.jafi.org.il/education/downloads/english5.pdf</p> <p>Oded, Eran (2002). "Arab-Israel Peacemaking." <i>The Continuum Political Encyclopedia of the Middle East</i>. Ed. Avraham Sela. New York: Continuum.</p> <p>Arian, Asher (1999). Security in the shadow of threat-Israeli Public Opinion on the Topic of War and Peace. Papyrus publishers.</p>
<p>11 Media coverage of the Israeli-Palestinian conflict</p>	<p>What is the impact of the media on public opinion regarding the Israeli-Palestinian Conflict?</p> <p>How has bias in the media coverage of the Israeli-Palestinian conflict affected the way the world views Israel?</p>	<p>List of websites (see lesson plan)</p>
<p>12 The complexity of Israeli society</p>	<p>Is there a contradiction between a Jewish state and a democratic state?</p> <p>What should be the character of the Jewish state? How can a traditional character be preserved within a secular identity?</p> <p>What is the nature of the dispute between the religious and the secular sectors concerning the character of the state Israel?</p>	<p>Israel Ministry of Foreign Affairs, 2003. Jewish Society. Retrieved 11/2006 from http://www.mfa.gov.il/MFA/Facts+About+Israel/People/SOCIETY-%20Jewish%20Society</p> <p>The Masorati (conservative) movement in Israel (2006). Retrieved 11/2006 from http://www.masorti.org/about/principles.html</p> <p>Wikipedia, the free encyclopedia (2006). Religion in Israel. Retrieved 11/2006 from http://en.wikipedia.org/wiki/Religion_in_Israel#Judaism_in_Israel</p> <p>The Daniel Elazar on-line Library (2006). Religion in Israel: A Consensus for Jewish Tradition. Retrieved 12/2006 from http://www.jcpa.org/dje/articles2/relinisr-consensus.htm</p> <p>The Jewish Agency for Israel (2006). Religion and State. Retrieved 12/2006 from http://www.jewishagency.org/JewishAgency/English/Jewish+Education/Eye+on+Israel/Society/5)+Religion+and+State.htm</p>

<p>13 Israel and the Diaspora</p>	<p>What is the role of the state of Israel in the life of Diaspora Jews?</p> <p>How should the Jews of the Diaspora see their connection and commitment to Israel?</p>	<p>The Declaration of the Establishment of the State of Israel.</p> <p>Selected quotes</p> <p>The Jewish Agency for Israel (2006). Israel-Diaspora relations. Retrieved 12/2006 from http://www.jafi.org.il/education/100/concepts/Gola.html</p> <p>My Israel-Why Israel? (2003). Right on Time on line Journal, Department for Jewish Zionist Education, Ministry of Education. Retrieved 12/2006 from http://www.jafi.org.il/education/downloads/english3.pdf</p>
<p>14 Israel beyond politics</p>	<p>What are the conditions that helped Israel to develop into a modern country that makes significant contributions to humanity? How does it affect its image?</p>	<p>Israel Ministry of Foreign Affairs, 2003. Israel Beyond Politics. Retrieved 12/2006 from http://www.mfa.gov.il/mfa/israel%20beyond%20politics/</p> <p>Advocates for Israel, 2006. Israel's achievements. Retrieved 12/2006 from http://www.advocatesforisrael.org/achievements.html</p> <p>Virtual Jerusalem, 2005. Israeli achievements. Retrieved 12/2006 from http://www.virtualjerusalem.com/jewish_holidays/independence/53/achiev.htm</p> <p>57 Things That You Should Know About Israel. Retrieved 12/2006 from http://www.zfnz.org.nz/Israel/Celebrating+Israel's+Achievements/75.aspx</p> <p>Wikipedia, the free encyclopedia (2006). Science and technology in Israel. Retrieved 12/2006 from http://en.wikipedia.org/wiki/Science_and_technology_in_Israel</p> <p>H. Davis, D. Davis (2005). Israel in the World: Changing Lives Through Innovation. Weidenfeld & Nicholson publishers</p>

Session 1, Loom of Israel

Introducing Israel

I. Teacher's Preparation

UNIT QUESTIONS OF MEANING:

- What is your personal connection to Israel?
- What is the role of Israel in your identity?
- How would you assess your knowledge level about Israel?

SELECTION OF TEXTS:

- Selections of Israeli poetry
- Collection of quotes related to Israel (from biblical, world leaders, spiritual, political leaders, etc) (appendix 1)

MATERIALS:

- Personal booklets that will help the students to follow the journey and focus on their own opinions and feelings (appendix 1)
- Multiple questions test, included in the booklet
- Quotes, included in the booklet
- Poster boards with questions for station 1 and 2
- Big map of Israel for station 3
- Pictures of Israel and video clips

Teacher's Guide

I. Teacher's Preparation

The questions of meaning in the opening session should stimulate the students to check with themselves what their connection is to Israel, what the role of Israel is in their lives and assess their knowledge about Israel.

The students will be able to compare their current thoughts and level of knowledge to the acquired knowledge by the end of the course.

SELECTION OF TEXTS:

I put out books of Israeli poets such as Yehudah Amichai, Dalia Rabinovitz, Yehonatan Gefen, and Rachel Bluwstein.

The collection of quotes related to Israel are varied (biblical, world leaders, spiritual, political leaders, Israeli leaders, etc) so everyone can find something that speaks most to him/her.

MATERIALS:

The multiple questions test about Israel covers different areas such as history, culture, geography, figures etc. that will be discussed later in different lessons.

Maps of Israel, pictures, and video clips can be found on the internet, from the Jewish agency or ministry of tourism, a library or from your local Israeli consulate.

OBJECTIVES/INTENDED OUTCOMES:**1. What will the students *do*?**

- The students will examine why they want to go to Israel, what are they taking with, and what they expect to come back with.
- The students will think about what connects them personally to Israel.
- The students will read quotes related to Israel, comment on them, and react to others' comments.
- The students will choose one or two quotes that "speak" to each of them the most.

2. The students *will be able to*:

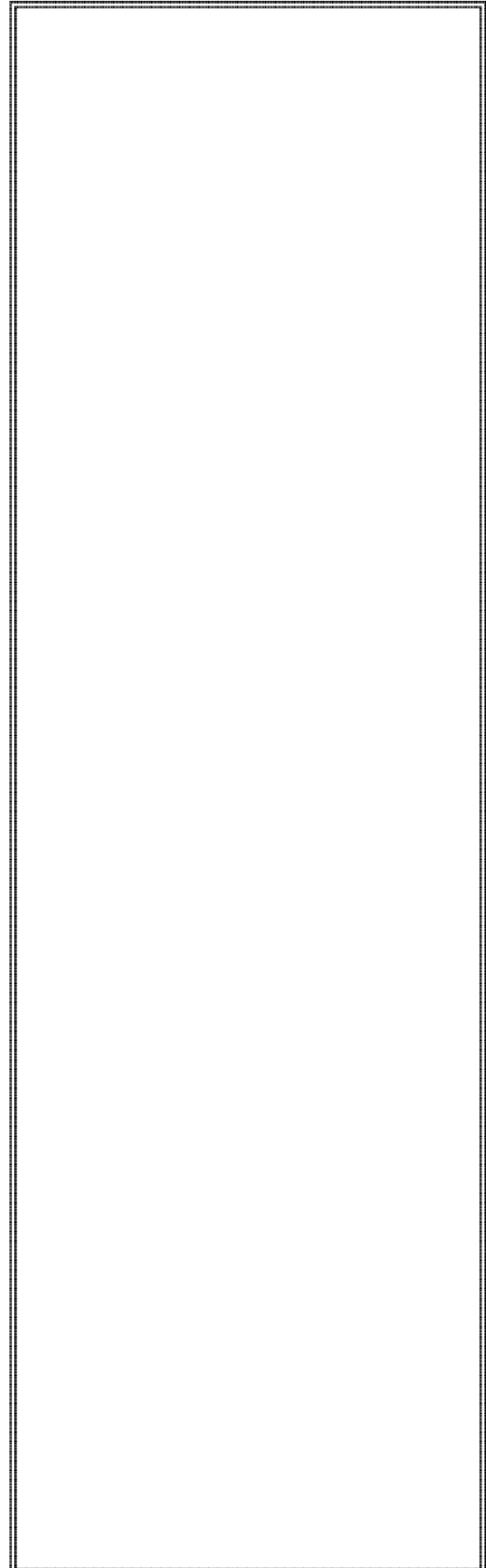
- Better assess their prior knowledge level about Israel.
- Examine why they want to go to Israel.
- Define their expectations of the course.

3. The students *will understand*:

- What their personal connection to Israel is.
- What role Israel plays in their identity.

ASSESSMENT OF INTENDED OUTCOMES:

- Each student will take a multiple choice test about Israel.
- Evaluate the students' participation in the exercise responding to quotes about Israel using the following questions:
 1. Which quote did you choose and how does it describe the role of Israel in your identity?
 2. What are the factors that connect you to Israel?
 3. What would you take with you to Israel (spiritually)?



II. The Lesson Plan

A. SET INDUCTION/MOTIVATION (5 min.):

- Introduce the course in general and tell the students about the overall goals of the course.

B. ACTIVITY (75 min.):

1. Each student will go through a personal journey consisting of 6 stations. At each station the students will be asked carry out the task required at each station. Distribute the personal booklets that will serve as guides for the journey.
2. Enter the journey location one by one, quietly. Follow the arrows pointing where to go next. (55 min.)

The following are the descriptions of the stations:

Station 1 – Draw Yourself

Task: Answer the following questions:

- Why do you want to go to Israel?
- What are you taking with you (spiritually)?
- What do you expect to gain in this experience?

Materials:

- There will be a poster board presenting the questions.
- The questions are also in the booklet.

Station 2 – What Connects you to Israel?

Task:

- On a list of things that might connect you to Israel, check all that apply to you.

Materials:

- There will be a poster board with the checklist. The checklist is also in the booklet.

Station 3 – Geography

Task:

- Match all the countries surrounding Israel on a map.

Materials:

- Big map of Israel and surrounding countries, list of

II. The Lesson Plan

This session requires a significant amount of advance preparation and set up. It is best to have 2 classrooms available (one for the journey and the other for the students to wait and come back to after the journey). The journey should be set up like a museum with every station presented separately. The presentation of the journey creates the atmosphere and set the tone for the session and the course in general therefore it should be well prepared, colorful and dynamic. In addition to the content of each station, add some photos of Israel (places, food, people etc). Place few chairs at each station so the students will be able to stop and fill up the relevant task in their own booklets.

It is recommended to have another teacher to assist you in this session. While some students are going through the journey and enter the room one by one in a few minutes gap in between, the other teacher should start with icebreakers and with the guided conversation. You will be stationed in the journey room directing the students and answering questions. It is very important to emphasize that the journey is personal and that the students need to remain quiet during the activity.

The goal of this journey is for each student to self-reflect on the role of Israel in their personal identity, to ask why they want to go to Israel, to assess how much they know about Israel, and to think about what connects them to Israel.

Whatever is at the station will also be in the booklet.

countries to match.

Station 4 – Test your Israel IQ

Task:

- Answer a multiple-choice test that includes different topics such as history, politics, culture, geography etc.

Materials:

- Multiple-choice test, included in the booklet.

Station 5 – Israel Beyond Politics

Task:

- Present the students with pictures, videos, and Israeli poetry. Write 3 places that you would like to visit in Israel and why, food that you would like to eat, and lastly, if you had the chance to meet an Israeli (alive or dead), who will it be and why?

Materials:

- Pictures of Israel, short video clips, Israeli poetry. The page with the questions to answer is included in the booklet.

Station 6 – Quotes

Task:

- Enter a room filled with all kinds of quotes relating to Israel. Next to each quote is a sheet to make comments. Circulate around in the room, write comments, read others' comments and react (in writing) to those comments. At the end, choose one or two quotes that most "speak" to you.

Materials:

- Quotes, writing implements, paper on the wall where they can write comments.
3. At the end of the journey, gather the group together for a discussion to process the personal journey (25 minutes). Ask the students:
 - a. Which quotes did you like the best and why?
 - b. Who is the Israeli you would like to meet and why, which sites would you like to visit and what would you want to eat?
 - c. How did you feel about the questionnaire (strengths and weaknesses)?

Each student will be able to write everything in the booklet during the journey. Later on the booklet can be used in different ways for example, they can compare their knowledge, feelings and reactions towards the end of the course or after coming back from Israel to compare what have changed or remained the same.

The students will go through the stations individually and fill up the tasks in their booklets except for the questionnaire. Make extra copies and ask the students to fill them up and leave them at the table. Review the answers to get a picture of their knowledge level.

It is important to leave enough time for the discussion. If you are running out of time let more than one student at a time into the journey.

In the discussion it is recommended to start with the quotes. It will be best if each student will share and explain his/her choice. Through discussing the quotes you can learn about their personal connection to Israel and what the role of Israel is in their identity.

- d. What connects you to Israel, why do you want to go?
- e. What do you expect of the course, what do you want to gain from it?

C. CLOSURE

1. Summarize briefly: This journey today is just the beginning of a much broader journey getting to know Israel, its many layers and aspects.
2. Today you had the opportunity to begin to explore what your connection is to Israel, even if right now it is minimal, and hopefully this course will enrich your experiences.
3. In the next session we will review major events, themes and figures in Jewish history in a very general overview, and will discuss why it is important for us to know about the collective history of the Jews and where we fit in.

CLOSURE:

Give each student a folder to keep the booklet and other materials. Ask the students to follow the news and current events during the course.