

My Home, Your Home: Israel as Our Home:

A curriculum for parents, teachers and pre-school aged children to lay a foundation for understanding Israel through a framework of home and homeland

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Letter to the Educator

Dear Educator,

I am thrilled that you are eager to invest time and energy in Israel education throughout your early childhood center. I hope that you will find this curriculum helpful to spark in-depth-exploration and inquiry amongst the parents and teachers in your pre-school community as well as foster a sense of curiosity and wonder for your youngest learners.

My curriculum guide was inspired and based on my research for my Zelikow School of Jewish Nonprofit capstone. This capstone consisted of a case study of twenty-one educators who are employed at one Los Angeles based early childhood center. The capstone focused specifically on how educators' exposure and connection to Israel effects what is taught in the classroom. Two distinct findings were apparent. One was that early-childhood educators have a wide variety of exposure to Israel. Many pre-school teachers have never received adult level Israel education despite the fact that they teach Israel every year. The second finding was that Israel curricula in early childhood centers are typically taught through a holiday paradigm. Each classroom will start to introduce Israel a week or so before Yom Ha'atzmaut and their learning will culminate with a celebration of Israel's birthday. As a result, Israel is conceptualized as a holiday rather than a dynamic diverse country with its own culture and society. This curriculum gives the opportunity for parents, teachers and young children to engage in Israel in-depth and in developmentally appropriate ways, through the context of home and homeland.

There are 21 lessons in this curriculum: six lessons in which teachers and parents learn together; six lessons for just parents; and nine lessons for pre-school aged children. All adult lessons are an hour long. Lessons for the early-childhood students are an hour and half. The curriculum culminates with an Israel celebration that parents and teachers partner together to create for the children. This celebration will additionally include an opportunity for the early-childhood students to share their portfolios and additional learning with their families. This celebration can be molded and crafted in a way that fits your school's culture and engages the interests of your community members.

All lessons for adult learners are to be taught by you: an educator or Rabbi who has a deep love and care for the early childhood community as well as a deep well of knowledge surrounding Israel. I hope that you are eager and excited to build and sustain relationships with early-childhood faculty and parents both as the curriculum is being implemented and beyond. Additionally, I hope that you are excited to create a safe space for inquiry, curiosity, and exploration to guide adult learners grapple with tough questions about home and homeland.

Always remember that this is a guide, feel free to use or adapt whatever is necessary to fit your community to support how home and homeland is taught in your early childhood setting. B'hatzlacha!

Sincerely
Sasha Kopp

Rationale

When one steps off the plane at Ben Gurion Airport in Tel Aviv, they are greeted with a large mural saying, “Welcome Home.” This simple sign makes an assumption that individual people have thoughts, feelings and behaviors towards Israel that resonate with the idea of home, even if they do not live in the country. The physical land of Israel has been the homeland to the Jewish people for thousands of years. However, it has only been since 1948 that the sovereign Jewish state has held a political role, in addition to a religious role, within the Jewish community. Although Israel is Jewish homeland, many Jews have never had the opportunity to visit, complicating the question of what components are necessary to have or create a Jewish homeland or home.

There are a variety of ways in which American Jews connect to the Jewish homeland today. Creating a relationship with the state, land and people of Israel can be challenging. Israel is a complex society, that is very far away, and it is depicted in a variety of ways throughout different media sources and throughout different communities. Those who have traveled or lived in Israel often build multifaceted relationships with the country as they balance the ideals of a Jewish state with the realities of political and societal challenges which exist in the country today. Often times Americans in Israel feel at home in the Jewish homeland yet don’t know how to hold that feeling while being able to critique Israeli society and politics. These real challenges are additionally complex in a classroom. Alex Sinclair discusses the complexities of teaching Israel in his book, *Loving the Real Israel: An Educational Agenda for Liberal Zionism*. He states that, “To present an image of Israel as perfect and without flaws- to

deny, by omission, any of the problematic elements of Israel society - is to set up a false dichotomy - an either-or choice - that can only work against Israel in the long run.” (p10)

Sinclair believes that we have an obligation to teach Israel truthfully and holistically, allowing the learner to form a relationship as they struggle with criticism of Israel. Through discomfort, individuals can grow a new type of attachment and love towards the Jewish homeland, one that is built upon deep engagement and knowledge beyond what is taught through surface level experiences.

This curriculum guide explores the complex nature of Israel as it relates to individuals ideas and concepts of homeland and home. The question of, “what makes a home?” is one that speaks to who we are as humans and Jews. Humans, by nature, seek to find belonging, often rooted in the concept of home and family. In order to find comfort in home, one must come to terms with both the joys and the struggles within their personal concept of home.

By examining Israel through the framework of home and homeland, Israel can be taught in a way that is relatable and meaningful to learners of all ages. This curriculum is inspired by my capstone project for the Zelikow School of Jewish Nonprofit Management, where I interviewed 21 employees of a Los Angeles pre-school and learned their experiences and connections towards Israel and how that affected what they taught in the classroom. One of my most interesting findings was that Israel is most often taught right before Yom Ha’atzmaut. Israel becomes taught as if it was a holiday rather than a dynamic and diverse country. This guide is created to make a shift in the community conversation so that Israel can be thought of beyond just a holiday once a

year. The curriculum is focused on the community that is often the first entry point to synagogue life: the pre-school. In order to have a holistic impact on the early childhood community this curriculum guide addresses three different subsets of learners: pre-school teachers, pre-school parents and pre-school students. These three populations are each important and were chosen deliberately to create a comprehensive approach to Israel education that can be taught at any time of year.

The curriculum provides the opportunity for teachers and parents to work together and separately in order to have deep level adult engagement that helps them grapple with the idea of home, homeland and Israel in a way that relates to their role as either parent or teacher. Each individual brings their own set of experiences to their learning, yet there are certain trends amongst both parents and teachers of children at Jewish pre-school which make teaching these populations an exciting opportunity for Israel education.

There are a wide variety of individuals who choose to teach at Jewish pre-schools throughout America including: Observant American Jews, Non-Observant American Jews, Non-Jews, both from American and beyond, and Israelis. The diversity of teachers at Jewish pre-schools creates the opportunity to have rich conversations among individuals with a wide variety of backgrounds both personally and in relationship to Israel. Through my Nonprofit School capstone, I have had the unique experience of hearing about many experiences first hand from teachers at a Los Angeles based early-childhood center. My interviews illuminated the disparity of knowledge towards Israel and Jewish life in general amongst the teaching staff, which is

common among Jewish early childhood centers throughout the country. Many of the teachers who I interviewed showed a desire to learn more about Israel, and some do think of Israel as either a personal home, or a home for the Jewish people. Through exploring homeland and home, teachers will have the opportunity to learn Jewish content at an adult level. This background knowledge can inform and inspire how these teachers personally think about Israel as well as how they present it to our youngest learners in our classrooms. This learning will empower teachers who currently feel as though their own personal Israel knowledge is inadequate, or inauthentic because they haven't been there for themselves. Through teaching teachers, we teach our children and together begin to create a more dynamic conversation about Israel in our communities.

In this curriculum, teachers have the opportunity to learn alongside and independently from pre-school parents who are grappling with big questions such as, what does it mean to create a home for me and my children? Parents of children in Jewish preschools have a wide array of Jewish backgrounds, and for many parents the pre-school setting is their first introduction to Jewish life. The wide array of backgrounds leads to different levels of Israel experience and education. Many Jewish parents have had the opportunity to participate in an Israel experience either as a teen, study abroad, or through Birthright Israel. This is also the first generation of preschool parents who have had the opportunity to participate in a Birthright Israel experience. This reality has sparked a curiosity concerning Israel in this generation of pre-school parents. Today, Birthright Israel no longer has any formal follow up with Birthright participants, so

although many Birthright alumni feel connected to or engaged with Israel, they may have not had the opportunity to further their learning beyond their original trip. This curriculum will engage parents in rich and meaningful learning concerning Israel so that they can grapple with questions concerning Israel and how the Jewish homeland can fit into their Jewish home.

The last population that this curriculum will serve is the Jewish pre-schoolers themselves. This curriculum engages our youngest learners in a foundation for Israel education that is based on the framework of home. Home is a concept that is tangible for our youngest learners and can inspire deep curiosity and questions. Using home as a framework students have the opportunity to explore Israel and the concept of a Jewish home and homeland. Students explore Israel through sensory experiences, which invite them to grapple with the questions of the diversity of different homes in Israel. This curriculum seeks to engage students in foundational Jewish learning that is rich, experiential and joyful and that will set a tone for open, honest and rich Israel education in their lives ahead.

All three populations, pre-school teachers, parents and students, have the opportunity to engage in a series of lessons developed specifically for them. The lessons for the parents and teachers are taught by a member of the synagogue's leadership team, which could include the Early Childhood Director, Temple Educator or Rabbi.

In Unit One, the two adult populations start their learning together with a six-lesson unit created to create an intellectual framework for understanding Israel as the Jewish homeland.

In Unit Two, parents have the opportunity to explore the idea of a home as it relates to how they seek to build a Jewish home for themselves and their children. This unit lends itself to some deep personal work on how individuals think of home, which will then relate to how they think about Israel as a homeland. At the end of the unit they will have the opportunity to work together to plan a community or classroom event for their community to celebrate Israel together. This celebration is an authentic assessment where teachers and parents have the opportunity to reflect on how they currently engage with Israel as a Jewish homeland and create authentic learning experiences about Israel for their children/students. They present their ideas to each other in the last lesson, and together they build a community wide Israel engagement experience.

Unit Three is a two-week unit designed specifically for pre-school students, using home as a foundation for exploring Israel as homeland. These lessons are developmentally appropriate for young children and work well in the context of an early childhood setting. Each lesson contains a 15-25-minute circle time discussion or activity and is followed with an hour of free play between 3-6 stations at which students can explore concepts through multiple modalities. The second half of this unit gives young children the opportunity to explore different homes in Israel including Reform, Orthodox, Ethiopian, and Arab Israeli. They will explore these homes through dramatic play, art,

cooking and more. The two weeks culminate with the Israel engagement experiences planned by students' teachers and parents together.

Even though each set of learners have their own set of goals and framework for learning, the entire curriculum is informed by the following enduring understandings:

- 1) Home is where the heart is.
- 2) Israel is a home to the Jewish people, yet many Jews have never traveled to this Jewish homeland.
- 3) The Jewish homeland does not mean the same thing to every Jew, or to every person who calls Israel home.
- 4) A home can be a safe and happy place; it is still our home when we are sad, frustrated or scared.

Through these enduring understandings I hope that teachers, parents and young children can engage with rich content that inspires them to think deeply and feel ownership and pride over their own unique relationship with their home and with Israel, the Jewish homeland.

Unit One: Israel as Homeland:

Unit One Profile: How our Parents and Teachers Conceptualize Israel

Unit One is designed for the parents and teachers of pre-schooled aged children to learn together and build community. However, if there is no time that works for each population to be together, the unit lessons could be taught to each of the groups separately. This unit is designed to be taught by a full-time staff member of the institution as an opportunity create a connection between the institution and the early-childhood center community. This teacher could be the Rabbi, Director, or Judaic specialist. Additionally, this unit can be used on its own for teachers to gain insight into Israeli society and culture. Teachers ought to participate in this unit before they start to conceptualize how they want to teach Israel in their classrooms. Parents who participate in this curriculum should continue learning together by taking part in “Unit Two: The Homes in Our Lives.” A core assumption of this curriculum is that through implementing a more robust Israel education for adults, those adults will have the ability to foster a sense of connection, wonder, and curiosity about Israel in the next generation of preschoolers and their families.

Demographic: Teachers and Parents of Pre-School Aged Children

Number of Learners: 10-25

Curriculum Enduring Understandings:

Home is where the heart is.

Israel is a home to the Jewish people, yet many Jews have never traveled to this Jewish homeland.

The Jewish homeland does not mean the same thing to every Jew, or to every person who calls Israel home.

A home can be a safe and happy place; it is still our home when we are sad, frustrated or scared.

Unit Enduring Understandings:

In order to talk and learn about Israel one must be aware of their own assumptions about Israel

You don't need to be Jewish to live in the Jewish homeland

The Jewish homeland does not mean the same thing to every Jew

Israel education empowers Jews to engage in big questions in the Jewish and international landscape

Even if we haven't been there, Israel can be a Jewish home

Unit Essential Questions:

- What role do our assumptions about Israel play in our conversations about Israel?
- How are Israeli values represented in Israeli culture?
- How does my involvement in Jewish life affect my relationship with Israel?
- What is Israel's role in our lives in America?

Unit Goals:

- Provide exposure to a diverse set of backgrounds, experiences, and relationships with Israel
- Explore how our assumptions about Israel play a role in how we talk and teach about Israel
- Build upon prior knowledge and gain insights into the people, beliefs, religions, innovations and conflicts of Israel.
- Reimagine our relationship with Israel as American Jews
- Inspire curiosity and questions about the Jewish homeland and to plant a seed for further learning.

Unit Objectives:

By the end of the Unit, learners will be able to:

- Share their own Israel story as an evolving narrative
- Gain insights into the people, beliefs, religions, innovations and conflicts of Israel.
- Articulate how their assumptions about Israel play into their conversations and teaching surrounding Israel.
- Formulate a plan for continuing an ongoing relationship with Israel

Lesson Sequence:

- Lesson 1: Sharing our Personal Stories and Assumptions of our Homeland
- Lesson 2: How we Tell the Story of our Homeland
- Lesson 3: How are Values Embedded in our Homeland?
- Lesson 4: Complexities of our Homeland
- Lesson 5: Ways to Connect to our Homeland
- Lesson 6: Our Relationship with our homeland

Authentic Assessment:

Learners will be invited to journal throughout the unit, in order to document their understanding what homeland has meant to them in the past, as well as how their views evolve throughout the course of the unit. After the completion of this unit, teachers will have an opportunity to explore how they want to incorporate their learning into their students' Israel curriculum. Parents will continue learning in the next unit where they will brainstorm how to bring Israel into their home. Additionally, teachers and parents will have the opportunity to help plan a school wide Israel activity for their community.

Note to Teachers:

This curriculum requires you to feel comfortable talking about and sharing knowledge about Israel. It is important that before teaching this curriculum, that you have thought deeply about your relationship and your own assumptions about Israel. The goal of this unit is for you to create a safe place for your participants to grapple with any and all questions about Israel. You should feel comfortable giving them answers as well as comfortable telling them that you don't know answers, and work with your learners to help them find their answers. Partner with Israeli teachers and other Israel experts in the school whenever possible. It is important to model a variety of ways to relate to Israel. Your role as a facilitator gives you the opportunity to be a guide as they begin to understand their own relationship with Israel.

Teacher Resource:

<http://www.theicenter.org>: The iCenter is the national hub and catalyst for building, shaping, and supporting the field of Israel education.

Setting Up Your Classroom:

The ideal classroom would have enough tables for five or so adults to sit at each during small group discussions, as well as space to bring chairs into a circle for full group conversations. Some of the lessons require wall space, and the ability for learners to move around the room in order to read and respond to what is hanging up on the walls.

Lesson Three include showing a short movie. Make sure that you have a space where the film can be easily shown. The film is found for free online.

In order to set up an environment to inspire thinking about Israel, feel free to create a playlist using Israeli music. Include music from different communities within Israel including, but not limited to: Ashkenazi, Sephardi, Yemenite, Ethiopian Israeli, and Arab Israeli. These songs can be played as learners are entering the space as well as during journaling times:

Some songs can be found at: <http://www.theicenter.org/resource/six-songs-yom-haatzmaut>

Lesson One: Sharing our Personal Stories and Assumptions of our Homeland

Lesson Essential Questions:

- What is my Israel story?
- What experiences, people, institutions or resources have shaped my views about Israel?
- What assumptions do I have about Israel and where did they come from?
- What role do my assumptions play in my conversations about Israel?

Lesson Goals:

- Provide exposure to a diverse set of backgrounds and experiences that are part of individuals' relationships with Israel.
- Reflect upon key moments and patterns in the learners' Israel stories,
- Create community between parents and teachers
- Create an appreciation for the diversity of the school community
- Explore how our assumptions about Israel play a role in how we talk and teach about Israel.

Lesson Objectives:

- Create a written or visual representation of a memory of Israel
- Employ a protocol for discussion across difference
- Identify views and assumptions towards Israel
- Reflect upon activities and set goals for continued learning

Materials:

- Learner's Folders
- Learner's Journals
- Pens
- Colored Pencils
- ABCDs of Israel Dialogue Sheets
- Paper with words printed: Agree and Disagree (optional)

Timetable:

- 00:00-00:05 Introductions
- 00:50-00:20 Visually Creating an Israel Memory
- 00:20-00:25 ABCDs of Tough Conversations
- 00:25- 00:50 Social Barometer
- 00:50-00:55 Journal
- 00:55-01:00 Wrap up

Detailed Lesson Plan:

00:00-00:05 Introductions

- Introduce yourself as the instructor and frame the class.
 - Introduce the concept of Jewish homeland
 - Frame that we will be exploring our own relationships with Israel
 - Create a safe space and invite questions at any point
- Have the group go around in a circle and share
 - Names
 - Profession/Classroom
 - Experience and Education surrounding Israel

00:05-00:20 Visually Creating an Israel Memory

- Pass out “journey journals” to everyone in the group.
- Share with them that these will be journals that they will be using throughout our time learning together.
- Each person will start to individualize their journal by recounting a memory about Israel.
- Invite everyone to take a few minutes and some colored pencils and to draw, or write about, an Israel memory in the inside cover of their journal. This can be a memory of a visit to Israel or a time where you learned or taught about Israel.
- When they are done, invite them to write and complete the sentence on the first page: “To me, Israel is.....”
- When everyone is finished, you can have a short discussion about your drawings: Ask:
 - What did you draw? Why?
 - Was anyone surprised by what they drew?
 - Was this easy or was this hard for you? Why?
 - What is Israel to you?
- Share that understanding how you connect to Israel is the first step of understanding your relationship and your own assumptions.

00:20-00:25 ABCDs of Israel Dialogue

Pass out “The ABCDs of Israel Dialogue” written by Lauren Applebaum and Sivan Zakai. Have different members of the group read the different sections out loud. Share with them through having positive assumptions about each other and the instructor will help us have more productive dialogue and will help us engage with a variety of opinions throughout our time together. Ask for questions and clarifications as you go along.

00:25- 00:50 Social Barometer

Share with the group that you are now going to begin to get in deep with understanding how we feel about Israel and what are our underlying assumptions. This will help you as an instructor get a feel for your participants as well as build community and a safe space for continued conversation. Designate one side of the room as “Agree” and the other side as “Disagree.” Share with the group that you are going to read a variety of statements about Israel and that after the statement is read they should silently place themselves somewhere in the spectrum between agree or disagree. If they don’t know where they would like to stand on the spectrum then they can stand against an opposite wall. Remind them that there is to be no judgment in where individuals are placing themselves and after certain questions a few people can volunteer to share why they placed themselves in a certain position.

Social Barometer Questions:

(The facilitator is free to use as few or as many of these questions as he/she wishes.)

1. Israel is a special place
2. Israel is a holy place
3. Israel is important to me
4. I have traveled to Israel
5. Learning about Israel is important for Jewish People
6. I think that learning about Israel is important for my child
7. All Jews should visit Israel
8. Israel is the homeland of the Jews
9. I feel more Jewish in Israel
10. All Jews should make Aliyah
11. All Jews can feel comfortable in Israel
12. All Israeli citizens feel at home in Israel
13. Israel is a democratic country
14. Israel is a culturally and ethnically diverse country
15. Israel is a light onto the nations
16. Israel is a place I feel comfortable
17. Israel is a place where I feel safe
18. I feel like I can express my Judaism in Israel
19. Israel needs American Jews
20. American Jews need Israel
21. The Jews in the diaspora should have a say in Israeli politics
22. The annexation of the west bank is an occupation
23. The Israeli government should continue to build housing units in the west bank
24. Israel is making the world a better place through technological advances
25. Israel is a homeland to me

00:50-00:55 Journal

- Participants should take five minutes to reflect on the activity in their journal.
- They should focus on two questions:
 - What are some of your assumptions about Israel?
 - What role do your assumptions play in your conversations about Israel?

00:55-1:00 Wrap up

- Ask a few people to share some of their assumptions that they wrote about in their journals.
- Identify and share any themes between individuals' different assumptions.
- Ask each participant to share a word about something they are curious about surrounding Israel. Take notes of these, and make sure to focus on some of these curiosities as the unit continues

ABCD's of Collaboration: Creating a Collaborative Culture

By Lauren Applebaum and Sivan Zakai

In order to create the space for productive collaboration across difference, school leaders need to establish a culture in which teachers feel safe and encouraged to share their own ideas with, and offer challenges to, those with whom they disagree. Creating such a culture requires setting clear expectations for collaborators, which we call the “ABCD’s of collaboration.” They make explicit our assumptions of admirable intentions, betterment, competence, and difference

Admirable Intentions: Fruitful collaborative partnerships across difference rest on an assumption that educators work with the good of their students at heart. Only when admirable intentions are assumed from the outset are teachers able to hear a colleague describe a lesson plan or suggest a resource that they may find personally disconcerting and engage in a productive discussion about it rather than reject it from the outset. This opens the doors for colleagues to ask questions and offer critique of others’ work in the spirit of collaboration.

Betterment: When educators come to a collaborative group with the assumption that all members of the group hope to better themselves, their students, and their work, they are more likely to push one another to grow. Without the assumption that colleagues want to develop as professionals, it becomes easy to offer only the platitudes of “good work” or “nice job.” Instead when an assumption of betterment undergirds collaborative work, educators understand that offering only positive feedback is unhelpful, and they become more likely to help one another articulate areas for growth, and work to improve in those areas.

Competence: The assumption of betterment works hand in hand with an assumption of competence—the idea that educators are skilled professionals, and that they seek to grow not because they are bad at what they do, but precisely because they are good at it. An assumption of competence sets the standard that asking questions, admitting confusion, and surfacing doubts are signs of strength, not weakness. Educational leaders can model this by asking their own questions, revealing their own doubts, and offering positive feedback when teachers share a vulnerable idea.

Difference: The assumption of difference makes clear that there is more than one way to be a good teacher. Teachers with radically different personalities, different pedagogical approaches, and different educational philosophies can be powerful mentors, guides, and role models for students. Rather than assuming that a shared passion for education and shared work in Jewish day schools means that all educators are the same, an assumption of difference honors the fact that all educators in the room bring their own beliefs, values, experiences, ideologies, and skills to the work, and that the wisdom of the group enriches the collective.

Lesson Two: How we Tell the Story of our Homeland

Lesson Essential Questions:

- What experiences, people, institutions or resources have shaped our views about Israel?
- What assumptions do we have about Israel and where did they come from?
- What is Israel's story?
- How has your Israel story played a role in shaping your relationship to Judaism?

Lesson Goals:

- Investigate how history and relationships are shaped through narrative and story
- Hear a diverse set of perspectives on the founding of Israel
- Create community between parents and teachers and see diversity throughout the school community
- Explore how our assumptions about Israel play a role in how we talk and teach about Israel.

Lesson Objectives:

Learners will be able to:

- Describe how narrative plays a role in how Israel is portrayed in education and the media
- Present a Zionist narrative to the group
- Engage with multiple Zionist narratives
- Recognize how they connect to the Israel story

Materials:

- Learner's Folders
- Learner's Journals
- Copies of the blog: Israel, Palestine and the Teaching of History
- Pre-Cut Copies of Zionist Narrative Sheets
- Additional Copies of the Full Sheets of the Zionist Narratives

Timetable:

- 00:00-00:10 Set Induction: Tell a Story that Someone Else Tells About You
- 00:10-00:30 Reading and Discussion as a Group: Blog: Teaching Israel's History
- 00:30-00:40 Small Group: Zionist Narratives
- 00:40-00:55 Group Share: Zionist Narratives
- 00:55-01:00 Wrap Up: How do you Connect to the Israel Story?

Detailed Lesson Plan:

00:00-00:10 Set Induction: Tell a Story That Someone Else Tells About You

Narrative is used as a way to frame the story through an individual particular lens. Throughout this lesson narrative and perspective are often used interchangeably. It is important to understand what narrative or perspective is being told to understand the assumptions one holds as they are telling the story. This lesson explores both personal narrative as well as understanding different narratives that create how we think about Israel.

-Participants each share a story that someone else loves to tell about them. It can be a story that is told by their spouse, child or even a parent.

-Discuss together:

-What does it feel like to hear someone else tell your story?

-What does it mean to hear a story that you know is told from another person's perspective?

-How does perspective play a role in how we interpret what we hear?

- Share background on Israel

Today we are going to be discussing the founding of the State of Israel. Yet even finding a starting point for the history of Israel is a matter of perspective. Some believe that it was started in biblical times. Others like to start the story when the first waves of Jewish immigrants moved, made Aliyah, to Israel in the 1880s and 1890s. Others start the story with the founding of the state of Israel in 1948 and these are only some of the Jewish perspectives. We are going to discuss some of the differing perspectives that are part of the foundation for the Israel narrative. We are first going to explore a blog about the Israeli and Palestinian story and then we are going to go more in-depth into a variety of Jewish narratives about the motivations for the founding of a Jewish State.

00:10-00:30: Reading and Discussion as a Group: Blog: Teaching Israel's History

-Introduce Blog

Before we begin reading this blog, I just want to mention that our goal in talking about some of the weightier topics surrounding Israel is not for you to directly take this information and teach it to your children and students. However, it is an opportunity to expose you to some adult level educational content surrounding Israel that will hopefully inspire you to think deeply about what story you tell when you teach about Israel and whether or not that is the story you want to be telling.

-Read Blog: "Israel, Palestine and the Teaching of History," by David Moshman a professor emeritus of educational psychology.

- Discussion Questions:

What are your initial reactions?

Did anyone read something that was new to them?

What narrative do you hear the most?

Where are you exposed to other narratives about Israel and Palestine?

How do we lay a foundation for learning and understanding the diversity and complexity of Israel?

-Wrap-Up Blog Conversation:

This blog is just an example of how I want us to be thinking about Israel. Everything is always telling a story. Media always has a bias, and our teaching and our conversations have bias in them as well. It is important for us to know our own bias and assumptions in order to be authentic as parents and educators, with any subjects, not just Israel.

00:30-00:40 Small Group: Zionist Narratives

-Introduce Zionist Narratives:

We are now going to focus on specifically on different narratives and philosophies on why do we need a Jewish state. From the late 1880s through World War Two there were many Zionist movements throughout Europe that yearned for a homeland. Many thought leaders emerged at this time bringing their concepts of Zionism into the public.

-Divide into Groups:

We are now going to break into four groups, with a mixture of parents and teachers in each group. Each of your groups will be assigned to a different Zionist narrative. Take ten minutes to read over your Zionist narrative and answer the discussion questions. After ten minutes, each group will have the opportunity to share their narrative with the whole group so we can each hear a bit about all four perspectives.

-Hand out half-sheets with Zionist perspectives and discussion questions

-Give a two-minute warning before gathering the group together.

00:40-00:55 Group Share: Zionist Narratives

-Gather the group back together

-Pass out the handout with all four Zionist narratives on it so that participants can follow along and take notes.

-Have each group share for two minutes about the Zionism that they read about.

-Discussion Questions:

Did any aspects of these narratives surprise you?

Was there a Zionist narrative that you really resonated with?

Do any of these narratives affect or reflect your connection to Judaism?

Is it important that Israel is a state that honors all of these narratives?

00:55-01:00 Wrap Up: How do you Connect to the Israel Story?

- Reflect on the day
- Ask: How do you connect to the Israel story?
- Give Learners the opportunity to Journal
- Share

Israel, Palestine and the Teaching of History

By David Moshman

During a 1996 visit to Rwanda, two years after the 1994 genocide, Columbia University Professor Mahmood Mamdani asked to be taken to a school so he could speak with a history teacher. He was told that Rwandan schools no longer taught history due to unresolvable disputes over the curriculum. "History in Rwanda," Mamdani found, "comes in two versions: Hutu and Tutsi."

History in Israel and Palestine also comes in two versions: Jewish Israeli and Palestinian. Four excellent new books, in four different ways, address the implications of this dichotomization for youth, education, justice and peace.

In *Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth*, Philip Hammack, a psychology professor at the University of California, Santa Cruz, provides a highly readable and thoughtful analysis of identity narratives based on interviews with 45 Israeli and Palestinian youth. Despite the diversity of life stories, individual narratives were strongly associated with two master narratives.

The Jewish Israeli master narrative goes like this: Once the kingdom of Israel thrived but then it was destroyed and its people sent into exile around the world. Despite contributing to the advancement of many societies they were subject to persecution, pogroms, and ultimately the Holocaust. Needing a state of their own, Jews founded Israel in the 1948 War of Independence and it has remained ever since a beacon of democracy in the Middle East.

The Palestinian master narrative goes like this: After centuries of Ottoman rule, Palestinians were prevented from forming their own nation by Zionist designs on their land, culminating in the 1948 Nakba (catastrophe) that made Palestine a nation of refugees. Despite ongoing loss and dispossession, Palestinians have maintained their identity and continue to insist on their right to return to the homes for which many families still have the 1948 keys.

And what are students taught in school? One might hope they would be exposed to multiple narratives, including those of serious historians, and encouraged to think critically about collective memory, social identity and historical truth.

Systematic evidence on this question is provided by Nurit Peled-Elhanan in *Palestine in Israeli School Books: Ideology and Propaganda in Education*. Peled-Elhanan, a professor of education at the Hebrew University of Jerusalem and recipient of the European Parliament's Sakharov Prize for Human Rights and the Freedom of Thought, presents a detailed analysis of Israeli history and geography textbooks.

Without exception, she concludes, the books are "propagators of collective popular memory more than the product of historical or geographical inquiry." They "don't engage students in the historical and geographical disciplinary modes of inquiry but rather induce them to 'master' the master narrative."

Palestinians are largely absent, appearing only “as terrorists, refugees and primitive farmers — the three ‘problems’ they constitute for Israel.” As “an obstacle or a threat to be overcome or eliminated... their stories, their suffering, their truth or their human faces cannot be included in the narrative.” They are simply Arabs who “do not belong where they have lived for centuries.”

Education about Israel and Palestine in the United States is equally ideological. In *The Politics of Teaching Palestine to Americans: Addressing Pedagogical Strategies*, Marcy Jane Knopf-Newman, a teacher and writer raised in a Zionist Jewish family in Los Angeles, provides a thorough analysis of the Jewish Israeli narrative Americans are taught.

What students need, Knopf-Newman concludes, is to hear the voices of Palestinians. She suggests a variety of novels, stories, poems, songs, films, websites and other resources appropriate for students of various ages. Options range from *Mornings in Jenin*, a deeply moving multigenerational novel of a Palestinian family from the 1940s through the early 21st century, to Palestinian rap and hip hop. But adding the voices of Palestinians to the voices of Jewish Israelis is not enough to generate a history curriculum. We also need the voices of historians.

In *Side by Side: Parallel Histories of Israel-Palestine*, Palestinian and Israeli historians and teachers report their effort to generate a consensus historical narrative broadly acceptable to Palestinians and Israelis. Unfortunately, the task proved impossible in the present political climate. Instead, the book divides history into nine time periods and presents two narratives for each period on alternating pages. *Side by Side* is an advance over the usual teaching of history in Israel and the United States but its parallel narratives are disturbingly reminiscent of the equally irreconcilable Hutu and Tutsi histories. Whether in Palestine, Israel, America or Rwanda, students need real history and real education.

David Moshman:

David Moshman has served as president of the ACLU of Nebraska and of the Academic Freedom Coalition of Nebraska. A professor emeritus of educational psychology at the University of Nebraska–Lincoln, his publications on reasoning, rationality, adolescence, development, education, and human rights have been cited in thousands of scholarly books, journal articles, and dissertations. His books include *Liberty and learning: Academic freedom for teachers and students* (2009); *Adolescent rationality and development: Cognition, morality, and identity* (3rd edition, 2011); and *Epistemic cognition and development: The psychology of justification and truth* (2015).

http://www.huffingtonpost.com/david-moshman/israel-palestine-and-the-1_b_1659731.html

07/10/2012 | **Updated** Sep 09, 2012

Religious Zionism: Rav Kook (1865-1935):

The Land of Israel

The land of Israel is not some external entity.

It is not merely an external acquisition for the Jewish people.

It is not merely a means of uniting the populace.

It is not merely a means of strengthening our physical existence.

It is not even merely a means of strengthening our spiritual existence.

Rather, the land of Israel has an intrinsic meaning.

It is connected to the Jewish people with the knot of life.

Its very being is suffused with extraordinary qualities.

The extraordinary qualities of the land of Israel and the extraordinary qualities of the Jewish people are two halves of a whole. –Rav Kook

Our National revival will ultimately grow to be a complete revival of our people...to recognize the great deeds that God is doing for his people, and through his people, and its return and rebirth in the holy land” - Rav Kook 1921

Discussion Questions:

1. How would you define this kind of Zionism?
 2. What resonates with you? What do you disagree with?
 3. What would Israel look like if it were only influenced by this kind of Zionism?
-

Labor Zionism: Aaron David Gordon (1856-1922):

“Building a nation is not like building a society. The foundation stones are laid not merely for an improved system of economic life nor for the social justice which is desired in that life; here we are laying the foundation for a new collective life and also for a new national spirituality...All this demands a profound inner unification of all the elements of the nation where even their inner conflict, the conflict of ideas and of hopes, must be internal without the interference of an alien force or an alien influence.”

We come to our homeland in order to be planted in our natural soil from which we have been uprooted, to strike our roots deep into its life-giving substances, and to stretch out our branches in the sustaining and creating air and sunlight of the Homeland. Here, in Palestine is the face attacking all the shattered cells of the people to unite into one living natural organism.

What we need are seats of Labor - zealots in the finest sense of the word. Any person who devoted their life to this ideal will not need to be told how difficult it is, but will also know that it is of immense importance. Aaron David Gordon “People and Labor”

Discussion Questions:

1. How would you define this kind of Zionism?
2. What resonates with you? What do you disagree with?
3. What would Israel look like if it were only influenced by this kind of Zionism?

Cultural Zionism: Ahad Haam (1856-1927):

Palestine will be the national, spiritual center for Judaism, a center beloved of all the people and dear to it, serving to unify the nation and fuse it into one body; a center for the law and the science, for language and literature, for physical labor and spiritual elevation; a miniature representation of what the Jewish people ought to be," Ahad Haam, "An Open Letter to my Brethren in the Spirit", 1891

"It is not only the Jews who have come out of the ghetto; Judaism has come out too...In our time culture and identity express itself everywhere through the form of the national spirit..In exile, Judaism cannot develop its individuality in its own way. When it leaves the ghetto walls, it is in danger of losing its essential being or -at the very least- its national unity.."

Discussion Questions:

1. How would you define this kind of Zionism?
 2. What resonates with you? What do you disagree with?
 3. What would Israel look like if it were only influenced by this kind of Zionism?
-

Political Zionism Theodor Herzl (1860-1904):

We want a national home, secured by public law for the Jewish people. Then no foreign law will concern us; then there will be no hatred, no persecutions in anti-Semitic lands. We will then have land upon which the Jews will be recognized as a human being, wishing to work and live in freedom" 1898

We have sincerely tried everywhere to merge with the national communities in which we live, seeking only to preserve the faith of our fathers. It is not permitted us. In vain are we loyal patriots, sometimes super-loyal; in vain do we make the same sacrifices of life and property as our fellow citizens; in vain do we strive to enhance the fame of our native lands in the arts and sciences, or her wealth by trade and commerce. In our native lands where we have lived for centuries we are still decried as aliens, often by men whose ancestors had not yet come at a time when Jewish sighs had long been heard in the country. . .

Oppression and persecution cannot exterminate us. No nation on earth has endured such struggles and sufferings as we have. Jew-baiting has merely winnowed out our weaklings; the strong among us defiantly return to their own whenever persecution breaks out. . . Wherever we remain politically secure for any length of time, we assimilate. I think this is not praiseworthy. .

Palestine is our unforgettable historic homeland. . . Let me repeat once more my opening words: The Jews who will it, shall achieve their State. We shall live at last as free men on our own soil, and in our own homes peacefully die. The world will be liberated by our freedom, enriched by our wealth, magnified by our greatness. And whatever we attempt there for our own benefit will redound mightily and beneficially to the good of all mankind.

Discussion Questions:

1. How would you define this kind of Zionism?
2. What resonates with you? What do you disagree with?
3. What would Israel look like if it were only influenced by this kind of Zionism?

Four Different Zionist Narratives

1. Religious Zionism: Rav Kook (1865-1935)

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Rather, the land of Israel has an intrinsic meaning.

It is connected to the Jewish people with the knot of life.

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The extraordinary qualities of the land of Israel and the extraordinary qualities of the Jewish people are two halves of a whole. –Rav Kook

Our National revival will ultimately grow to be a complete revival of our people...to recognize the great deeds that God is doing for his people, and through his people, and its return and rebirth in the holy land” - Rav Kook 1921

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We have sincerely tried everywhere to merge with the national communities in which we live, seeking only to preserve the faith of our fathers. It is not permitted us. In vain are we loyal patriots, sometimes super-loyal; in vain do we make the same sacrifices of life and property as our fellow citizens; in vain do we strive to enhance the fame of our native lands in the arts and sciences, or her wealth by trade and commerce. In our native lands where we have lived for centuries we are still decried as aliens, often by men whose ancestors had not yet come at a time when Jewish sighs had long been heard in the country. . .

Oppression and persecution cannot exterminate us. No nation on earth has endured such struggles and sufferings as we have. Jew-baiting has merely winnowed out our weaklings; the strong among us defiantly return to their own whenever persecution breaks out. . . Wherever we remain politically secure for any length of time, we assimilate. I think this is not praiseworthy. .

Palestine is our unforgettable historic homeland. . . Let me repeat once more my opening words: The Jews who will it, shall achieve their State. We shall live at last as free men on our own soil, and in our own homes peacefully die. The world will be liberated by our freedom, enriched by our wealth, magnified by our greatness. And whatever we attempt there for our own benefit will redound mightily and beneficially to the good of all mankind.

Lesson 3: How are Values Embedded in our Homeland?

Lesson Essential Questions:

- How does Israel tell its story?
- Who is Israel home to?
- How can a Jewish state be for all people?
- How do national symbols reflect the population, goals and values of the country?
- What role does Judaism play in Israeli society today?

Lesson Goals:

- Familiarize participants with Israel's National Anthem
- Identify challenges of being a Jewish and democratic state
- Reflect upon how our own assumptions play a role in our conversations
- Discuss what does it mean to have a Jewish homeland

Lesson Objectives:

- Analyze Israel's national anthem
- Identify own assumptions about Israel
- Discuss challenges of being a Jewish and democratic state
- Reflect on what does it mean to have a Jewish homeland

Materials:

- Learner's Folders
- Learners Journals
- Copies of Poem: "I Believe"
- Copies of Hatikvah lyrics
- Hatikvah Video: <http://www.jeremygimbel.com/hatikvah-a-film.html>
- Pens
- Computer
- Projector/Screen/TV
- Internet access

Timetable:

- 00:00-00:05 Set Induction: Name a Value of Israel
- 00:005-00:15 Poem Discussion: I Believe
- 00:15-00:45 Hatikvah Video
- 00:45-00:55 Hatikvah Discussion
- 00:55-01:00 Wrap Up

Detailed Lesson Plan:

00:00-00:05: Set Induction: Name a Value of Israel

-Reflect on Last week

- Share Goals and Objectives for this lesson

Today we are going to go in-depth specifically one way that Israel tells its story, through its national anthem, Hatikvah. National anthems share and display values and today we will be exposed to Israel's National Anthem and have the opportunity to analyze how it embodies the values of the Jewish homeland.

- Share one value that Israel embodies

- Write value in journal

00:005-00:15: Poem Discussion: I Believe

-Background on Poem

Last week we examined four different Zionist perspectives each of which had their own vision for what Israel could be. Although Hatikvah, the Israeli national anthem, was already a popular poem/song before the state of Israel was created. It wasn't the only poetic vision of Israel at the time. Shaul Tchernichovsky, a poet, physician, writer and Zionist wrote this poem, "I Believe" in 1897, it was one of his earliest poems, and shares his own individual perspective of the values that he hoped that the Jewish state will embody.

- Pass out the handouts with the poem "I believe"

- Ask for one or two volunteers to read the poem out loud.

- Discuss:

What is the mood of the poem?

How does it make you feel?

What values do you see in this poem?

Can you show me exactly what words embody that value?

Do you think this poem would make a good national anthem? Why/Why not?

00:15-00:45: Hatikvah Video

Video is public and can be found online at:

<http://www.jeremygimbel.com/hatikvah-a-film.html>

-Introduce Film

"Through an honest and thoughtful inspection of people's perceptions and connections to Israel's national anthem, *Hatikvah* reveals a delicately nuanced story of a Jewish people, living under different flags in different countries, striving to define their relationship with Israel. Simple questions lead to complex answers as the knotted threads of Jewish history, culture, family, politics and legacies are

teased apart by Jews from all walks of life. *Hatikvah* will leave viewers a little challenged and extremely inspired. It's the kind of film you carry around with you for months." –Director Jeremy Gimbel

- Ask: *What comes to mind when you think of Hatikvah?*
- Hear a few answers
- Frame Film

Many of us have our own ideas and memories connected to the Israeli national anthem. I want you to hold on to them and think what would your story be if they were going to add your narrative into the film.

*We now have the opportunity to watch a film, *Hatikvah*, created to share individuals' perspectives about Israel's national Anthem. I have handouts for you if you want to look at the lyrics while you watch. If you have any questions or comments that you want to share with the group, please write them down in your journal and we can discuss them when we debrief once the film is complete. It's about a half an hour.*

00:45-00:55: Hatikvah Discussion

-Discuss Film

What were your impressions of the film?

Was there anything that surprised you?

What resonates with you about the lyrics of Hatikvah?

Looking at the lyrics of Hatikvah, what values do you see? Where explicitly do you see them?

Reflect back on your, Hatikvah memory. How would it relate to the ones in the film?

What did you think of hearing the alternate version?

Do you agree with the word changes? Why or Why not?

Is Hatikvah the Israeli national anthem or the Jewish national anthem?

What are the challenges of it being one or the other?

-Film Wrap-Up

Hopefully this film gave you some insight into some of the beauty and challenges of Israel today. It sheds light on one of our essential questions for this unit: who is Israel home to? Thinking about the national anthem gives us the opportunity to examine that question from a new perspective. We often don't take time to reflect about something as engrained in society as the national anthem. Yet when we think about Israel as both a Jewish and a democratic state, it is helpful for us to see these sign post within society that display the values of the country, whatever they may be. I hope that the film provided you an opportunity to hear different stories and perspectives on what Israel means to the people who live there, and how that vision is played out throughout Israel's dominant society and culture.

00:55-01:00: Wrap Up

- Identify the value that was written in the journal at beginning of class
- Share which value you picked and one ways that that value is embodied in Israel's culture

I Believe: Shaul Tchernichovsky

Rejoice, rejoice now in the dreams
I the dreamer am he who speaks
Rejoice, for I'll have faith in mankind
For in mankind I believe.

For my soul still yearns for freedom
I've not sold it to a calf of gold
For I shall yet have faith in mankind
In its spirit great and bold

That will cast off binding chains
Raise us up, hold high our heads
Workers will not die of hunger
For souls – release, for poor folk – bread.

Rejoice for I have faith in friendship
I'll find a heart – in this I've faith –
A heart that shares in all my hopes,
A heart that feels both joy and pain.

And I shall keep faith in the future,
Though the day be yet unseen
Surely it will come when nations
All live in blessed peace.

Then my people too will flourish
And a generation shall arise
In the land, shake off its chains
And see light in every eye.

It shall live, love, accomplish, labor
In the land it is alive
Not in the future, not in heaven –
And its spirit shall henceforth thrive.

A poet shall sing a new anthem,
His heart aware of beauty sublime
For him, that young man, above my tomb
Blossoms in a wreath shall twine.

Written in Odessa in 1892: Translated from Hebrew by Vivian Eden.

Read more: <http://www.haaretz.com/israel-news/culture/poem-of-the-week/.premium-1.55216>

Hatikvah Lyrics

The text comes from a poem by Naftali Hertz Imber called Tikvatenu, which was first published in Jerusalem in 1886. It soon became popular throughout the Jewish world and in 1933 was adapted as the anthem of the Zionist Movement by the 18th Zionist Congress. Upon establishment of the State of Israel in 1948, Hatikva became the national anthem.



As long as in the heart within A Jewish soul still yearns And onward, towards the East An eye still gazes toward Zion.	Kol od balevav penimah, Nefesh Yehudi homiyah. Ulfa'atei mizrach kadimah, Ayin I'Tziyon tzofiyah.
Our hope is not yet lost, The hope of two thousand years To be a free nation in our land The land of Zion and Jerusalem	Od lo avdah tikvateinu, Hatikvah bat shnot alpayim, Lihyot am chofshi be'artzeinu, Eretz Tziyon viyrushalayim. Lihyot am chofshi be'artzeinu, Eretz Tziyon viyrushalayim

Adapted Lyrics

As long as the heart within
An **Israeli** soul still yearns
And onward, towards the East
An eye still gazes towards **our country** We have still not lost our hope

our ancient hope
To be a free people
in **the land of our fathers**
in the **city in which David, in which David encamped** To be a free people in our land
In the land of Zion and Jerusalem

<http://www.hebrewsongs.com/?song=hatikva>

Lesson 4: Who is at Home in our Homeland?

Lesson Essential Questions:

- Who is at home in our homeland?
- Whose homeland is it?
- Who is Jewish in the homeland?
- Can the Jewish homeland be my home?

Lesson Goals:

- Exposure to different narratives of homeland
- Engage with modern challenges in Israeli society
- Reflect on Israeli society fits in personal values and understanding of Judaism

Lesson Objectives:

Learners will be able to:

- Grapple with challenges of modern Israeli society
- Identify a variety of ways that Judaism is defined in Israel today
- Reflect on where they see themselves fitting in Israeli society

Materials:

- Learners' Folders
- Learners' Journals
- Pens
- Projector
- Screen/Wall
- Computer
- Copies of Google Search Results
- Copies of Habaitah Lyrics

Note to teacher: A lot of different media will be used for this lesson. Make sure to have it tested and ready before the lesson begins.

Time Table:

- 00:00-00:10 Set Induction and Conversation: Who is Israel a Home to?
- 00:10-00:20 Discussion: What does Jewish Homeland Even Mean?
- 00:20-00:40 NPR Story: "Who Qualifies as Jewish?"
- 00:40-00:55 Song: Habaitah: Home: Going Home and Back
- 00:55-01:00 Wrap Up

Detailed Lesson Plan:

00:00-00:10 Set Induction and Conversation: Who is Israel a Home to?

-Reflection on last week

We ended last week talking about Israel and how the country is able to embody its values through national and cultural symbols, such as Hatikvah. Through exploring Hatikvah, we were able to talk a bit about who lives in Israel how they are able to hold their identity as an Israeli throughout what is an extremely diverse country. As we saw last week, what it means to be Israeli can mean a lot of different things to different people.

-Introduce handout and question: "For whom is Israel a home?"

This leads us to our big question for today, which is, "For whom is Israel a home?" This question seems really simple, but if you Google different versions of the phrase, the answers are quite surprising. Here is a sheet with some of the responses when you type in the question: "Who is Israel a home to?" and "Who lives in Israel?"

-Pass out double sided sheet

-Discuss:

- What surprised you about the different responses on Goggle?
- How do our words and phrasing effect the messages we receive?
- What assumptions about Israel is the media sharing?
- How do our words effect what messages we receive?
- If you could re-write the headlines what would you write?
- How do you see yourself in relation to this idea of Israel as a Jewish homeland?

00:10-00:20 Discussion: What Does Jewish Homeland Even Mean?

-Introduce Jewish Homeland Discussion

Let's shift gears and really dive into this term, "Jewish Homeland." I want to do some fun uncensored brainstorming to get our ideas out there.

-Discuss Jewish Homeland

What does the word Jewish mean to you?

What does the word Homeland mean to you?

What does the word Jewish homeland mean to you?

Write ideas on the board, feel free to graph these as a chart, web, or word cloud

-Conclude Discussion

Throughout the Jewish community there are a lot of ways to define, Jewish, homeland, as well as "Jewish homeland" We need to understand how we related to each of these terms as we continue to have conversations on these topics. It's important to know that our relationship with these words continues to change throughout our lives as we engage with Judaism and Israel in new ways that alter out mind-set.

00:20-00:40: NPR Story” “Who Qualifies as Jewish?”

- Introduce NPR Story + Tell Learners to take out their Journals

Something that is really different about Israel is that as a Jewish State, Jewish law has a huge effect on politics and policy and who defines Jewish law impacts how citizens of Israel feel at home in their country. This puts a different weight on the question, “Who is Jewish” than you might find here in America. In a country based on religion, religion becomes a status. In Israel, there are laws about religious marriages as well as laws about who can become Jewish and how.

We are going to take five minutes and hear an NPR story about this idea of who is considered Jewish and how that affects our question, who is at home in Israel. Take out your journals and write down any questions you have about this story as we listen to it together.

- Listen to NPR Story:

<http://www.npr.org/sections/parallels/2015/10/10/445343896/in-israel-a-new-battle-over-who-qualifies-as-jewish>

- Discuss

Do you have any questions about what you just heard?

Was there anything that surprised you?

How did this make you feel?

Based on this story, who is Israel a home to?

Is this definition of Judaism different from what you know here in America?

Do you think that Jewish law should exist in the Jewish Homeland?

If so, who should enforce Jewish law?

00:40-00:55: Song: Habaitah: Home: Going Home and Back

- Introduce challenges of marginalized Jews which song addresses

The NPR story we just listened to talks about the political ramification of having a Jewish state run by Jewish law. However, even if one is legally Jewish, there are non-legal barriers that often prevent people from being seen as Jewish or from having the same social status as white Ashkenazi Jews. Mizrahi Jews who are from Middle Eastern decent are often marginalized by society, as are Ethiopian Jews. Beyond simply religion, race and ethnicity still play a role in status within Israeli society.

Idan Raichel is an Israeli singer-songwriter who often uses traditional Hebrew texts and fused them with Arab and Ethiopian music. He partnered with Cabra Casay to write this beautiful song about home and homeland. Habaitah is the theme song from "Black on White", a movie directed by Tomer Heiman about the Idan Raichel Project's trip to Ethiopia, where the band members explore their culture and roots.

- Pass our lyrics
- Ask for a volunteer to read them out loud
- Ask: What does homeland mean to Cabra Casay?
- Play the song: <https://www.youtube.com/watch?v=qnGHZM-Yclw>
- Discuss:
 - What was the mood of the music?
 - How did the song make you feel?
 - What do you think Idan Raichel and Cabra Casay wanted to express in this song?
 - What do you think homeland means to Cabra Casay?

00:55-01:00 Wrap-Up

- Reflect in Journal
 - Who is at home in our homeland?
 - In what ways am I at home in Israel?
- Share Answers

Google Searches

Who is Israel a Home to?

The image displays two side-by-side screenshots of a mobile phone search interface. Both screenshots show the search query 'who is israel a home to' and the search results for this query. The left screenshot is taken at 12:44 PM, and the right screenshot is taken at 12:45 PM. Both screenshots show the search results for 'who is israel a home to'.

Left Screenshot (12:44 PM):

- Search bar: who is israel a home to
- Filters: ALL, NEWS, IMAGES, VIDEOS, MAPS
- Result 1: [Israel removes settlers from homes on private Palestinian land | Reuters](#)
Reuters › uk › article › uk-israel-palestini...
- Result 2: AMP - Feb 28, 2017 - Pro-settlement activists sit on a rooftop of a house to resist evacuation of some houses in the settlement of Ofra in ...
- Result 3: [Israel Says It Will Build 2500 New Settlement Homes In The West Bank - NPR](#)
NPR › sections › thetwo-way › 2017/01/24
- Text: Jan 24, 2017 - Israel says it plans to build 2,500 more homes for Jewish settlers in the occupied West Bank. This is the second such ...
- Result 4: [Judaism 101: The Land of Israel](#)
JewFAQ › israel
- Text: Zionism is a political movement to establish a Jewish homeland • Israel is a democratic country • Israel is home to more than 1/3 of the world's ...

Right Screenshot (12:45 PM):

- Search bar: who is israel a home to
- Result 1: [Israel removes settlers from homes on private Palestinian land - AOL News](#)
AOL.com › article › news › 2017/02/28
- Text: Feb 28, 2017 - OFRA, West Bank (Reuters) - Israeli police began removing settlers and hundreds of supporters on Tuesday from nine houses ...
- Result 2: [Palestinian homes to be demolished for Israel road - Al Jazeera](#)
Al Jazeera › indepth › features › 2017/02
- Result 3: AMP - Feb 21, 2017 - Hundreds of Palestinians will be made homeless to build a road that will only serve Israeli settlements.
- Result 4: [Israel authorises 3,000 more settler homes in West Bank | Israel News | Al Jazeera](#)
Al Jazeera › news › 2017/02 › israel-auth...
- Result 5: AMP - Feb 1, 2017 - Israel has announced the construction of 3,000 settlement homes in the occupied West Bank, the fourth such ...
- Result 6: [Israel Real Estate, Homes For Sale in Israel on www.century21global.com](#)
CENTURY 21 Global › for-sale-residential

Who Lives in Israel?

The image shows two side-by-side screenshots of a mobile search results page for the query "who lives in israel". Both screenshots are taken at 4:45 PM on a Verizon LTE network with 19% battery. The search bar at the top of both shows the query "who lives in israel".

The left screenshot displays a text snippet: "280,000 Israeli settlers live in settlements in the Judea and Samaria Area, 190,000 in East Jerusalem, and 20,000 in the Golan Heights. Among **Jews**, 70.3% were born in Israel (sabras), mostly from the second or third generation of their family in the country, and the rest are **Jewish** immigrants." Below this is a link to "Israelis - Wikipedia" with a breadcrumb trail "Wikipedia > wiki > Israelis". At the bottom of the snippet are links for "About this result" and "Feedback".

The right screenshot displays a list of search results. The top result is "Israelis - Wikipedia" with a breadcrumb trail "Wikipedia > wiki > Israelis". Below this is a text snippet: "280,000 Israeli settlers live in settlements in the Judea and Samaria Area, 190,000 in East Jerusalem, and 20,000 in the Golan Heights. Among Jews, 70.3% were born in Israel (sabras), mostly from the second or third generation of their family in the country, and the rest are Jewish immigrants." Below the snippet are links for "Population", "Ethnic and religious groups", and "History".

The second result is "Demographics of Israel - Wikipedia" with a breadcrumb trail "Wikipedia > wiki > Demographics_of_Isr...". Below this is a text snippet: "Among them, 70.3 percent were Sabras (born in Israeli), mostly second- or third-generation Israelis, and the rest are olim (Jewish immigrants to Israel)— 20.5 percent from Europe and the Americas, and 9.2 percent from Asia and Africa, including the Arab countries." Below the snippet are statistics: "Population: 8,585,500 (96th)", "Minor ethnic: Druze, Arameans, Armenians", "Major ethnic: Jews, Arabs", and "Growth rate: 2.0%".

The third result is "Religion in Israel - Wikipedia" with a breadcrumb trail "Wikipedia > wiki > Religion_in_Israel".

At the bottom of the left screenshot, there is a "People also ask" section with the following questions and dropdown arrows: "Are the Israeli Arabs?", "What was the state of Israel before 1948?", "Are there any Muslims in Israel?", and "Is Israel is a country?". A "Feedback" link is located at the bottom right of this section.

Habaitah by Idan Raichel Project

<p>HABAITAH HABAITAH HALOCH CHAZOR :</p> <p>Atah ro'eh eich zeh margish babayit atah choshev she'ani lo aval bifnim lif'amim niz'keret shegam ani mipo</p> <p>ani ro'ah eich she'atah pore'ach atah choshev she'ani lo aval gam li mitachat yesh od shosh ve'gam ani mipo</p> <p>Ach'shav nos'im habaitah haloch chazor ach'shav otz'rim baderech, ach'shav efshar liv'chor lish'ol al sof, al hat'chalah al sheyihyeh veshehayah al shehayiti yecholah lihyot ve'gam atah</p> <p>Atah ro'eh eich zeh margish babayit, atah choshev she'ani lo, aval bifnim lif'amim niz'keret shegam ani mipo</p> <p>Achshav nos'im habaitah...</p>	<p>HOME: GOING HOME AND BACK:</p> <p>You see how it feels at home you think that I don't but inside I sometimes remember that I'm also from here</p> <p>I see how you bloom you think that I don't but I also still have roots below and I'm also from here</p> <p>Now we're going home and back now we stop on the way, now we can choose to ask about an end, about a beginning about what will be and what was about what I could have been and you too</p> <p>You see how it feels at home you think that I don't but inside I sometimes remember that I'm also from here</p> <p>Now we're going home and back...</p>
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Lesson 5: Ways to Connect to our Homeland

Lesson Essential Questions:

- What is my relationship with Israel?
- Do I have an obligation to Israel?
- How do I imagine my relationship with Israel as an American?
- How do my values affect my relationship to Israel?

Lesson Goals:

- Identify how to connect to Israel in a personally meaningful way
- Explore different American organizations that focus on Israel
- Understand organizational differences between some of the major Israel organizations

Lesson Objectives:

Learners will be able to:

- Engage with a variety of organizations that help Americans support Israel
- Understand how their relationship and connection with Israel has changed over time
- Brainstorm new ways to connect to personally Israel

Materials:

- Learner's Folders
- Learner's Journals
- Colored Pencils
- iPads
- Copies of the Online Scavenger Hunt
- Copies of Israel Advocacy Organization Worksheet

Time Table:

- 00:00-00:15 Art: Creating My Israel Journey
- 00:00-00:25 Online Scavenger Hunt
- 00:25-00:40 Research Organizations
- 00:40-00:50 Present Organizations
- 00:50-01:00 Brainstorm and Wrap-Up

Detailed Lesson Plan:

00:00-00:15 Art: Creating My Israel Journey

- Introduce Journal Set-Induction

We are going to start of this lesson by thinking back on our Israel journeys. We started this unit drawing one memory of an experience you had with Israel but this time you are going to think of your different Israel experiences and draw a picture symbolizing each one. These Israel experience don't have to have taken place in Israel. They could be experience you have had talking or learning about Israel in your hometown.

- Draw Symbols of Different Israel Experiences in Journal
- Write one word that encapsulates your relationship with Israel at that point in time
- Share one moment, and one descriptor of how you related to Israel in a moment in time.

00:00-00:25 Online Scavenger Hunt

- Introduce American Originations that connect with Israel

In America today, there are countless ways to connect with Israel both from a personal perspective as well as from an organizational perspective. We are going to talk a bit about our personal connections to Israel more later, and even more next week. However, the bulk of today is going to be focused on American Israel organizations, what they are and what their role is in the American Jewish community.

We have spent a lot of time talking about stories and perspectives. Israel organizations each share their own stories and perspectives too. Sometimes it can be very hard to read between the lines of an organization to truly understand the work they are doing. The goals of today are to try to expose you to a variety of Israel organizations to see the work they are doing, and begin to see the nuances between some of their policies. Additionally, we are going to research some of the major Israel advocacy organizations so you know who they are, what they do, and what role they play in the American Jewish landscape.

- Introduce "Online Scavenger Hunt"

We are going to start with a quick "Online Scavenger Hunt." I challenge you in groups of two or three to find all these answers online. I have iPads for you to use or you can use your own devices.

- Complete Online Scavenger Hunt

00:25-00:40 Research Organizations

-Introduce Organizational Research

We are now going to divide up into four groups and each research one major Israel advocacy organization. Together you will fill out the research sheet. You should continue to use your iPads and other devices to learn more. Please try to be in a group that is researching an organization that you don't know so much about.

-Group research: World Zionist Organization, AIPAC, J Street, If Not Now

00:40-00:50 Present Organizations

-Presentations in either jigsaw or whole group presentation

-Jigsaw:

One member from each of the four groups can form a new group that contains a representative from each of the four groups. They can then go through each of the organizations one by one and teach each other.

-Whole Group Presentation

Each group can present what they learned to the whole group.

-Reflect on organization presentations as a group

-What did you learn?

-What surprised you?

-Was there an organization that you want to learn more about? Why?

-Discuss Israel Advocacy as a group:

-Do you think it is important to have different Israel advocacy organizations within our community?

-Through your research how were you able to find and understand the organizations values?

-Was there an organization that you resonated with? Why?

-What are ways that you saw that you could connect with an organization? ---

-What are ways you would like to connect that you may not have seen during our exploration today?

00:50-01:00 Brainstorm and Wrap-Up

-Brainstorm ways we can personally connect to Israel in Journal

I wanted to give us a little extra time to wrap up today because I know that today focused a lot on having an organizational relationship with Israel but I wanted us to have the

Israel Online Scavenger Hunt

1. What are the five Issue areas for the **New Israel Fund**: 1. _____ 2. _____

3. _____ 4. _____ 5. _____

2. Why was the **Zionist Organization of America** Center for Law and Justice established?

3. What are two reasons why **Hillel International** may choose to not partner with an Israel Group?

4. Where does **Chasdei Meir** plant fruit trees? _____

5. In what city did the **Center for Jewish Nonviolence** initiate a tree planting campaign to “uproot Zionist Narratives?”

6. Which tree planting organization is known by its blue box? _____
What is one critique of this organization. What is way that this organization is praised?

What is the name of the **AIPAC** Rabbinical student Fellowship? _____

What are two items on the **AIPAC** Legislative Agenda?

1. _____ 2. _____

What university does the President of **J Street U** attend? _____

What is one of **J Streets**’ Principles? _____

What are three cities and itineraries of **Encounter’s** Program?

1. _____ 2. _____ 3. _____

List four of the many **Birthrights** trip options: 1. _____

2. _____ 3. _____ 4. _____

Israel Advocacy Organizations Worksheet

Name of Organization:

Mission of Organization:

Principles of Organization:

Strategy of Organization:

Vision for Israel:

Educational Resources:

Partner Organizations:

Interesting Facts:

Notes/Thoughts:

Lesson 6: Our Relationship with our Homeland

Lesson Essential Questions:

- What does homeland mean to me?
- What is my relationship with Israel?
- How do I teach Israel to my students/children?
- What do I need to learn about Israel in order to effectively teach and understand?

Lesson Goals:

- Connect our learning to the idea of homeland
- Understand that our relationship with Israel affects our children's' relationship with Israel
- Strategize together how do we want to talk about Israel in our school
- Engage in ongoing goal setting for Israel education and engagement

Lesson Objectives:

- Connect to the idea of homeland
- Engage with our own relationship with Israel
- Discuss how do we talk about Israel with our students and children
- Set goals for future Israel education

Materials:

- Learners' Folder
- Learners' Journals
- Projector
- Computer to play Video: https://www.youtube.com/watch?v=SLLIC_lpkNM
- Handouts of Zakai and Stern Article

Timetable:

- 00:00-00:05 Set Induction: Video
- 00:05-00:10 Journal: Homeland
- 00:10- 00:15 Chavruta: Homeland
- 00:15-00:25 Discussion Our Relationship with Israel
- 00:25-00:45 Reading Article in Small Groups
- 00:45-00:55 Discussion: How do We Want Israel Taught in our Community
- 00:55-01:00 Journal: Action Steps

Detailed Lesson Plan:

00:00-00:00:05 Set Induction: Video

- Introduce Birthright Promotional Video

The last few classes have focused on some of the complexities of how we understand Israel and how some of Israeli societal challenges affect the American-Israeli relationship. Today we are going to bring the conversation back to us as individuals and to our school community as a whole. How does this idea of homeland fit into our Jewish homes here in America, either physically at our homes, or here at Temple at a home away from home. Before we get started on some of these big questions. We are going to start today by watching a short video, it's a Birthright promotional video, to get our hearts and minds refocused on Israel.

- Play video: Summer2014 Sneak Peak:

https://www.youtube.com/watch?v=SLLIC_lpkNM

- Discuss

What are your reactions?

What was this organization trying to convey while making this video?

00:05-00:10 Journal: Homeland

- Journal ideas about the Jewish Homeland

- What does it mean for the Jews to have a Jewish homeland?

- How has your idea of homeland changed throughout the past few weeks?

- What is your obligation to the Jewish homeland?

- Share your journal with a partner

00:10- 00:15 Chavruta: Homeland

- Chavruta Homeland Definitions with your partner

- Did your definition of homeland change? If so, what caused your idea of homeland to change?

- Why are you obligated or not?

- What does this obligation look like in your role as parent/teacher/professional?

00:15-00:25 Discussion Our Relationship with Israel

- Full Group Discussion

- What did you learn about Israel the past few weeks that has impacted you?

- How has your relationship with Israel changed over the past few weeks?

- How do you think your relationship with Israel affects how you talk about Israel as a parent or a teacher?

- What do you think it important for children to know about Israel?

00:25-00:40 Reading Article in Small Groups: “Your Kids Are Ready to Talk About Israel. Are You?”

-Introduce Article

The article that you are about to read may or may not feel relevant to you and your classroom, family, or to our current political situation. However, it is important to examine because it truly shows how our relationship with Israel affects our children. They are sponges and they hear and interpret the messages we send them. Take some time to read it, and then discuss how it may apply to your life in small groups.

-Divide Group in to small groups and read article: “Your Kids Are Ready to Talk About Israel. Are You?”

-Write discussion questions on board:

-What about this article felt relevant to you?

-What was challenging to read?

-What is the story you want to tell your children about Israel?

-How and when can you tell that story?

-How could you imagine your classroom/ family being involved with Israel?

00:40-00:55 Discussion: How do We Want Israel Taught in our Community

-Discuss as a group

-What are our goals for teaching Israel in our classrooms?

-How do we think we can meet these goals?

Make sure to assign a note taker so that some of these ideas can be remembered and implemented.

00:55-01:00 Journal: Personal Action Step

-Journal

-Create an action step to bring to your home or classroom to further Israel engagement, either for you self or for your children and students.

-Unit Wrap Up and Thank You

Thank you so much for taking this time to do some real hard thinking and learning together! It’s always hard to find the time to do learning for the sake of learning and I appreciate you all making it happen!

Your Kids Are Ready to Talk About Israel. Are You?

By Sivan Zakai and Miriam Heller Stern

<http://www.kveller.com/author/sivan-zakai-miriam-heller-stern/>

Our children are listening. When we pore over news sources and incessantly check our Facebook feeds to find out the latest from Israel and Gaza, our children are watching. When we whisper in muted voices or cry out in protest about the situation in the Middle East and the resurgence of anti-Semitism around the world, our children are hearing.

How do we talk to young children living far away from Israel about the current situation when they are not yet old enough to understand terms like “Zionism” or “anti-Semitism” or “terrorism” or “occupation”?

As parents of young children and also as Jewish educators, we would like to offer some tips for talking (and listening) to young children about the current conflagration.

1. Acknowledge that these are difficult times:

A father recently told us about a conversation he had with his 4-year-old daughter. “What’s wrong, Daddy?” she asked. “Nothing,” he replied, putting down his tablet. “Are you upset at me?” she wondered. “Of course not,” he replied. “Then why are you crying?” This father had not even realized that there were tears in his eyes as he read about the latest news from Israel, but his daughter noticed.

It’s OK to admit to children that we are worried, upset, and concerned about current events. This allows them to begin to understand what matters to us most. Our children also need to be reassured that we are upset *around* them but not *because* of them.

2. Think about what story you want to tell:

Whatever your beliefs about the current crisis and the larger conflict in which it is embedded, it is important to provide your children with a narrative structure for understanding it. Our research into how young children learn about Israel suggests that they may not be able to remember particular names, dates, and events, but they can make sense of new information about Israel when it is framed as part of a story told in language they understand.

In keeping with the adage of “two Jews, three opinions,” there are different ways you might feel comfortable framing the story in kid-friendly terms. For some American Jews, it is a story about Jews fighting to protect Israel from “bad guys” who want to hurt it. For others, it is a story about how two peoples want the same land, and haven’t yet figured out how to share (or divide) it. Some people may explain the current situation as a story about a fight that quickly got much worse than anyone intended. There are many kid-friendly permutations, and the stories can change to reflect the changing situation

3. Whatever story you tell, be mindful of how you tell it:

Follow their lead.

Once children have a basic storyline, follow their cues to determine which details will be helpful to tell them so that their own curiosity can lead them to make sense of the complex world in which we live. You may have a lot to say about the situation, but kids often need to have difficult conversations in short bursts. They can pivot from “Will the fighting ever stop?” to “Can I have some watermelon?” without blinking. Move on when your children do, but let them know that you

are ready to return to the conversation at any point when they have additional questions or thoughts to share.

Be willing to admit that you don't have all the answers.

It is OK to tell children, "I don't know," or, "Even our leaders haven't figured that out yet."

Be deliberate when you use the words "we" and "us."

You could be using these words to describe "our family" or "the Jewish people" or "those who care about Israel" or "people who share our values." Children can get confused—and unnecessarily worried—when these different meanings bleed together. For example, kids can feel anxious when they hear, "we [Israel] are under attack so we [our family] are worried." Try to be as clear as possible when you say "we" and "us," particularly as it pertains to your children's immediate safety.

4. Talk about what your family can do to help:

Talking about difficult times in a faraway place can sometimes feel beyond our control, so think about concrete things you can do to help. Some possibilities include:

Give money/tzedakah.

This is an opportunity to model and tell the story of helping others in difficult times. Talk to your children about which organization(s) you are supporting and why, and enlist the help of older children in the decision-making process.

Reach out to people in Israel that your children may know.

A Skype date or phone call with friends or relatives in Israel will not make anyone safer, but it can give your children and the people whom they contact a feeling of connection. This is a way of helping your children understand that the conflict is not only about places, but also about *people*—people for whom, Jewish tradition teaches us, we are all responsible.

Do mitzvot/good actions in the world.

Visiting a sick friend or helping an elderly relative cannot solve the crisis in the Middle East, but it can help renew our faith in the possibility and power of goodness in the world. Be mindful of modeling kind words and actions, and ask your children to name and enact ways of being good to others.

Solicit your children's ideas for other ways to help.

One child we know suggested baking and selling challah in order to donate the proceeds. Another painted a "peace picture" to decorate his cousins' safe room in Israel. Allow children to suggest their own ideas of what they would like to do to help, and empower them to contribute in their own way.

It can be hard for parents to reassure young children when the world feels like a much scarier place than it did a month ago. Yet as parents we need to continue modeling how Judaism can be a source of meaning and goodness in our daily lives. Not only does this help our children feel a sense of normalcy and comfort, but it can also help restore our own faith in the possibility of a better future and can, in these very dark days, offer a glimmer of light.

<http://www.kveller.com/author/sivan-zakai-miriam-heller-stern/>

Unit Two: The Homes in Our Lives

Unit Two Profile: The Homes in Our Lives

Unit Two is designed for the parents of children who are enrolled in a full time Jewish early-childhood program. This unit is meant to continue after Unit One, yet can also be taught as an independent unit. This unit is designed to be taught by a full-time staff member of the institution where the child is enrolled, as an opportunity create a connection between the professional leadership and the parents in the early-childhood center. This teacher could be the Rabbi, Education/ECE Director, or Judaic specialist. Through examining the concept of home through a Jewish lens, these young parents have the opportunity to reflect on the homes in their lives as well as the home they want to build for their future. Additionally, creating a deep multi-faceted relationship with home helps lay a foundation for a nuanced appreciation of Israel, the Jewish homeland. This unit will ultimately help bring Israel into the homes of the families within the early-childhood center.

Demographic: Parents of Pre-School aged-children

Number of Learners: 10-20

Curriculum Enduring Understandings:

1. Home is where the heart is
2. Israel is a home to the Jewish people, yet many Jews have never traveled to this Jewish homeland.
3. The Jewish homeland does not mean the same thing to every Jew, or to every person who calls Israel home.
4. A home can be a safe and happy place; it is still our home when we are sad, frustrated or scared.

Unit Enduring Understandings:

Home is where the heart is
Home can mean many things to one person
Jewish homes are built upon Jewish values and traditions
Who we are affects what we want our home to be

Unit Essential Questions:

What is a complex and textured definition of home?
How do we create the relationship with home that we yearn to have?
How does a deep understanding of our relationship with home lay a foundation for our understanding of our relationship with to the Jewish homeland?

Unit Goals:

Explore Jewish texts that will deepen modern conversations about home
Empower parents to build the Jewish home they want for their family
Lay a foundation for understanding how a complex notion of home helps us understand our relationship to the Jewish homeland

Unit Objectives:

Learners will be able to:

Categorize home as people, places, ideas and feelings
Discuss and analyze Jewish texts to understand the role home in Jewish tradition
Reflect on how they personally engage with ideas of home.
Infuse home with Jewish values through the creation of their own Mezuzah
Identify how they want to bring the Jewish homeland into their home

Lesson Sequence:

Lesson 1: What Makes a Home?

Lesson 2: Home and Family: The People of our Home

Lesson 3: What Makes a Home Jewish: The Beliefs of Our Home

Lesson 4: How do I Create the Home I Want? Innovating a Home

Lesson 5: Creating a personal relationship with Israel - Israel as Home?

Lesson 6: L'dor V'dor: How can Israel be a part of our home?

Authentic Assessment:

Parents will maintain a journal throughout the unit in order to explore and record how their understandings about home evolve throughout the unit. They will consider what home has meant to them in the past, and envision the values they want to infuse in their future home. Through naming these values, the learners will be able to create their own scroll for a mezuzah that will label how they want to live as a family in their home. Lastly, these values will help inspire a personal and innovative way for each parent (set of parents) to think about how to bring Israel into their family's home.

Setting Up Your Classroom:

The ideal classroom would have tables for five or so adults to facilitate small group discussion as well as space to bring chairs into a circle so that there could be full group conversations. Some of the lessons require wall space, and the ability for learners to move around the room in order to read and respond to what is hanging up on the walls.

In order to set up an environment to inspire thinking about home, feel free to create a playlist using these songs about home. These songs can be played as learners are entering the space as well as during journaling times:

Home Playlist:

“Home”: Phillip Phillips

“When I get Home:” Jamie Fox

“Hold on, We’re Going Home”: Christina Grrmie

“Paradise City”: Guns N’Roses

“To Build a Home (feat. Patrick Watson)”: The Cinematic Orchestra

“Home”: Marc Broussard

“Sweet Home Alabama”: Lynyrd Skynyrd

“The House That Built Me”: Miranda Lambert

“Our House”: Crosby, Stills, Nash & Young

“Won’t Go Home Without You”: by Maroon 5

“Home”: Edward Sharpe & The Magnetic Zeros

“Home Again”: Michael Kiwanuka

“Home Sweet Home”: Lady of the Sunshine

“Welcome Home, Son”: Radical Face

“Homecoming Heroes”: The Head and the Heart

“Home”: Michael Buble

“Home Sweet Home”: Blake Shelton

“House of the Rising Sun”: The Animals

“Take Me Home, Country Roads”: John Denver

“Halfway Home”: John Denver

“Take Me Home”: Phil Collins

“Home is Where the Heart is”: Lady Antebellum

Lesson 1: What Makes a Home?

Lesson Essential Questions:

- What makes a home?
- What is a home?
- How is a home a Jewish topic?

Lesson Goals:

- Identify how personal home journeys affect personal definitions for home
- Expose learners to different definitions of home from both modern times and in the past
- Create a community of learners who are grappling with similar life situations
- Reinforce that the early-childhood center community is a place that can help parents intentionally plan for this stage in their lives

Lesson Objectives:

By the end of the session learners will be able to:

- Articulate how home has been a philosophical concept throughout Jewish time and space
- Identify what makes their current place of living a home
- List places, people, ideas and feelings having to do with home.

Materials:

- Learners' Journals
- Learners' Folders
- Scrap Paper (at least one per learner)
- Pens
- Four Poster Boards Labeled: Place, People, Feelings and Ideas
- Post-it notes
- Copies of Texts: Home Throughout the Jewish Tradition
- Giant Post-it notes or Flip Chat
- Markers
- "Home" Themed Playlist and Speakers

Timetable:

- 00:00-00:02 Welcome and Introduction
- 00:02-00:07 Brainstorm Home Journeys
- 00:07-00:15 Partner Work: "What Does Home Mean to You?"
- 00:15-00:30 Home as Four Categories: Places, People, Feelings, or Ideas
- 00:30-00:55 Text Study of Home in Tradition
- 00:55-1:00 Journal Wrap Up: My House as my Home

Detailed Lesson Plan:

00:00-00:02 Welcome and Introduction:

-Before Class Starts, write these four questions on the board or a flip chart:

1. Where were the different homes in your life?
2. What made them homes?
3. Who made them homes?
4. How did these different homes make you feel?

-Introduction

Welcome everyone. Explain that, we are now starting the second phase of this curriculum, and together we will be discussing our own ideas about what “home” means to each of us. This part of the curriculum will be just for parents. This will give us the opportunity to explore questions about how you choose to build your own home for your family. It will also serve as a foundation for continuing our conversation about Israel, which will continue next month. As we engage in this learning together, we will be thinking about the idea of home. The purpose of this is to help us come to understand and clarify both our individual and Jewish communal, relationship with Israel. If you remember, during our first lesson, our first activity was sharing our “Israel Journeys”, so for our first lesson today I want you to take a few minutes and think about your “home journeys”.

-Read the prompts on the board

-Journal answers to prompts

As different ideas come to mind, write as many of them down as you can. Together we are going use your collective ideas to create a working definition of “home” so that we can all be on the same page as we continue to explore this idea together. I invite you to take a few minutes now to jot down answers to these questions in your journal.

00:02-00:07 Brainstorm Home Journeys

-Participants brainstorm their “Home Journeys” in their journals independently.

00:07-00:15 Partner work

-Hevruta “Home Journey”

Now find a partner and share your “Home Journey” Take four or so minutes and I’ll let you know when it’s time for you two to switch roles.

-After four minutes: *If you haven’t switched partners, now is the time to do so.*

-After four more minutes: *Start finishing your final thoughts. When you are done sharing, take a minute or two and each write down on some of the post-it notes, that I have handed out, some of your answers to the question “What Are Some Aspects of*

Home?" Write only one answer per post-it note. Feel free to each write down five to ten different answers each on their own post-it note.

00:15-00:30 Post-it note Placement and Conversation

-Introduce Activity

Once you are done, I have placed some posters around the room and you and your partner can sort through your post-its and place them on the poster for home as a place, people, feeling, or idea. The posters are placed in the four corners of the room.

-Learners place post-its on poster boards

-Facilitator gathers all the poster boards in the front of the room.

-Discussion

Questions One:

"So just from looking at these posters, what do we notice about how we as a community define home?" Take two or three responses

Possible Response One:

It is really interesting how the post-its are evenly distributed between the four posters.

Possible Follow Up Questions:

Why do you think that is?

Do you think that different individuals put their post-its on different boards or if each person placed notes on multiple boards.

What inspired your placements?

Possible Response Two:

Wow, it's really interesting how (fill in the blank) has so many more post-its than the others.

Possible Follow Up Questions:

Why do you think that is?

Do you think that's a trend that's unique to this room or do you think it would be found throughout our society?

Does that trend feel parallel to where you placed your post-its? Why? Why not?

-Ask the learners to come closer to the front of the room so they can see the individual post-its on the boards.

-Continue to Ask Questions:

Remember, let this conversation be fluid, and follow the learners' observations and interests. Feel free to ask them to share a story, or give an example, that illuminates why they might have written something in particular or placed their post-it on a particular board.

- What surprises you from what you see?
- Do the trends that you see match your personal placements?
- Where do we think “Jewish Tradition” would place its definition of home? Why?

00:30-00:55 Text Study

- Introduce Text Study

We have begun to get our feet wet with thinking about how Jewish Tradition thinks about home. It’s definitely a concept that has changed throughout history. A large part of Jewish tradition’s relationship to home is intertwined with the idea of Israel as the Jewish homeland. After the Temple was destroyed in Jerusalem, and the Jewish people were in exile, individuals felt as though they weren’t “home” in the countries where they lived. For generations, Jews longed to go back to Israel, even if they had never lived there. Today the idea of home and homeland are less intertwined. Before we create our own definition of home, next week, we would benefit from learning more about how Jews have thought of home in the past, both in biblical times as well as more recently.

- Engage in Text Study

I invite you to find a new partner and take 10-15 minutes to look over this text study and to answer the questions that you find on the sheet.

- After 10-15 minutes- *Let’s take two more minutes to wrap up conversations*

- After two more minutes- *Let’s regroup, wait for group to regroup.*

- Discussion

- Which texts inspired you?

- Where there any texts that you found challenging, that you disagreed with?

- Did any of these texts change or challenge your personal notion of home?

00:55-01:00 Journal Personal Home Definitions

- Journal

I invite you to now take everything that we have talked about today, and write in your journal, a working definition of home. The definition should incorporate as many of the ideas that we have discussed today as you feel are relevant to you and your life.

- Additional activity, if time permits: Write ten ways in which the place you currently live is a home to you.

- Closing

Today was conceptual; as we continue together we are going to think more practically about how we create the homes we live in.

Text Study: Home Throughout the Jewish Tradition

Biblical Times: Genesis 12:1-5:

Now the LORD said unto Abram: 'Get thee out of thy country, and from thy kindred, and from thy father's house, unto the land that I will show thee. And I will make of thee a great nation, and I will bless thee, and make thy name great; and be thou a blessing. And I will bless them that bless thee, and him that curseth thee will I curse; and in thee shall all the families of the earth be blessed So Abram went, as the LORD had spoken unto him; and Lot went with him; and Abram was seventy and five years old when he departed out of Haran. And Abram took Sarai his wife, and Lot his brother's son, and all their substance that they had gathered, and the souls that they had gotten in Haran; and they went forth to go into the land of Canaan; and into the land of Canaan they came.

- 1) How do you think house and home are differently defined for Abram?
- 2) What risks did Abram face in finding a home?
- 3) Have you experienced anything that parallels Abram's experience?

First Temple Period: Psalm 27:

Of David. The LORD is my light and my help; whom should I fear? The LORD is the stronghold of my life, whom should I dread? When evil men assail me to devour my flesh— it is they, my foes and my enemies, who stumble and fall. Should an army besiege me, my heart would have no fear; should war beset me, still would I be confident. **One thing I ask of the LORD, only that do I seek: to live in the house of the LORD all the days of my life, to gaze upon the beauty of the LORD, to frequent His temple. He will shelter me in His pavilion on an evil day, grant me the protection of His tent, raise me high upon a rock. Now is my head high over my enemies' roundabout; I sacrifice in His tent with shouts of joy, singing and chanting a hymn to the LORD.** Hear, O LORD, when I cry aloud; have mercy on me, answer me. In your behalf, my heart says: "Seek My face!" O LORD, I seek Your face. Do not hide Your face from me; do not thrust aside Your servant in anger; You have ever been my help. Do not forsake me, do not abandon me, O God, my deliverer. Though my father and mother abandon me, the LORD will take me in. Show me Your way, O LORD, and lead me on a level path because of my watchful foes. Do not subject me to the will of my foes, for false witnesses and unjust accusers have appeared against me. Had I not the assurance that I would enjoy the goodness of the LORD in the land of the living... Look to the LORD; be strong and of good courage! O look to the LORD!

- 1) What does home provide?
- 2) What are the people, places, feelings and ideas related to this concept of home?

Early Zionism: Ahad Ha'am:

The Western Jew, after leaving the Ghetto and seeking to attach himself to the people of the country in which he lives, is unhappy because his hope of an open-armed welcome is disappointed. He returns reluctantly to his own people and tries to find within the Jewish community that life for which he yearns – but in vain. Communal lies and communal problems no longer satisfy him. He has already grown accustomed to a broader social and political life; and on the intellectual side Jewish cultural work has no attraction, because Jewish culture has played no part in his education from childhood, and is a closed book to him. So in his trouble, he turns to the land of his ancestors, and pictures to himself how good it would be if a Jewish State were re-established there – a state arranged and organized exactly after the pattern of other states. Then he could live a full, complete life among his own people, and find at home all that he now sees outside, dangled before his eyes, but out of reach.

“The Jewish State and Jewish Problem,” (1912), in *Essential Texts of Zionism*

- 1) How do you think house and home are differently defined for the Western Jew?
- 2) What does home provide?
- 3) According to Ahad Ha'am, what is the difference between a lived home and ideal home?

Modern Writing: Yehuda Amichai:

Open Closed Open p. 89

We lived in many houses and left remnants of memory
in every one of them: a newspaper, a book face-down, a crumpled map
of some faraway land, a forgotten toothbrush standing sentinel in
a cup---

That too is a memorial candle, an eternal light

- 1) How does memory affect home?
- 2) How would you categorize Amichai's concept of home?
- 3) Does Amichai's poem resonate with you? How so? or Why not?

Lesson 2: Home and Family: The People of our Home

Lesson Essential Questions

- Who makes a home?
- What is a complex definition of family?
- How does the relationship with family affect ones' relationship with home?
- How is a home a Jewish topic?

Lesson Goals:

- Explore personal definitions of family as home
- Expose learners to different definitions of family, both in modern times and in the past
- Determine that managing conflict is an essential element of family
- Create a community of learners who are grappling with similar life situations

Lesson Objectives:

- By the end of the session learners will be able to:
- Identify aspects of what home means to them
 - Identify what makes their current place of living a home
 - Examine instances of family conflict in the Torah
 - Discuss the role people have in the creation of a home

Materials:

- Learners' Folders
- Learners' Journal
- Scenario Cards
- Pens

Timetable:

- 00:00-0:10 Reflection on Last Week
- 00:10-00:15 Set Induction: List Everyone You Have Ever Shared a Home With
- 00:15 - 00:35 Biblical Family Conflict Scenarios
- 00:35-00:45 Perform Scenarios
- 00:45-00:55 Analyze and Discuss Scenarios and Conflict
- 00:55-1:00 Wrap Up: Journaling

Detailed Lesson Plan:

00:00-0:10 Reflection on Last week

-Reflect on Last Week's Journal

To begin this lesson, take a minute for us reflect together on the journal writing that you did at the end of last week's session. You ended the class by writing working definition of home as well as ten ways in which the place you currently live is a home to you.

-Share Home Definitions

Let's first start with reflecting on our definitions. Does anyone want to share their definition? Take two or three definitions and then discuss them together as a group. Ask the group: What resonated with you about those definitions? Was there anything that you felt was missing from these definitions? If you want to add something to your definition, feel free! These are a work in progress.

-Analyze lists

Now take a second to look at your list of ten ways in which the place you live is currently a home to you. Now raise your hand if a name of a family member or the word family is on that list. Make an observation about the amount of hands raised. Family is often the first thing we think of when we conceptualize what home means to us. However, family is a complex topic that has significant power to shape how we relate to home.

00:10-00:15 Set Induction: List everyone you have ever shared a home with

-Introduce Topic of People in Our Home

*Today we are going to be focusing on the idea of the **people** in our home, who they are, and what our relationships are to them. Part of understanding the idea of home is that often the concept of home can often be connected to specific people along with places, ideas or feelings. Yet, even though we might feel at home with some people, there are always conflicts in home. Familial conflicts have been a reality since biblical times. In fact, there are a variety of stories in the Torah that show how families deal with conflict. We are going to get into that more in a little bit, but first I want to start out with a reflection.*

-Journal: People in our Home Activity

Take out your journals and fold the page into two long columns. On the left-hand side, take a minute to list everyone in your family, either people you live with, or in your extended family. Feel free to include your in-laws, your random aunt who's not actually related to you, even your best friend. Just make sure they are all people that you would put in the category of family, whatever that means to you.

Now on the other side, the right side, list every single person that you have ever lived with. This can include family but also college roommates, random suite mates, your roommate's boyfriend or that guy from Craigslist. List people you have shared a home with.

-Discuss Activity

How much do these lists overlap for you?

Were there people who you have shared a home with who you weren't close to?

Did it feel like a home at a time?

What made it feel like home?

What hindered the creation of that sense of home?

What were some limitations of that situation?

How do these lists help you think about who is in your home?

How integral is the idea of family to home?

-Reflect on Activity

***Who** is in our home is often more complex than we make it out to be, especially when we think of home as a person, feeling or idea. Yet, no matter how we think about home, we are always destined for conflicts. During the remainder of this lesson we are going to examine some of the stories of family conflicts in the Torah, and then we are going to examine our own personal stories and narratives in order to understand how we each manage conflict in our own relationships.*

00:15 - 00:35 Biblical Family Conflict Scenarios

-Introduce Biblical Families

Now we are going to look at Jewish Tradition to solve an "age-old" question: How do we deal with family conflict?

What are some stories from the Torah that contains family conflict?

Answers: Jacob and Esau, Pharaoh and his brother, Joseph, etc.

-Explain Activity and Divide Group

We are going to divide into four groups, which will each receive an ancient scenario. In each of these scenarios there is some type of conflict that affects the whole family. As a group, you need to identify the conflict and label each character's role in the conflict. Then, take some time to create your own modern interpretation of this conflict. What would this conflict look like in a modern setting? Make sure that the essence of the conflict is the same, and that individuals are playing similar roles. Feel free to offer an alternative ending to the story to make it more relevant to you and your life. You can either use this time to write a script or if you would like to improv your scenario you are more than welcome to.

00:35-00:45 Perform Scenarios

- Each Group Performs Scenario
- They share the Torah story that their performance was based on.
- Perform their scenario
- Share some of the changes they made
- Answer any questions from the group about their scenario.

00:45-00:55 Analyze and Discuss Scenarios and Conflict

- Discuss Scenarios
- What were some of the similarities that you saw among the scenarios?
- What were some of the methods that the characters used for resolving conflict?
- Which methods seemed the most effective?
- Where there any characters that you related to? If so, did you resonate with the role that character played, or would you acted differently?
- At this point, what do you see as the relationship between “home” and “family?”

00:55-1:00 Wrap Up: Journaling

- Journal
- What role does family play in your concept of home?
- What is a conflict or a relationship you would like to work on?
- How might you want to manage a relationship to foster your “home”

-Wrap-Up

Through looking at the tradition, I hope you are inspired to reflect upon your home in new ways. As we move forward through each of the lessons I hope that you are able to take more and more of these lessons about home, home with you.

Biblical Family Scenarios

Scenario 1

Cain and Abel

Genesis Chapter 4:1-16

Now the man knew his wife Eve, and she conceived and bore Cain, saying, “I have gained a male child with the help of the LORD.” She then bore his brother Abel. Abel became a keeper of sheep, and Cain became a tiller of the soil. In the course of time, Cain brought an offering to the LORD from the fruit of the soil; and Abel, for his part, brought the choicest of the firstlings of his flock. The LORD paid heed to Abel and his offering, but to Cain and his offering He paid no heed. Cain was much distressed and his face fell. And the LORD said to Cain, “Why are you distressed, And why is your face fallen? Surely, if you do right, there is uplift. But if you do not do right Sin couches at the door; Its urge is toward you, Yet you can be its master.” Cain said to his brother Abel ... and when they were in the field, Cain set upon his brother Abel and killed him. The LORD said to Cain, “Where is your brother Abel?” And he said, “I do not know. Am I my brother’s keeper?” Then He said, “What have you done? Hark, your brother’s blood cries out to Me from the ground! Therefore, you shall be more cursed than the ground, which opened its mouth to receive your brother’s blood from your hand. If you till the soil, it shall no longer yield its strength to you. You shall become a ceaseless wanderer on earth.” Cain said to the LORD, “My punishment is too great to bear! Since You have banished me this day from the soil, and I must avoid Your presence and become a restless wanderer on earth—anyone who meets me may kill me!” The LORD said to him, “I promise, if anyone kills Cain, sevenfold vengeance shall be taken on him.” And the LORD put a mark on Cain, lest anyone who met him should kill him. Cain left the presence of the LORD and settled in the land of Nod, east of Eden.

Scenario 2

Abram and Sarai in Egypt:

Genesis 12:10-20

There was a famine in the land, and Abram went down to Egypt to sojourn there, for the famine was severe in the land. As he was about to enter Egypt, he said to his wife Sarai, “I know what a beautiful woman you are. If the Egyptians see you, and think, ‘She is his wife,’ they will kill me and let you live. Please say that you are my sister, that it may go well with me because of you, and that I may remain alive thanks to you.” When Abram entered Egypt, the Egyptians saw how very beautiful the woman was. Pharaoh’s courtiers saw her and praised her to Pharaoh, and the woman was taken into Pharaoh’s palace. And because of her, it went well with Abram; he acquired sheep, oxen, asses, male and female slaves, she-asses, and camels. But the LORD afflicted Pharaoh and his household with mighty plagues on account of Sarai, the wife of Abram. Pharaoh sent for Abram and said, “What is this you have done to me! Why did you not tell me that she was your wife? Why did you say, ‘She is my sister,’ so that I took her as my wife? Now, here is your wife; take her and be gone!” And Pharaoh put men in charge of him, and they sent him off with his wife and all that he possessed.

Scenario 3
Jacob and Esau
Genesis: 25: 27-34

When the boys grew up, Esau became a skillful hunter, a man of the outdoors; but Jacob was a mild man who stayed in camp. Isaac favored Esau because he had a taste for game; but Rebekah favored Jacob. Once when Jacob was cooking a stew, Esau came in from the open, famished. And Esau said to Jacob, "Give me some of that red stuff to gulp down, for I am famished"—which is why he was named Edom. Jacob said, "First sell me your birthright." And Esau said, "I am at the point of death, so of what use is my birthright to me? But Jacob said, "Swear to me first." So he swore to him, and sold his birthright to Jacob. Jacob then gave Esau bread and lentil stew; he ate and drank, and he rose and went away. Thus did Esau spurn the birthright.

Scenario 4
Joseph and his Brothers
Genesis 37:3-11

Now Israel loved Joseph best of all his sons, for he was the child of his old age; and he had made him an ornamented tunic. And when his brothers saw that their father loved him more than any of his brothers, they hated him so that they could not speak a friendly word to him.

Once Joseph had a dream which he told to his brothers; and they hated him even more. He said to them, "Hear this dream which I have dreamed: There we were binding sheaves in the field, when suddenly my sheaf stood up and remained upright; then your sheaves gathered around and bowed low to my sheaf." His brothers answered, "Do you mean to reign over us? Do you mean to rule over us?" And they hated him even more for his talk about his dreams. He dreamed another dream and told it to his brothers, saying, "Look, I have had another dream: And this time, the sun, the moon, and eleven stars were bowing down to me." And when he told it to his father and brothers, his father berated him. "What," he said to him, "is this dream you have dreamed? Are we to come, I and your mother and your brothers, and bow low to you to the ground?" So his brothers were wrought up at him, and his father kept the matter in mind.

Lesson 3: What Makes a Home Jewish: The Beliefs of Our Home

Lesson Essential Questions

What are the beliefs and values of home?

What does it mean to have a complex relationship with Judaism?

How is a home a Jewish topic?

Lesson Goals:

Explore personal expressions of Judaism in the home.

Expose learners to how to Jewishly express and mark one's values in one's home.

Create a community of learners who are grappling with similar life situations.

Reinforce that the early-childhood center community is a place that can help parents intentionally plan for this stage in their lives

Lesson Objectives:

Learners will be able to:

Label and categorize a variety of concepts that make a Jewish home.

Identify the Jewish value/ Hebrew phrase related to many universal values.

Identify some of their own values and choose which they want to affix upon the doorpost of their house.

Materials:

Learners' Folders

Learners' Journals

V'ahavtah Study Sheets

List of Value Sheet

Off-White/Cream colored Paper for Klaf (Mezuzah Scroll)

Fancy Pens

Regular Pens

Test tubes

Mezuzah Making Materials: wire, beads, sculpy, wooden mezuzot, tissue paper, glue/modgepodge

Sample Mezuzot

Timetable:

00:00-00:05 Set Induction: What Does it Mean to Have a Jewish Home?

00:05-00:20 Mezuzah and V'ahavta Discussion

00:20-00:35 Personal V'ahavta Writing / Partner V'ahavta reflections

00:35-00:55 Mezuzah Making

00:55-1:00 Wrap-Up

Detailed Lesson Plan:

0:00-0:05 Set Induction: What Does it Mean to Have a Jewish Home?

-Introduce Concept of “Jewish Home”

Today we are focusing on the question of: What does it mean to have a Jewish home? Many of us here grew up in a Jewish home, many of us didn't, and also some of us grew up in homes with Jewish parents, but might not think of that home as a Jewish home. There is a whole range of experiences and each of those experiences are all beautiful. Our goal for you is for you to have intention with the home you build, and to have the tools that you want in order for you to create the home you want for your family.

- Ask: *What do you think makes a Jewish home?*
- Write down ideas on the board, take 10-20 ideas
- Ask: *What are the patterns that we see? How could we divide these ideas into categories?*

Possible Categories include: Food, ritual objects, living near other Jews, stereotypical Jewish family roles, Jewish inspired art, Jewish values

-Introduce Jewish Value Discussion

We're going to keep these categories in mind for later in our lesson when we create action steps. Each of these can be new ways to add Jewish flavor to how we choose to live. Today I want to focus on one of category in particular, which is the idea of Jewish values or beliefs.

(You will have to raise the concept of Jewish values and beliefs if the group did not previously mention Jewish values during the brainstorming opportunity)

Discussing values and beliefs can be challenging, because we may each have different values and beliefs about what it means to be Jewish. We may or may not believe in God. We may or may not celebrate Shabbat on a regular basis and we might really enjoy bacon. All of that is ok and has no effect on your own ability to create a Jewish home for your family. Remember that Jewish values are separate from Jewish observances. Right now, we are just exploring our values, many of us may live out the same values by observing them in different ways.

-Brainstorm

Let's brainstorm some examples of ways that you use Jewish values to influence your home.

Example Answers: We respect everyone, we don't hit, we take care of our things, we take care of ourselves, we use kind words.

-Summarize

Through defining clear values for how we want to live our lives, we are able to elevate a house into a home. Through explicitly having, and naming our values, individuals are able to become communities with a framework in which we are able to live together, negotiate conflict and strive to continue to grow.

00:05-00:20 Mezuzah and V'ahavta Discussion

-Introduce that Jews have marked homes

Many of the values we are discussing are universal values, and today we are going to explore how these universal values can infuse our Jewish homes. However, before we can adapt our tradition to our modern lives, I want us to explore how Jews have defined and marked their values on their homes in the past.

-Ask

Who here has a mezuzah in their home?

Anyone want to share anything they know about a mezuzah?

Possible Answers: There's a shin, The shin stands for She'dai, the word mezuzah means "doorpost," It was commended for Jews to hang mezuzot at Mount Sinai, We have found evidence to a mezuzah back to second Temple Era Jewish life, Some Jews hang them on every door except for bathrooms, it's hung at an angle, the scroll in the inside has the shema on it. They mark Jewish homes. They were taken down in Holocaust times etc.

-Ask

What is inside a mezuzah?

Can you explain to the group?

-Introduce Text Study/Activity

Although many of us might be familiar with the Shema and the V'ahavta, I wanted us to take a look at this text together and see if we can identify the values within it. Using the highlighters, read through the text. When you come across a phrase that you think expresses a value, highlight that phrase and write down the value that you associate with it.

-Engage in Text Study/Activity

-Ask

What values did you identify?

Possible Answers: Loyalty, Dedication, Tradition, Teaching, Love, Memory, Responsibility, Observance

-Discuss

-How do these values resonate with your life?

-Why do Jews place this prayer on the doorpost of their house?

- Does this tradition have meaning for you? Why or why not?

-What values do you live by in your homes that are not included in the text?

Possible Answers: Respect, Inclusion, Diversity, Happiness, Authenticity, Growth Mindset, Beauty, Wealth, Fame, Honesty, Humor, Knowledge, Popularity, Power, Trustworthiness

00:20-00:35 Personal V'ahavta Writing / Partner V'ahavta reflections:

-Introduce Activity

Using the values that you identified earlier in our lesson today as important to your family, as well as those we have just discussed, your task is to begin to craft a personal v'ahavta for a family mezuzah.

-Write your own Klaf

If you want you can start your Klaf, with the phrase, "and you shall love" but you don't need to.

If you want to incorporate any Hebrew words we have a resource sheet available.

This can be a cornerstone document that you can share with your family and reference with your family as you continue to grow.

-Share Klaf with a partner

Please reflect with each other and push each other to create klafs with intention. You can phrase your reflections as three statements starting with "I notice....", "I appreciate", and "I wonder...."

-Create Final Drafts

Once you are done, you can add finishing touches and write it on the "special klaf paper" for your mezuzah. I am going to collect them so we can use them as vision statements in next week's lesson.

-Collect Klafs.

00:35-00:55 Mezuzah Making

-Create Mezuzah

The last thing we are going to do is create your own mezuzah. We have some clay and wire that you can explore with. There are wooden boxes that you can paint or modge-podge with tissue paper. Feel free to explore or create a symbol for a particular value that use incorporated in your Klaf. Enjoy the materials and have fun. There is no wrong way to do this project.

Remind participants to make a shin and let them explore and enjoy creative process, this activity is open-ended so it might be nice to have a few examples as inspiration.

0:55-1:00 Wrap Up:

Before we leave, I want to remind everyone that just by having this mezuzah with this personal prayer inside doesn't magically create new patterns of behavior for a family. Patterns take time, a lot of practice, and intention. Next week we will be focusing on creating and building a home that expresses the values you have prioritized.

Everyone can now pick one Jewish value from our sheet today and one tangible way that you would like to incorporate that value into your life this week. Whip around the room and share.

(Facilitator writes these down to reference in the next class)

V'ahavta : Text Study

וְאָהַבְתָּ אֶת יְיָ אֱלֹהֶיךָ, בְּכָל לִבְבְּךָ, וּבְכָל נַפְשְׁךָ, וּבְכָל
מְאֹדְךָ. וְהָיוּ הַדְּבָרִים הָאֵלֶּה, אֲשֶׁר אֲנֹכִי מְצַוְךָ הַיּוֹם, עַל
לִבְבְּךָ. וְשָׁנַנְתָּם לְבִנְיָד, וְדַבַּרְתָּ בָם, בְּשַׁבְתְּךָ בְּבֵיתְךָ,
וּבְלֶכְתְּךָ בַדֶּרֶךְ, וּבְשֹׁכְבְךָ, וּבְקוּמְךָ. וּקְשַׁרְתָּם לְאוֹת עַל
יָדְךָ, וְהָיוּ לְטֹטְפוֹת בֵּין עֵינֶיךָ. וְכַתַּבְתָּם עַל מְזוֹזוֹת בֵּיתְךָ
וּבְשַׁעְרֶיךָ.

לְמַעַן תִּזְכְּרוּ וַעֲשִׂיתֶם אֶת כָּל מִצְוֹתַי, וְהָיִיתֶם קְדוֹשִׁים
לְאֱלֹהֵיכֶם. אֲנִי יְיָ אֱלֹהֵיכֶם, אֲשֶׁר הוֹצֵאתִי אֶתְכֶם מֵאֶרֶץ
מִצְרָיִם, לִהְיוֹת לְכֶם לְאֱלֹהִים, אֲנִי יְיָ אֱלֹהֵיכֶם.

*V'ahavta et Adonai Elohecha, b'chol l'vavcha uv'chol nafsh'cha uv'chol m'odecha.
V'hayu had'varim ha-eileh asher anochi m'tzav'cha hayom al
l'vavecha. V'shinantam l'vanecha v'dibarta bam b'shivt'cha b'veitecha uv'lecht'cha
vaderech uv'shochb'cha uv'kumecha. Uk'shartam l'ot al yadecha v'hayu l'totafot bein
einecha. Uch'tavtam al m'zuzot beitecha uvish'arecha.
L'maan tizk'ru, vaasitem et kol mitzvotai vih'yitem k'doshim l'Eloheichem. Ani Adonai
Eloheichem, asher hotzeiti et-chem mei-eretz Mitzrayim lih'yot lachem l'Elohim ani
Adonai Eloheichem.*

You shall love Adonai your God with all your heart,
with all your soul, and with all your might.
Take to heart these words with which I charge you this day.
Teach them to your children.
Recite them when you stay at home and when you are on your way,
when you lie down and when you raise up.
Bind them as a sign on your hand and let them serve as a symbol on your forehead;
inscribe them on the doorposts of your house and on your gates.
And you shall remember to observe all My commandments
and to be holy to your God.
I am Adonai, your God, who brought you out of the land of Egypt to be your God:
I am Adonai your God.

Jewish Values for Growing Outstanding Jewish Children

compiled by Ilene Vogelstein (posted with permission at BibleBeltBalabusta.com)

MITZVAH	TRANSLITERATION	HEBREW TERM	WHEN YOU CAN REFER TO IT
Bringing Peace Between People	<i>Hava'at Shalom Bayn Adam L'Havero</i>	הקאת שלום בין אדם לחברו	When children are sharing after settling an argument
Clothing the Naked	<i>Malbish Arumim</i>	מלביש ערומים	Clothing drive
Common Courtesy - Respect	<i>Derekh Eretz</i>	דרך-ארץ	When children show respect for each other as in letting a child get in line
Do Not Destroy Needlessly	<i>Bal Tashheet</i>	בל תשחית	Ecology; destroy property, toys, nature
Kindness to Animals	<i>Tza'ar Ba'alay Hayim</i>	צער בעלי חיים	Feeding the class pet Putting a bug outside instead of stepping on it
Repairing the World	<i>Tikkun Olam</i>	תקון עולם	Recycling
Honoring the Elderly	<i>Hiddur P'nay Zakayn</i>	הדיר פני זקן	Making cards for seniors
Return of Lost Articles	<i>Hashavat Avaydah</i>	השבת אבדה	When a child finds something that is not theirs and returns it to its owner
Study	<i>Talmud Torah</i>	תלמוד תורה	Telling Bible or holiday stories
Truth	<i>Emet</i>	אמת	When a child tells the truth
Visiting the Sick	<i>Bikkur Holim</i>	בקר חולים	Calling on or making cards for sick friends, classmates or relatives
Welcoming Guests	<i>Hakhnasat Orhim</i>	הקנסת אורחים	Shabbat Ema and Abba Invite guests (i.e., another class)
Cheerfulness	<i>Sayver Panim Yafot</i>	סבר פנים יפות	Greeting someone with a smile When children are happy and smiling especially after an incident when a child was sad
Comforting Mourners	<i>Nihum Avaylim</i>	נחם אבלים	Visting a <i>shiva</i> house
Do Not Covet	<i>Lo Tahmode</i>	לא תחמד	Hoarding toys
Guard Your Tongue	<i>Shmirat Halashon</i>	שמירת הלשון	Not calling other children names
Watching What You Say			
Gossip	<i>Lashon Hara</i>	לשון הרע	
Polite Speech	<i>Dibur B'nimus</i>	דבור בנמוס	
Shaming	<i>Boshet</i>	בשת	
Slander	<i>Rekhilut</i>	רכילות	
Honor Parents and Teachers	<i>Kibbud Horim u'Morim</i>	כבוד הורים ומורים	Doing something special for parents and/or teachers
Peace in the Home/ Classroom	<i>Shalom Bayit/Keetah</i>	שלום בית/קתה	Sharing toys/markers
Righteous Deeds	<i>Gemilut Hasadim</i>	גמילות חסדים	When a child goes out of his/her way to help another
Righteous Justice (Charity)	<i>Tzedekah</i>	צדקה	Weekly charity Food and clothing drives
Respecting the Poor	<i>K'vod He-ahnee</i>	כבוד העני	Giving money to homeless

Lesson 4: How do We Create the Jewish Home We Want?

Lesson Essential Questions

- What are the beliefs and values of my home?
- How do I meaningfully incorporate Jewish values into our home life?
- How is a home a Jewish topic?

Goals:

- Explore personal values that influence your home
- Discover meaningful ways to incorporate Jewish values into your home
- Create a community of learners who are grappling with similar life situations

Lesson Objectives:

Learners will be able to:

- Co-Create ideas about how to infuse their homes with Jewish values
- Identify the ways Jewish values are embodied in their home
- Create an action plan to use Jewish values to influence their home and family life

Materials:

- Learners' Folders
- Learners' Journals
- Paper
- Pens
- Posters with the values from the week before written on them in the middle
- Tape for Posters / magnets
- Mezuzah Scrolls (Klafs) from last week
- Copies of Action Plan Worksheets

Timetable:

- 00:00-00:10 Set Induction: Reflect Upon the Last Weeks Jewish Value
- 00:10-00:30 Room-walk: Innovating Values in Your Home:
- 00:30-00:40 Discussion: What is the Culture in my Home?
- 00:40-00:55 Create Family Action Plans
- 00:55-01:00 Wrap Up

00:00-00:10 Set Induction: Reflect Upon the Last Weeks Jewish Value

-Reflect on the Last Week

We ended class last week by sharing a Jewish value that we had identified with, and then we named one tangible way that you would like to incorporate that value into your life this week.

-Discuss

How did that go for you?

What went well?

What did not?

-Frame the day

Today we are going to be taking these values that you each shared and building upon them to examine how our values collectively create culture. We want to help you continue to build a culture in your home that feels authentic to you. We will brainstorm together and individually and by the end of the class we will create action plans with tangible steps you can take, influenced by Jewish values, to continue to create the culture you want in your home.

00:10-00:30 Room-walk: Innovating Values in Your Home:

-Frame and Explain Activity

Next, we will explore each of these values in-depth, so that we as a community can support each other create homes that are reflective of our values.

Last week the value you wanted to focus of from your personal V'ahavta. We are now going to do an activity that will allow you to think about more concrete steps to help you bring that value to your home as well as hopefully inspire you to bring others.

I have written each of your values on poster boards in both English and transliteration. You now have some time to walk around the room and comment on some concrete ways that you can help bring that value into your home. These concrete things can be a variety of things such as creating pledges not to gossip, greeting guests warmly, cleaning the kitchen more frequently or doing community service together as a family. As you continue to write, you can also begin to read others ideas and comment on their thoughts as well.

Take five to seven minutes to go on a "room walk" and comment on each of these values.

-Room Walk

Now take the next few minutes to think of specific ways you could incorporate this value that is grounded in Judaism. How is enacting this value in your home creating a Jewish home? This can be through a tradition, a Hebrew word, a blessing, a holiday or a song.

After three-five minutes, gather the group back together, bring the posters to a place where everyone can see them, either to the front of the room/center of the circle

-Discussion

- How was this for you?
- What did it feel like create actions and behaviors from values?
- Did you gain any insights? What stood out to you?
- Did you see actions that you already enact in your home?
- What was it like to see these behaviors framed in a Jewish context?

00:30-00:40 Discussion: What is the Culture in my Home?

-Introduce Culture Conversation

We are going to keep thinking about how our behaviors and actions represent our values. Yet we are going to take it a step back and think about how our actions and behaviors collectively help create culture.

-Write Quote on Board:

“Culture is a way of working together toward common goals that have been followed so frequently and so successfully that people don’t even think about trying to do things another way. If a culture has formed, people will autonomously do what they need to do to be successful.” Edgar Schein- MIT professor

-Discuss Quote

In each of your homes, culture is created by your behaviors and actions, often these are reflective of values. Yet, lots of the time they can be reflective of being reactionary in a particular situation, or behavior is just a result of trying to get through the day. Rarely do we take the time to think about our behavior in our home and how our actions are reflective of your values.

- How do you see the culture of your home enacted?
- What are some components of your home culture?
- What are ones you love?
- What are some you would love to change?

-Journal Activity

Take a moment right now, Fold a piece of paper the long way and jot a few notes about the culture of your home. On left side write down the things you love about your home culture and on the right side, jot some notes about what you would change. What you write here is 100% confidential you will only have to share what you want to.

Give learners two minutes for writing

Identifying culture and examining what patterns contribute to those patterns is hard work. So rarely we take the time to really examine how what we do affects the culture we create.

00:40-00:55 Create Family Action Plans

-Introduce Family Action Plan

Now we have explored both the cultures in our homes, as well as the Jewish values that we want to incorporate into our homes. The last activity we are going to do is create an action plan of ways that we can personally use to begin to incorporate these Jewish values into the cultures of our homes. We are going to do this in groups of two or three. I want you to each think about is there is a specific value that stands out to you. Go to that poster and together with the others who are also thinking about that value, use the wisdom of our community and come up with three-to-four actions steps that you can do to bring this value concretely into your life at home. I have specific action plan templates for you to use so that you to fully think through your ideas and hopefully will help you make some real change happen. I also have your Klafs from last week if you want to use your own personal vision as inspiration to create your action plan.

-Handout Action Plan Template

-Learners Fill out Family Action Plan

00:55-01:00 Wrap Up

-Share Idea from Action Plan

As we leave today, I want each person to share one idea from their action plan. This can be similar or different from the idea that you brought into class today. This time, share your whole plan for that item. I hope that you now have some more concrete tools to help you continue to enact this value in your home. Next week we are going to shift gears and start talking about Israel. Focus on these new actions for the next two weeks and we will continue to reflect on them then.

Action Plan to Bring Your Values Into You Home

Jewish Value You Want to Bring to your Home: _____

Action Steps	Responsible	Timetable	Resources	Potential Barriers	Result
<i>What task will be done?</i>	<i>Who will do it?</i>	<i>By when?</i>	<i>What do you need to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>

Template designed by: <http://www.deniseoberry.com/ap-oto>

Lesson 5: Creating a Personal Relationship with Israel

Lesson Essential Questions:

- What are the beliefs and values of home?
- How does the idea of Israel as homeland change with a complex notion with home?
- How is a home a Jewish topic?

Goals:

- Explore personal definitions of homeland
- Connect learners' relationships with home and their relationships with the Jewish homeland of Israel
- Provide learners with opportunity to reflect upon their relationship with Israel
- Create a community of learners who are grappling with similar life situations

Lesson Objectives:

- Learners will be able to
 - Categorize Israel as a concept related to place, people, idea or feeling.
 - Discuss how their relationship to Israel changed as they matured.
 - Write about beauty and challenges of Israeli culture

Materials:

- Learner's Journals
- Learner's Folders
- 5 Poster Boards
- Pens
- Paper
- Markers
- Post-its
- Israeli Music Playlist and Speakers

Timetable:

- 00:00-00:20 Set Induction: Post-it Note Israel Edition
- 00:20-00:35 Discussion on Home vs Homeland
- 00:35-00:50 Hevrutah Work: Crafting Personal Definition for Homeland
- 00:50-00:55 Journal Activity
- 00:55-01:00 Wrap Up

00:00-00:20 Set Induction: Post-it note Israel Edition

-Frame the day

Today we are going to do a lot of processing, a lot of talking and lot of reflecting. Most, if not all of the activities that we are going to do today will feel familiar to you from the past four weeks. However, we are going to use some of our ideas about home, culture and values as a foundation to understanding homeland and our own relationships to Israel.

I know that this group is diverse and have a wide variety of experiences when it comes to Israel. I ask for us to remember to not make assumptions or be judgmental especially when we are balancing this concept of home that feels so very personal and the idea of Israel, which for some may feel very personal and for others very abstract or distant. I also ask of you to stay open-minded and reflective.

-Introduce Activity

We are going to begin today with a similar activity to one we did on the first day of this unit, the activity with all the post it notes. I am going to give you three to five minutes to write down as many things – one item per post-it note is you can as a response to the question: “What do you think about when you think about Israel?” Interpret it anyway you want.

I now have placed the four boards around the room. Please place your notes accordingly: Israel as associated with Places, People, Ideas or Feelings. I have also included an “Other” board just in case some of yours don’t fit in the categories.

-Gather all the poster boards in the front of the room

-Discuss

-How did this process feel different this time? Easier? Harder? Why?

-So just from looking at these posters, what do we notice about how we as a group think of Israel? Take two or three responses

Possible Response:

It is really interesting how the post-its are evenly distributed between the four posters.

Possible Follow Up Questions:

Why do you think that is?

Do you think that different individuals put their post-its on different boards or if each person placed notes on multiple boards.

What inspired your placements?

Possible Response Two:

Wow, it's really interesting how (fill in the blank) has so many more post-its than the others.

Possible Follow Up Questions:

Why do you think that is?

Do you think that's a trend that's unique to this room or do you think it would be found throughout our society?

Does that trend feel parallel to where you placed your post-its? Why? Why not?

-Ask the learners to come closer to the front of the room so they can see the individual post-its on the boards.

-Continue to ask questions: Remember, let this conversation be fluid, and follow the learners' observations and interests. Feel free to ask them to share a story, or give an example, that illuminates why they might have written something in particular or placed their post-it on a particular board.

-What surprises you from what you see?

- Do the trends that you see represented match your personal placement?

- Where do you assume the Torah would place its associations of Israel?

- Why? What about the UN or the American Government?

- How do these different perspectives affect our own understanding of Israel?

00:20-00:35: Discussion on Home vs Homeland

-Frame Conversation on Home and Homeland

These are big and important questions about how we as individuals understand Israel but also to see how we as a group and as a Jewish community think of Israel in so many multifaceted ways.

Now I want to move away from our personal thoughts about our relationship with Israel and answer the question: "What do you think makes a Jewish homeland?"

Gather the answers on the board, or ask someone to be a scribe

-Ask

-What are the patterns that we see?

-How could we divide these ideas into categories?

Possible Categories include: Food, ritual objects, living near other Jews, Stereotypical Jewish family roles, Jewish/Israeli inspired Art, Jewish values

-Reflect on Journals

Let us look back at our journals and re-visit our definition of “Home” and use it as an inspiration for a definition of “homeland” as we move forward. What were some of our personal definitions about home?

Take a few answers and write them on the board.

-Discuss

What parts of our definition about home need to be maintained?

What aspects of this definition need to be changed?

In what ways are home and homeland actually related?

How does religion or belief fit in to a definition of homeland?

00:35-00:50 Hevrutah Work: Crafting Personal Definition for Jewish Homeland

-Introduce Hevrutah

Now we are going to break up into pairs. I urge you to try to partner with someone you haven't already worked with in the past few weeks. Together, examine your personal definition for home and use it as a foundation for you to create a personal definition for the Jewish homeland. This definition could define an aspirational Jewish homeland or be grounded in what Israel means to you; either is fine.

Use the questions that we just talked about as a group to focus the discussion as you create a new definition. Your definition can either be a joint definition or a personal one, up to you.

-Share Definitions with the Whole Group

00:50-00:55: Journal Activity

-Frame Journal Activity

Just like our homes, there are aspects about the culture of our homeland that we love, and aspects that might want to change. Like our homes, Israeli culture is created by Israel's behaviors and actions, often these are reflective of values. Yet, lots of the time they can be reflective of being reactionary in a particular situation. Our homeland strives to live by particular values it embodies, yet it is a lot harder for a country to create a concrete action plan, to hold Israel accountable, in the same way we are able to do in our own homes.

-Journal Activity

We are now going to take a few minutes and think about Israeli culture using the same activity that we used to think about the culture in our homes:

Fold a piece of paper the long way, on left side write down the things you love about Israeli culture, and on the right side, write some notes about what you would change. What you write here is 100% confidential you will only have to share what you want to.

Make sure to keep your journals here this week, we will be referring to these lists next week and you will be building upon these ideas.

00:55-01:00: Wrap Up:

The last thing we are going to do is each share one connection we made today between the idea of home and the concept of homeland. Next week we will be taking these ideas and discussing how to bring our homeland into our homes.

Lesson 6: L'dor V'dor: How does Israel Fit in our Home?

Lesson Essential Questions:

What are the beliefs and values of home that are transferable to our homeland?
What does it mean to have a complex relationship with Israel?
How can we as American Jews seek to use our values to continue to make Israel into a homeland that represents our values?
How do we bring Israel into our homes here in America?
Where is Israel in my home?
What are ways I want to bring Israel to my children?

Lesson Goals:

Explore ways that Israel can be integrated in the learner's homes and lives in America
To create a community of learners who are grappling with similar life situations

Lesson Objectives:

Learners will be able to:

Discuss their own personal connection between home and homeland.
Identify how to incorporate Israel within their home

Materials:

Learner's Folders
Learner's Journals
5 Posters around the room
Markers
Pens
Board/Big Paper and appropriate markers

Timetable:

00:00-00:05 Set Induction: My Obligation to Israel
00:05-00:15 Room Walk: Israel as a Home
00:00-00:15 Set Induction: Posters Around the Room
00:15-00:25 Discussion
00:25-00:40 Small Group Brainstorming Session: Bringing Israel into your Home
00:40-00:50 Israel in my Home "Sing-Off"
00:50-00:55 Final Unit Journal
00:55-01:00 One Sentence Wrap Up

Detailed Lesson Plan:

00:00-00:05 Set Induction: My Obligation to Israel

-Reflect on Last Week

Last lesson we discussed how our ideas of home help inform how we think about homeland. We ended the lesson with talking about aspects of Israel that we love as well as aspects of Israel we would like to change. Today we are going to be doing a mixture of reflecting on this concept while also trying to plan tangible steps to figure out how we can bring all our learning home with us at the end of this unit.

-Ask Question: What is my obligation towards Israel?

First I want us to go around the room and answer the question: What is my obligation towards Israel? This answer doesn't have to be completely thought out, we are going to be exploring this question throughout our time today.

00:05-00:15 Room Walk: Israel as a home

-Explain Room Walk

Now we are going to start with a room walk in order to reflect. I have put some posters around the room and each one has a question in a box in the middle. You are going to do silent laps around the room. The first one you will respond to that question in the middle, please respond in the box directly around the question.

For the second lap, you will respond to someone else's answer around the boarder of the page. You can draw an arrow to signify which comment you are writing about.

This method is to kind of represent a page of Talmud where you write commentary about the commentary. However, in this setting it makes it more interesting to both read your own thoughts as well as to comment or ask questions to others.

Questions on the posters include:

Where is Israel in my home?

What are ways I want to bring Israel to my children?

How do I want to connect with Israel?

Do we as American Jews have an obligation towards Israel?

How has my concept of Israel as homeland changed now that I have spent more time discussing home?

00:15-00:25 Discussion

- Gather the group together to reflect on the activity
 - Examine the Posters as a group
- Take a minute now and examine the posters.*
- What stands out to you?
 - What is something you read that really resonated with you?
- Examine each poster individually and have individuals read what is written and share some thoughts that they have about the poster
 - Discuss

- What stands out to you?
- Did you agree/disagree with what others said?
- Has your thinking about this concept changed as a result of taking this time to think about this topic?
- Which question resonated with you the most?
- Was there one that felt particular easy? Particularly hard?

-Wrap-Up Activity

Through this exercise, I hope that you have realized that although we have begun explore different ideas of how home, and homeland are connected, we still may have a lot of thinking to do. Some of these questions are questions we might continue to grapple with. As your family continues to grow, the needs of your family will evolve. Your values will become enacted in new and different ways and your families' relationship with Judaism and Israel will change in different points of your and your children's lives. At some point, you or your child may go to Israel, they might bring something back to your home, tangibly or intangibly, and that will change how Israel functions within your home.

00:25-0:40 Small Group Brainstorming Session: Bringing Israel into you Home

-Group Close Examination of Posters

I wanted to take some time to look more closely at two of these posters:

- How do I want to connect with Israel?
- What are ways I want to bring Israel to my children?

-Small Group Brainstorm

We are going to now get in groups of three and take about seven minutes to brainstorm as many answers as you have to each of these two questions. I will let you know when seven minutes is over and you can move on to the next question.

Specifically, you can think about:

- What are developmentally appropriate ways that we can bring Israel into our homes and our children's lives?
- What are some foods, books, movies, shows or music that you might want to share with them?

Be as creative as possible, we will be sharing all of our ideas after our brainstorming session.

00:40-00:50: Israel in my Home “Sing-Off”

-Introduce “Sing-Off”

Now that we have brainstormed answers to these two questions, I want everyone to have the opportunity to hear each other’s answers. We are going to do this as a “sing off” style. We will start with one team, and they will list one of their answers, if another team listed the same answer, they can’t use it towards the “sing-off.” We will continue to give each group and opportunity to share one of their answers until all of the groups run out of answers. The team with the most answers “wins.” There will be group that will be the “winner” for each question.

1. How do I want to connect with Israel?
2. What are ways I want to bring Israel to my children?

Have a member of the group be a scribe and write all the ideas down to send to the group in a follow up email.

1:20-1:25 Final Unit Journal

For the last journal entry, we have five minutes to write about two questions:

- How do home and homeland relate to you?
- What are some tangible ways you want to incorporate Israel in your home and family life?

1:25-1:30 One Sentence Wrap Up

-Introduce Wrap-Up

Next week we will start to figure out how we can partner with our children’s teachers to bring Israel to our children here at school. It will be very hands on and project orientated so we hope you will continue to join us on this journey. Let’s end this time together by sharing just one sentence about how this home and homeland connection is feeling for you right now.

-Learners share a sentence or two each

-Wrap-Up

Home and homeland are both really complex topics that continue to change throughout your life. May you each stay open to the journey that you are on. So that as your home continues to grow, each of you is able to grow right along with it, in health and in joy.

Thanks so much and see you next week!

Unit Three:

My Home, Your Home: Israel as Our Home

Letter to the Teacher:

Dear Early Childhood Educator,

I am thrilled that you are eager to invest time and energy in exploring a new way to teach Israel education throughout your classroom. I hope that you will find this curriculum helpful to spark in-depth-exploration, curiosity and wonder for your youngest learners.

This curriculum was inspired by my Zelikow School of Jewish Nonprofit Research capstone. This capstone consisted of a case study of twenty-one educators who are employed at one Los Angeles based early childhood center. These educators shared with me how the Israel curriculum in their schools are often surrounding Yom Ha'atzmaut. I realized that this is often a trend in early childhood centers and became inspired to write a curriculum that gave children the opportunity to explore the lives of Israelis more in-depth. This curriculum explores the concept of home starting with your students exploring their own homes. Both what makes a home as well as what makes a home Jewish. After that personal exploration, the students begin to examine different homes in Israel, doing an in-depth exploration of Reform, Orthodox, Ethiopian, and Arab Israeli homes.

I hope that you as a teacher are excited to learn more about the people, homes, cultures and traditions throughout Israel. This curriculum is intended to lay a foundation for learning about the diversity within Israeli culture through the lens of Israeli homes. The more time you take as an educator to explore the topic, the more your children will gain from their learning experiences. If you find other projects or ideas that you want to weave into the curriculum please feel free. Use this as a guideline and add anything that you think enhances the goals and objects and is exciting to you as a teacher.

This curriculum gives students the opportunity to explore homes through whole group conversation at circle time, as well as small group exploration through a variety of centers. These centers include learning through diverse modalities including cooking, art, dramatic play, books and more. The room should be set up in stations. A teacher should float and manage the classroom during stations. Additionally, a teacher or volunteer should be guiding the cooking and art projects.

Documentation should be continuous. During circle time, one teacher should take notes on the conversations that are taking place while the other teacher leads the conversation. Students should be encouraged to illustrate or add to their ideas during center times at the writing or art station. Documentation should be compiled in a portfolio that can be kept in the book corner so that students can continuously look through it throughout the unit. This portfolio will be presented to the parent community during the Israel celebration. The class will also make a book modeled after a picture book, *Same Same but Different* by Jenny Sue Kostecki-Shaw. Each child will have an opportunity to brainstorm and design a page for this class book. In addition, the class together will make a few pages about how the homes of the different Israeli populations that they are studying are the same and different as their homes in America. The students will be able to share their book at the Israel celebration.

I hope that you enjoy the opportunity to learn both with and from your students as you explore their homes and the Jewish homeland. Enjoy the adventure together!

Best,
Sasha Kopp

Unit Three Profile:

Unit Goals:

Explore the concept of home through all five senses: sight, sound, touch, smell and taste.

Discover the diversity within Israeli culture

Seek connection between their homes in America and Israeli homes

Examine the idea that Israel is a place and that although their home is not in Israel, that Israel is their homeland

Inspire curiosity and questions about the Jewish homeland and to plant a seed for further learning.

Unit Objectives:

By the end of the Unit, learners will be able to:

Share who is in their home, and share what about their house makes it their home.

Identify symbols that can help create a Jewish home.

Compare and contrast homes in Israel with their Jewish home in the United States.

Celebrate Israel through implementing a plan created by students, teachers and parents

Lesson Sequence:

1. Lesson 1: Aspects of Home
2. Lesson 2: Aspects of a Jewish Home
3. Lesson 3: Israeli Homes
4. Lesson 4: Reform Jewish Homes
5. Lesson 5: Orthodox Jewish Homes
6. Lesson 6: Ethiopian Jewish Homes
7. Lesson 7: Israeli Arab Homes
8. Lesson 8: My Home: My homeland: Life in Israel
9. Lesson 9: Israel Celebration

Authentic Assessment:

Throughout the unit teachers will gather children's sharing's, quotes, and artwork as well as take photographs to document the journey of their "Home" exploration. At the end of the unit the students will create a class portfolio to remind them of how they connected to home both their own homes, as well as the homes in Israel.

The class will also make a book modeled after a picture book, *Same Same but Different* by Jenny Sue Kosteck-Shaw. Each child will have an opportunity to brainstorm and design a page for this class book. Also, the class together will make a few pages about how the homes of the different Israeli populations that they are studying are the same and different as their homes in America. The students will be able to share their book at the Israel celebration

The Israel Celebration which is lesson nine, will be a day of sharing that parents, teachers and students will work on together in a manner that fits the learning and culture of the school.

Parent Involvement:

Parents are continually encouraged to be involved.

Before the unit starts each parent is to send in a picture of their home as well as a picture of them sharing a memory in their home. These two pictures will be referenced throughout the unit.

Parents can be volunteers for cooking projects or come in to help with art projects at anytime.

The parents who are learning in the parallel curriculum will work as a team to create a program of community building and learning about house and home and Israel. This will be a culminating feature of the curriculum for the parents, teachers and students.

Note to Teachers:

As we inspire our students to think about house and home we seek for students to understand that a home is particular to them and extends beyond the physical construction of a house through including their family that lives within it. When we think about how homes in Israel are different we look at the unique cultural artifacts within that house that help identify it as Israeli and reflective of the family that lives there. Using this framework for house and home encourages students to notice details about the environment around them. Throughout this unit encourage students to share what artifacts makes their houses into homes and what makes their houses special for their families.

House: Physical Could belong to anyone Minimal Culture or Tradition	Home: Physical, Emotional, Social Only belongs to the family who lives in it Rich Culture and Traditions from present and past
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This unit will contain lessons within it that focus on particular communities within Israeli society. If you are unfamiliar with these communities, or with Israeli society, it is important to do some of your own independent research in order to confidently bring the content to your learners.

Setting Up Your Classroom:

As you prepare to teach this unit look closely at your classroom to determine how you can maximize your space to really explore this material in-depth. This unit places emphasis on a large and ever-evolving dramatic play area. This area would ideally have any of the cornerstone objects to create a home like space; however, as the unit evolves this space would transform with ritual objects, fabrics and art to engage in imaginary place based on the idea of exploring different homes in Israel.

This curriculum assumes that your classroom is set up with areas to facilitate small group play. These areas include, but aren't limited to: dramatic play, writing center, art area, block area/rug, cozy corner/book area. In addition, each lesson suggests additional activities for designated small group work, such as math or science and cooking. The cooking area would need to have an adult (a teacher, a parent, or other volunteer) present at all times. This curriculum provides activities for many of the small group stations.

Feel free to incorporate any of the following materials into your classroom at any point during this unit:

Dramatic Play Area:

- Dress up clothes and accessories. You can provide a variety of male, female and gender neutral options
- Fabrics
- Kitchenware
- Toy food
- Dolls
- Table and Chairs
- Card Board Boxes for exploration or to create furniture
- Cushions
- Doll House
- Furniture
- Couch
- Table Cloth

Writing Center:

- Pre-Written words (e.g. Home, House, Dear, Mom, Dad, Family, Love, Brother, Sister)
- Paper
- Envelopes
- Pictures of different houses - Pictures of the children's homes
- Coloring Utensils- colored pencils, markers, crayons
- tape
- scissors

Block Area:

A variety of blocks and building materials:

Wooden Blocks
Magnet Tiles
Legos/Duplos
Sticks and other natural materials
Recycled materials

Manipulatives:

Wooden People
Plastic People
Plastic Domestic Animals
Wooden Furniture

Art Area:

Easel
Paint
Recycled Materials: cardboard boxes, plastic bottles, lots of extra cardboard
Colored Paper
Scissors
Tape

Lesson One: Aspects of Home

Lesson Essential Questions:

- What makes a home?
- How is a house different from a home?
- How do I feel at home?
- Who lives in my home?

Lesson Goals:

- Discuss what is a home
- Scaffold the understanding that a house is different than a home
- Explore different roles and feelings we have in our homes
- Build homes out of different materials

Time Table:

Please make your circle time what is developmentally appropriate for your learners

- 00:00-00:15/25 Circle Time
- 00:15/25-1:20 Choice Activities
- 1:15-1:25 Clean Up
- 1:25-1:30 Wrap Up

Circle Time Activities:

Pick what is developmentally appropriate for your learners

- Sing Morning Greeting Song of your choice
- Calendar/Weather/ Daily Circle-time Ritual
- Introduce the idea of "Home."
 - Ask the students what "home" means?
 - Write this down for documentation
- Ask each learner to share one thing that is special about their home.
 - Write this down for additional documentation.
- Read *The House that's Your Home* by Sally Loyd-Jones or *Home* by Carson Ellis
 - Discuss the homes in the story.
 - Ask how they are similar or different from their homes?
 - Ask the students what is the difference between a house and a home?
- Create a Venn Diagram between a house and a home.

Try to find as many things that homes have that houses don't have. Maybe some of those things are intangible such as love, or feeling safe and happy. Maybe some of the things have the pronoun "my" in front of them like in the story. Any house can have toys but only my home has my toys.

Acknowledge that some of our ideas about home are about the people in our homes, and other ideas may be about the rooms in our house or other things we keep in our homes. Both are important. You could even ask which is more important. Could you have a home without your toys? Could you have a home without the people who live in your home? If your family lived in a different house would that still be your home?

What about hotels and on vacations?

Make sure that your questions are developmentally appropriate for your class.

-Explain that we're going to be learning about home and that during choice time they will be able to explore home through different activities. Share with them the different options for activities and then allow students to make their initial choices.

If you choose to spend more time on this theme. You can pick one of the Lesson EQs to focus on each circle time and read a related book. These include:

What makes a home?

-*If You Lived Here: Houses of the World* by Giles Laroche

-*Home* by Carson Ellis

How is a house different from a home?

-*The House that's Your Home* by Sally Loyd-Jones

-*How a House is Built* by Gail Gibbons

How do you feel at home?

-*Goodnight Moon* by Margaret Wise Brown

-*In My Heart: A Book of Feelings* by Jo Witek

-*The Feelings Book* by Todd Parr

Who lives in your home?

- *The Family Book* by Todd Parr

- *Who's In My Family?: All About Our Families* by Robie H. Harris

-*Families, Families, Families!* By Suzanne Lang

Choice Activities:

Dramatic Play Area:

They Can:

Explore the place and roles of house and home in a free play atmosphere

Determine what is needed to turn the house area into a home area

Materials for exploration could include:

Dress up clothes and accessories. You can provide a variety of male, female and gender neutral options

Kitchenware

Toy food

Dolls

Table and Chairs

Picture Frames

Additional objects that would help create more of a "home" atmosphere

Writing Center:**They can:**

- Draw pictures to hang up in their class “home”
- Write/Draw about something special or a memory about their home
- Write a page inspired by the book, *The House That’s Your Home*

Materials you can provide include:

- Pre-Written words: Home, House, Dear, Mom, Dad, Family, Love, Brother, Sister,
- Pictures of different houses - Pictures of the children’s homes
- Paper
- Coloring Utensils
- The copy of *The House That’s Your Home* for inspiration

Math Area:**They can:**

- Build homes based on blueprints
- Measure blueprints and see how long they are
- Measure the furniture in the dramatic play area or in the classroom
- Record measurements on a chart

Materials you can provide include

- Blue Prints of houses and small manipulative blocks
- Measuring Tape
- Clipboards
- Paper
- Chart for measurements

Block Area:**They can:**

- Build homes from their imaginations or from the inspiration of photographs

Materials you can provide include:

- A variety of blocks and building materials
- Manipulatives
- Pictures of different houses and homes from around the world or from within the community. These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

- Design a blueprint of a home using crayons or colored pencils
- Identify one box to use as their personal home.
- Use recycled materials and tape to build and add details their home
- Use recycled materials to create rooms and furniture for their home
- Use fabric, paper and glue to add details to their homes
- Students can paint pictures to hang up in the “home” in dramatic play
- The class can paint one picture to be the collaborative picture to be in the “home” in dramatic play

Students could design, create or paint furniture for the dollhouse or block area
Use paint or other coloring implements to add color to their homes

Materials you can provide include:

Recycled Materials: cardboard boxes, bottles, cardboard
Scissors
Tape
Paint

Book Corner:

They can:

Have books to explore
Be read to by a teacher

Books to provide include:

The House that's Your Home by Sally Load-Jones
Our Big Home by Linda Glaser
If You Lived Here: Houses of the World by Giles Laroche
The Little House by Virginia Less Burton
Goodnight Moon by Margaret Wise Brown
Home by Carson Ellis
How a House is Built by Gail Gibbons
If I Built a House by Chris Van Dusen
Two Homes by Claire Masurel
Draw me a House by Thibaud Herem
Come Over To My House by Theo LeSieg
In My Heart: A Book of Feelings by Jo Witek
The Feelings Book by Todd Parr
Who lives in your home?
The Family Book by Todd Parr
Who's In My Family?: All About Our Families by Robie H. Harris
Families, Families, Families! By Suzanne Lang

Photographer: A teacher can pick one child to be the photographer or documenter for the day or just for a portion of time. They can take pictures with the assistance of teachers and together they can create documentation for the class book.

The photographer can be a job, an activity for a kid who could benefit from being a helper, or a choice for a child to do when they are in-between activities. It is up to the teachers and the classroom culture.

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time. It is recommended that jobs be in place so that children know where and how to keep a clean classroom.

1:25-1:30 Wrap up:

Earlier today we talked about home and you wrote about what home means to you. (NAME) shared (X) and (Name 2) shared (answer 2). All of you had ideas about homes. Does anyone want to share a new idea they have about what a home is?

Gather a few more answers -remember to write them down

Over the next few weeks when we talk about home, I am going to be writing down and keeping your answers as we talk about home. I am going to keep them and save them so that at the end of our time exploring home and Israel we can have a class book that can remind us of all our learning together.

Documentation for Class Book:

1. Students definitions of home
2. One special thing about their home
3. Pictures from the day and reverent quotes

Lesson Two: Aspects of a Jewish Home

Lesson Essential Questions:

- What objects and traditions in my home make it a home Jewish?
- How can I recognize a Jewish home?
- Can people who aren't Jewish live in Jewish homes?

Lesson Goals:

- Discuss what objects and traditions makes a home Jewish
- Differentiate between Jewish objects and Jewish traditions
- Explore Jewish objects and traditions we have in our homes
- Create Jewish objects or symbols for the homes we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:15 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities:

Pick what is developmentally appropriate for your learners

- Sing Morning Greeting Song of your choice
- Calendar/Weather/ Daily Circle-time Ritual
- Reflect on the idea of "Home."
 - Look at the definition from before.
 - Ask the students if there is anything they want to add.
Make sure to document this evolution.
- Ask the learner's what is the difference between a home and a Jewish home?
- Ask learners share something that makes their home a Jewish home.
 - If they are struggling with this idea, ask them to think about Jewish objects, people or activities or holidays that may make their home a Jewish home.
- Create a chart of "What makes a home Jewish?"
 - Chart should have four categories: objects, people, activities and holidays. In each column write words and/or draw picture of students' ideas. You should plan to continue to add to this chart and use this chart as a reference throughout the next few weeks.
- Depending on the age level of your students, read:
 - A Mezuzah on the Door* by Amy Meltzer (3 Year Old)
 - The Shema in the Mezuzah* by Rabbi Sandy Eisenberg Sasso (4/5 Year Old)
- Discuss mezuzot in the story.
 - What makes a mezuzah special?
 - Why do people have a Jewish object to mark a Jewish home?

- Acknowledge that you don't need to have a mezuzah to have a Jewish home, even though a lot of Jewish people do. You can also share that lots of people have non-Jewish people in their family and that we have beautiful Jewish homes with our non-Jewish family. Having a Jewish home can mean lots of different things. You can reference the chart showing that a Jewish home can be Jewish because of Jewish objects, people, activities or holidays and that different families pick different options for their own family.
- Remind students that the scroll on the mezuzah says the V'ahavta which means "and you shall love." When we live by our Jewish values by loving our families, taking care of each other and taking care of our world we are able to help bring the ideas of the V'ahavta into our homes and lives. Share with them that today they can make their own mezuzah as well as explore creating their own Jewish home in their classroom!
- Explain that they are going to be learning about and exploring Jewish homes and that during choice time they will be able to explore home through different activities. Share with them the different options and then allow students to make their initial choices.

If you choose to spend more time on this theme. You can pick one of the Lesson EQs to focus on each circle time and read a related book/ topic. These include:

What is the difference between objects and traditions?

- *The Shabbat Box* by Lesley Simpson

- *This is the Challah* by Sue Hepker

What objects and traditions makes a home Jewish?

- *A Mezuzah on the Door* by Amy Meltzer

- *The Shema in the Mezuzah* by Rabbi Sandy Eisenberg Sasso

Do you need to be Jewish to live in a Jewish home?

- *Mrs. Katz and Tush* by Patricia Polacco

- You could also introduce the idea of a Ketubah as a Jewish agreement that helps to create a Jewish home even if a parent isn't Jewish

Can I have a Christmas tree in a Jewish home?

- *Dear Santa, Love Rachel Rosenstein* by Amanda Peet

- *Nonna's Hanukkah Surprise* by Karen Fisman

- *December's Gift* by Ashley Smith-Santos

00:25-01:15 Choice Activities:

Dramatic Play Area:

They Can:

- Explore the place and roles of house and home in a free play atmosphere
- Create a Shabbat Dinner or Jewish holiday in the dramatic play area.
- Determine what is needed to turn the home area into a Jewish home area
- Create or collect the object necessary to turn the dramatic play house into a Jewish home

Materials for exploration could include:

Jewish Home Materials:

- Candle Sticks
- Candles
- Toy Challah
- Challah cover
- Kiddish Cup
- Mezuzot
- Ketubah
- Havdalah Set
- Siddur
- Benchers
- Menorah
- Dreidal
- Seder Plate
- Haggdah
- Pictures of Jewish homes, families and objects
- Pictures of Jewish art that you might find in a Jewish home
- Any other relevant Judaica or holiday objects.

Writing Center:

They can:

- Draw pictures of a Jewish home
- Draw pictures to hang up in their class' "Jewish home"
- Write/Draw about something special about their home that makes it a Jewish home
- Write/Draw their own V'ahvata of things that they should love and rules that they want in their own home
- Write/Draw a class V'ahvata of things that they should love and rules that they want in the class

Materials you can provide include:

Pre-Written words:

Jewish, Mezuzah, V'ahavtah, Shema, Bayit (in English and Hebrew)

Home, House, Dear, Mom, Dad, Family, Love, Brother, Sister, Respect

Strips of paper for Mezuzot Scrolls

Pictures of different Jewish activities happening in a home

Block Area:**They can:**

Build from their imagination or from the inspiration of photographs

Use recycled materials and tape to build and add Jewishly themed details their home

Materials you can provide include:

A variety of blocks and building materials:

Recycled Objects

Manipulatives:

Art Area:**They Can:**

Create their own mezuzah

Students could draw or paint different Jewish symbols including: mezuzah, Jewish star, Hamsah, menorah, trees, candles

Students can paint pictures to hang up in the "Jewish home" in dramatic play

The class can paint one picture to be the collaborative picture to be in the "Jewish home" in dramatic play

Materials you can provide include:

Sculpy or clay to create Jewish ritual objects

Wooden Mezuzot

Beads to push in clay to decorate them

Additional Art Supplies

Photographs of Mezuzot from around the world or from within their community

Book Area:**Books to provide include:**

This is the Challah by Sue Hepker

The Shabbat Box by Lesley Simpson

A Mezuzah on the Door by Amy Meltzer

The Shema in the Mezuzah by Rabbi Sandy Eisenberg Sasso

The Littlest Levine by Sandy Lanton

Sadie and Ori and the Blue Blanket by Jamie Korngold

Sadie's Almost Marvelous Menorah by Jamie Korngold

Dear Santa, Love Rachel Rosenstein by Amanda Peet

Nonna's Hanukkah Surprise by Karen Fisman

December's Gift by Ashley Smith-Santos

Mrs. Katz and Tush by Patricia Polacco

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time: What is the difference between a home and a Jewish home? See if the responses are different now that the students have participated with exploring this topic.

Documentation for Class Book:

Quotes from the conversation at circle about the difference between a home and a Jewish home?

Picture of each student creating their mezuzah

Quote from each of the scrolls that the student dictates for their mezuzah

Lesson Three: Homes in Israel

Lesson Essential Questions:

- Why is Israel important to me?
- What is Israel?
- What do Israeli homes look like?
- How does my home/community look similar or different than Israel?
- What is the difference between a home and homeland?

Lesson Goals:

- Discuss homes in Israel and what they may look like
- Distinguish between different cultures and traditions that exist within different Israeli homes
- Explore the styles of different homes in Israel
- Create homes in Israel for the community we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities:

- Sing Morning Greeting Song: Introduce one that is Boker Tov
 - https://www.youtube.com/watch?v=5nXn2JjEb_Q
 - <https://www.youtube.com/watch?v=T0WSwoqlu2Y>
- Calendar/Weather/ Daily Circle-time Ritual
- Reflect on the idea of “Jewish Home.”
 - Look at the definition from before.
 - Ask the students if there is anything they want to add.
 - Make sure to document this evolution.*
 - Ask the learner’s what do they think it would mean to have a whole country that is a Jewish home?
 - What would it look like?
 - What language would people speak?
 - What objects would you find that would help you know that the country is a Jewish country?
- Share with them that there is a very special place for all of the Jewish community that is the Jewish Homeland. This place is called Israel.
- Ask them if they have heard about Israel and what they know about Israel.
- Show them Israel on a map or a globe if it is age appropriate.

-Ask learners to share what they think it means for a whole country to be like a home. If they are struggling with this idea, remind them about their class definitions about home. Introduce to the students the idea that when a whole country is like home we call it a homeland.

-Brainstorm what objects and traditions makes their homeland Jewish.

-Share with them that there are lots of non-Jewish people who live in the Jewish homeland too. People of all different religions live in Israel just like people of all different religions live in America. Different people call Israel home and there are lots of different homes within Israel: Israel is a place where lots of people live.

-Introduce Photo Activity

-Share with the students' pictures of different families and their homes throughout Israel. (Pictures in Appendix)

-Pass the pictures around. Let kids hold them.

-Ask your students:

- What do they notice in the pictures?

- What makes the pictures similar and different from each other?

Record what they notice about the picture to use as a reference throughout the next few lessons.

- Remind students that there are lots of different people who live in Israel just like there are lots of different kinds of people who live in America and that different people live in different homes. Share with them that throughout the next few days they were going to be learning more about a few of the different kinds of homes that people live in throughout Israel.

Choice Activities:

Dramatic Play Area:

Students Can:

Explore the place and roles of family and Israeli home in a free play atmosphere

Explore the differences between an American home and a home in Israel in a free play atmosphere

Determine what is needed to turn the Jewish home area into an Israeli home

Create or collect the object necessary to turn dramatic play into an Israeli home

Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

Boxes of Israeli food with the packaging in Hebrew

Fabrics

Different clothing

Hebrew Signs and Posters

Israeli Street Signs (three languages)
Pictures/Posters of Israeli art
Pictures/Posters of Israel scenery
Torah
Kippot
Tallit
Siddur
Israeli Spices
Additional Judaica
Israeli Art or post cards

Writing Center:

Students can:

Draw pictures of Israeli homes
Design their own Israeli home
Write/Draw a story about a similarity/difference between America and Israel
Write/Draw a card for someone in Israel
Write/Draw questions for someone who has visited Israel

Materials you can provide include:

Pre-Written words:
Israel, Jerusalem, Tel Aviv, Desert, Sand, Kibbutz, City, Town, Bayit (in English and Hebrew)
Paper
Pictures of different places and scenery in Israel
Pictures of different cities in Israel
Coloring Utensils

Math Table used for Memory Game:

They can:

Play a memory game with pictures of different Israeli homes

Materials you can provide include

A memory game with laminated photos of pictures from different Israeli homes

Block Area:

They can:

Build Israel from their own imagination or from the inspiration of photographs
Build different kinds of Israeli homes.
Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

A variety of blocks and building materials:
A variety of Manipulatives
Pictures of different houses from around Israel. These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

- Create a blue print of how to plan an early Israeli city using the houses and community centers they have already built.
- Create a home that could exist in Israel
- Create a collage with different pictures from Israeli home good magazines and catalogues

Materials you can provide include:

- Pictures of the Israeli homes
- Furniture magazines and catalogues from either Israel or America
- Additional art supplies

Book Area:**Books to provide include:**

- Three Falafel's in a Pita* by Maya Friedman
- Ella's Trip to Israel* by Vivian Newman
- My First Hebrew Word Book* by Judyth Groner
- Israel ABC's* by Holly Schroeder
- Let's Visit Israel* by Judyth Groner
- Everybody Says Shalom* by Leslie Kimmelman
- Hare and Tortoise Race Across Israel* by Laura Gehl
- The Remarkable Journey of Josh's Kippah* by Barbara Elissa
- Here is the World* by Leslie Newman
- Same Same but Different* by Jenny Sue Kostecki-Shaw
- Around the World in One Shabbat* by Durga Yael Berghard
- Hanukah around the World* by Tami Lehman-Wilzig
- My Cousin Tamar Lives in Israel* by Michelle Shapiro Abraham
- Israeli Children's books (in Hebrew!)

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time.

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time: What makes Israel a Jewish homeland? See if the responses are different now that the students have participated with exploring this topic!

Documentation for Class Book:**Document the answers to:**

- What makes Israel a Jewish Home?
- What objects would you find that would help you know that the country is a Jewish country?
- Have pictures as they discover Israel through imaginary play.

Lesson Four: Reform Jewish Homes in Israel

Lesson Essential Questions:

- What do Reform Jewish Israeli homes look like?
- How does my home look similar to or different than Reform Jewish homes in Israel?
- Why is Israel important to me?
- How do I bring my values and traditions into my home?

Lesson Goals:

- Discuss Reform Jewish homes in Israel and what they may look like
- Explore how different families in Israel have different homes because of different culture, tradition and heritage
- Explore the styles of different Reform Jewish homes in Israel
- Create Reform Jewish homes in Israel for the community we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities:

Pick what is developmentally appropriate for your learners

- Morning Greeting Song - Continue singing one that includes the phrase Boker Tov

Here are two options

https://www.youtube.com/watch?v=5nXn2JjEb_Q

<https://www.youtube.com/watch?v=T0WSwoqlu2Y>

- Calendar/Weather/ Daily Circle-time Ritual

 - Start including the weather in Israel as well

- Discussion: Reform Jews in Israel

 - Share with them that the pictures of the homes and families are all pictures of people who are Reform Jews who live in Israel. Remind them that they are Reform Jews who live in America and that there are lots of ways to be Jewish, and that Reform Jews all over the world have a lot in common.

- Reform Jews like to sing some of the same songs
- Reform Jews like to participate in the same holidays
- Reform Jews light candles and drink wine and eat challah for Shabbat.
- Reform Jews pray in the language they speak every day. Here in America, we pray in Hebrew and English because we speak English and because we want to use some of the traditional prayers in Hebrew that link us to other Jews around the world. In Israel, they only pray in Hebrew because that is the language they speak every day and because they too want to say some of those important prayers in Hebrew
- Reform Jews believe in the same God as all other Jewish people and show that they love God through taking care of themselves each other and the world.

There are lots of Reform Jews in America and there are also Reform Jews who live in other parts of the world like Russia, England, Argentina, and Australia. They all have different homes and celebrate Judaism a little bit differently depending on where they live.

Some things are different between Reform Jews in America and Reform Jews in Israel:

- Reform Jews in Israel speak Hebrew in their homes*
- Reform Jews in Israel eat Israeli food more often*
- Reform Jews in Israel don't go to Hebrew School to learn Hebrew*

- Remind them that Reform Jewish homes in Israel are as diverse as Reform Jewish homes in America. Just like all our homes are different; all their homes are different!

-Picture Discussion

-Pass around the pictures of a Reform Jewish home and family in Israel. There should be at least one picture that the students were introduced to the previous day.

- What do they notice in the pictures?
- What does the house look like?
- What does the family look like?
- Are there any Jewish symbols in the picture?
- What is similar to your home?
- What is different from your home?

-Create a large poster-board with columns for the different communities your group will be comparing.

-Record your students the answers in the appropriate column. Include a picture of the community so that your students will be able to refer to the poster independently if possible.

- Either Read the Book OR show the Shalom Sesame Video
- Read *My Cousin Tamar Lives in Israel* by Michelle Shapiro Abraham
- Ask
 - What do they notice in the pictures?
 - What does the house look like?
 - What does Tamar’s family look like?
 - Are there any Jewish symbols in the picture?
 - What is similar to your home?
 - What is different from your home

-Watch Shalom Sesame video

<https://www.youtube.com/watch?v=ucEIPOxR-bs> (Start at 2:30)

- Ask
 - How did you see the family getting ready for Shabbat?
 - In what ways was Shabbat different in Israel than in America?
 - In what ways was Shabbat the same in Israel as in America?

-Circle Time Conclusion

-Share with students that Reform Jewish homes in Israel are very similar to their own homes. They might speak a different language and live in a different part of the world but there is a lot that is the same between their home and Reform Jewish homes in Israel.

Choice Activities:

Dramatic Play Area:

They Can:

- Explore the differences between an American home and a Reform Jewish home in Israel in a free play atmosphere
- Explore with provocations what it would be like to have a Shabbat dinner or holiday in a community in Israel.
- Determine what is needed to turn the Jewish home area into an Israeli community setting
- Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

- Reform Jewish Sidurrim
- Boxes of Israeli food with the packaging in Hebrew
- Bamba (unless it is a peanut-free school, then do not bring in this popular peanut-butter based Israeli snack)
- Different clothing – with Hebrew on it or names of Israeli sports clubs etc
- Hebrew Signs and Posters
- Israeli Street Signs (three languages)
- Pictures/Posters of Israeli art

Writing Center:**Students can:**

- Draw pictures of Reform Jewish homes in Israel
- Design their own Reform Jewish Israeli home
- Write/Draw a story about a similarity/difference between their Jewish life and Reform Jewish life in Israel
- Write/Draw questions for someone who has visited Israel

Materials you can provide include:

- Pre-Written words:
Reform, Jewish, Israel, Yisrael, Shabbat, Falafel, Jerusalem, Tel Aviv, City, Town, Bayit (in English and Hebrew)
- Paper
- Envelopes
- Pictures of different places and scenery in Israel
- Pictures of different cities in Israel
- Coloring Utensils

Cooking Station:**They can:**

- Cook Falafel

(Note: mention to students that falafel is a common fast food item throughout Israel, it is something that lots of people choose to eat. It's a food that originated in the Middle East, and Jewish, Christian and Muslim people eat it. If they went to Israel they could eat falafel too.)

Recipe is included following the lesson

Block Area:**They can:**

- Build Israel from their own imagination or from the inspiration of photographs
- Build different kinds of Israeli homes.
- Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

- A variety of blocks and building materials:
- A variety of manipulatives
- Pictures of different houses from around Israel. These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

Create a set of Shabbat candle sticks for their home

Materials you can provide include:

Two small glass jam jars or mason jars per child

Paint Markers

Pebbles found outside

Sticky Wax Candle Adhesive

Beeswax candles

Pictures of Yair Emanuel's painted candle sticks as inspiration (in appendix)

Directions can be found: <https://www.jewishboston.com/shabbat-craft-project-shabbat-in-a-jar/>

Book Area:**Books to provide include:**

Three Falafel's in a Pita by Maya Friedman

Ella's Trip to Israel by Vivian Newman

My First Hebrew Word Book by Judyth Groner

Israel ABC's by Holly Schroeder

Good Night Israel by Mark Jasper

Let's Visit Israel by Judyth Groner

Everybody Says Shalom by Leslie Kimmelman

Hare and Tortoise Race Across Israel by Laura Gehl

The Remarkable Journey of Josh's Kippah by Barbara Elissa

Here is the World by Leslie Newman

Same Same but Different by Jenny Sue Kostecki-Shaw

Around the World in One Shabbat by Durga Yael Berghard

Hanukah around the World by Tami Lehman-Wilzig

My Cousin Tamar Lives in Israel by Michelle Shapiro Abraham

Israeli Children's books (in Hebrew)

1:15-1:25: Clean Up:

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time:

-How are Reform Jewish homes in Israel different than Reform Jewish homes in America?

-How are they the same?

See if the responses are different now that the students have participated with exploring this topic!

Documentation for Class Book:

Document the answers to:

How are Reform Jewish homes in Israel different than Reform Jewish homes in America?

How are Reform Jewish homes in Israel the same as Reform Jewish homes in America?

What objects would you find in a Reform Jewish house in Israel?

Include pictures of students' discovery of Reform Jewish homes in Israel through imaginary play.

Falafel Recipe:
(Feel Free to Use your Own)

You Will Need:

Food processor, skillet

Ingredients:

1 pound (about 2 cups) dry chickpeas/garbanzo beans - you must start with dry, do NOT substitute canned, they will not work!

1 small onion, roughly chopped

1/4 cup chopped fresh parsley

3-5 cloves garlic

1 1/2 tbsp flour

1 3/4 tsp salt

2 tsp cumin

1 tsp ground coriander

1/4 tsp black pepper

1/4 tsp cayenne pepper

Pinch of ground cardamom

Vegetable oil for frying (grapeseed, canola, and peanut oil work well)

- 1) Pour the chickpeas into a large bowl and cover them by about 3 inches of cold water. Let them soak overnight. They will double in size as they soak – you will have between 4 and 5 cups of beans after soaking.
- 2) Drain and rinse the garbanzo beans well. Pour them into your food processor along with the chopped onion, garlic cloves, parsley, flour, salt, cumin, ground coriander, black pepper, cayenne pepper, and cardamom.
- 3) Pulse all ingredients together until a rough, coarse meal forms. Scrape the sides of the processor periodically and push the mixture down the sides. Process till the mixture is somewhere between the texture of couscous and a paste. You want the mixture to hold together, and a more paste-like consistency will help with that... but don't over-process, you don't want it turning into hummus!
- 4) Once the mixture reaches the desired consistency, pour it out into a bowl and use a fork to stir; this will make the texture more even throughout. Remove any large chickpea chunks that the processor missed.
- 5) Cover the bowl with plastic wrap and refrigerate for 1-2 hours.
Note: Some people like to add baking soda to the mix to lighten up the texture inside of the falafel balls. I don't usually add it, since the falafel is

generally pretty fluffy on its own. If you would like to add it, dissolve 2 tsp of baking soda in 1 tbsp of water and mix it into the falafel mixture after it has been refrigerated.

- 6) Fill a skillet with vegetable oil to a depth of 1 ½ inches. I prefer to use cooking oil with a high smoke point, like grapeseed. Heat the oil slowly over medium heat. Meanwhile, form falafel mixture into round balls or slider-shaped patties using wet hands or a falafel scoop. I usually use about 2 tbsp of mixture per falafel. You can make them smaller or larger depending on your personal preference. The balls will stick together loosely at first, but will bind nicely once they begin to fry.
 - a. Note: if the balls won't hold together, place the mixture back in the processor again and continue processing to make it more paste-like. Keep in mind that the balls will be delicate at first; if you can get them into the hot oil, they will bind together and stick. If they still won't hold together, you can try adding 2-3 tbsp of flour to the mixture. If they still won't hold, add 1-2 eggs to the mix. This should fix any issues you are having.
- 7) Before frying my first batch of falafel, I like to fry a test one in the center of the pan. If the oil is at the right temperature, it will take 2-3 minutes per side to brown (5-6 minutes total). If it browns faster than that, your oil is too hot and your falafels will not be fully cooked in the center. Cool the oil down slightly and try again. When the oil is at the right temperature, fry the falafels in batches of 5-6 at a time till golden brown on both sides.
- 8) Once the falafels are fried, remove them from the oil using a slotted spoon.
- 9) Let them drain on paper towels. Serve the falafels fresh and hot; they go best with a plate of hummus and topped with creamy tahini sauce. You can also stuff them into a pita.
- 10) Troubleshooting: If your falafel is too hard/too crunchy on the outside, there are two possible reasons-- 1) you didn't process the mixture enough-- return the chickpea mixture to the processor to make it more paste-like. 2) the chickpeas you used were old. Try buying a fresher batch of dried chickpeas next time.

See the full post:<http://toriavey.com/toris-kitchen/2011/01/falafel/#uQz9Py1Bhk8qBtAD.99>

Shabbat Craft Project: Shabbat in a Jar

Supplies needed:

Newspaper

Two small glass jam jars or mason jars

Fabric Markers (they work on glass too!)

Pebbles found outside

Wax Candle Adhesive

Beeswax candles

Instructions:

1. Place jars on a sheet of newspaper on a flat work surface.
2. Shabbat is partly about rest. What colors and pictures seem Shabbat-like to you? Use the fabric markers to draw a pattern on the jars. Allow a minute or two to dry.
3. Collect three to four handfuls of pebbles; wash and dry them.
4. Place a pea-sized amount of sticky wax adhesive on the bottom of each candle.
5. Attach the candles to the bottoms of the jars.
6. Pour the pebbles around the base of your candles.
Visit JewishBoston.com/Shabbat for instructions and information about Shabbat rituals, including the candle-lighting blessing.

Candle Stick Photos:



Top Image:

http://www.judaica.com/media/catalog/product/cache/24/small_image/280x/9df78eab33525d08d6e5fb8d27136e95/O/r/Oriental-Flowers-Fitted-Candlesticks-88749a_5.gif

Bottom Image:

http://israelbookshop.com/mivahtml/Merchant2/graphics/Shabbat_Candlesticks/Em-CS-1.jpg



Top Image:

https://www.judaicawebstore.com/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/Y/a/Yair-Emanuel-Round-Candlesticks-Seven-Species-large_large.jpg

Bottom Image: http://www.arbel-judaica.com/images/Emanuel_Fitted_Candlestick_CS8.jpg

Reform Jewish Home Photos:



Both Photos: Personal Photo



Top Photo: <http://blogs.rj.org/wp-content/uploads/2015/11/Kiddush-by-Ron-Shabbat-Thanksgiving-2014.jpg>
Bottom photo: http://images.huffingtonpost.com/2015-06-27-1435434267-6072108-07IMG_0022.JPG



Photo Credit: Sarah Rosenbaum

Lesson Five: Orthodox Jewish Homes in Israel

Lesson Essential Questions:

- What do Orthodox Jewish Israeli homes look like?
- How does my home look similar or different than Orthodox Jewish homes in Israel?
- Why is Israel important to me?
- How do I bring my values and traditions into my home?
- How does Israel bring Jewish values into its culture?

Lesson Goals:

- Discuss Orthodox Jewish homes in Israel and what they may look like
- Explore how different families in Israel have different homes because of different culture, tradition and heritage
- Explore the styles of different Orthodox Jewish homes in Israel
- Create Orthodox Jewish homes in Israel for the community we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities

Pick what is developmentally appropriate for your learners

-Sing Morning Greeting Song - Continue singing one that includes the phrase Boker Tov

- https://www.youtube.com/watch?v=5nXn2JjEb_Q

- <https://www.youtube.com/watch?v=T0WSwoqlu2Y>

-Calendar/Weather/ Daily Circle-time Ritual

-Start including the weather in Israel as well

-Discussion: Orthodox Jews in Israel

-Share with them that the pictures of the homes and families are all pictures of people who are Orthodox Jews who live in Israel. Remind them that there are Orthodox Jews who live in America. Remind them that there are lots of ways to be Jewish, and that Jews all over the world have a lot in common.

Orthodox Jews like to sing some of the same songs
Orthodox Jews like to participate in the same holidays
Orthodox Jews light candles and drink wine and eat challah for Shabbat.
Orthodox Jews believe in the same God as all other Jewish people and show that they love God through taking care of themselves each other and the world.

There are lots of Orthodox Jews in America and there are also Orthodox Jews who live in other parts of the world like Russia, England, Argentina, and Australia. They all have different homes and celebrate Judaism a little bit differently depending on where they live.

Some things are different between Reform Jews in America and Orthodox Jews in Israel:

Orthodox Jews in Israel speak Hebrew or Yiddish in their homes
Orthodox Jews in Israel eat Israeli food more often
Orthodox Jews in Israel don't go to Hebrew School to learn Hebrew
Orthodox Jews study Torah at their schools
Orthodox don't do any kind of work on Shabbat

- Remind them that Orthodox Jewish homes in Israel are as diverse as their homes in America. Just like all our homes are different; all their homes are different!

-Picture Activity

-Pass around the pictures of an Orthodox Jewish home and family in Israel. There should be at least one picture that the students were introduced to the previous day.

- What do they notice in the pictures?
- What does the house look like?
- What does the family look like?
- Are there any Jewish symbols in the picture?
- What is similar to your home?
- What is different from your home?

-Create a large poster-board with columns for the different communities your group will be comparing.

-Record your students the answers in the appropriate column. Include a picture of the community so that your students will be able to refer to the poster independently if possible.

-Watch Shalom Sesame: <https://www.youtube.com/watch?v=8yoNYuvQqjo>

-Ask Students:

- How did you see the family getting ready for Shabbat?
- How did that family rest on Shabbat?
- In what ways was Shabbat different in Israel than in America?
- In what ways was Shabbat the same in Israel as in America?

Optional: If you watched the video yesterday ask them what was the same/different between the two videos

-Circle Time Conclusion

-Share with students that Orthodox Jewish homes in Israel have many similarities and many differences to their own homes. They might speak a different language and live in a different part of the world but things that are the same between their home and Orthodox Jewish homes in Israel.

Choice Activities:

Dramatic Play Area:

They Can:

Explore the differences between an American home and a Orthodox Jewish home in Israel in a free play atmosphere

Explore with provocations what it would be like to have a Shabbat dinner or holiday in an Orthodox community in Israel.

Determine what is needed to turn the Jewish home area into an Israeli community setting

Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

Orthodox Jewish Sidurrim

Black Hats

Kippot

Scarves for head coverings

Baby dolls

Jackets

Skirts

Boxes of Israeli food with the packaging in Hebrew

Bamba

Silver kiddish cups

Silver candle sticks

Toy Challot

Other Judaica

Jewish books

Fabric for clothing

Hebrew Signs and Posters

Israeli Street Signs (three languages)

Pictures/Posters of Israeli art

Pictures/Posters of Israel scenery

Writing Center:**Students can:**

- Draw pictures of Orthodox Jewish homes in Israel
- Design their own Orthodox Jewish Israeli home
- Write/Draw a story about a similarity/difference between their Jewish life and Orthodox Jewish life in Israel
- Write/Draw questions for someone who has visited Israel

Materials you can provide include:

- Pre-Written words:
Orthodox, Torah, Challah, Reform, Jewish, Israel, Yisrael, Shabbat, Falafel
Jerusalem, Tel Aviv, City, Town, Bayit (in English and Hebrew)
- Paper
- Envelopes
- Pictures of different places and scenery in Israel
- Pictures of different cities in Israel
- Coloring Utensils

Cooking Station:**They can:**

- Cook Challah

(Note: mention to students that challah is common throughout Israel, it is something that lots of people choose to eat, not just the Orthodox Jews. Often people buy Challah for Shabbat but also sometimes people buy it because it is yummy and they enjoying eating it. Lots of bakeries sell challah in Israel especially on Thursdays and Fridays)

Recipe is included in Appendix

Block Area:**They can:**

- Build Israel from their own imagination or from the inspiration of photographs
- Build different kinds of Israeli homes.
- Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

- A variety of blocks and building materials:
- A variety of manipulatives
- Pictures of different houses from around Israel. These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

Design and begin to create a challah cover for their home (two day project)

OR

Modge Podge a glass wine glass for a kiddish cup

Note: Students can use pencil and glue to do the first step of the project and then continue in the next class as we talk about Ethiopian Judaism

Materials you can provide include:

For Challah cover:

Heavy cotton fabric or light canvas cut to approximately 16x20 inches

White glue

Craft paint in a range of colors

Open garbage bag or heavy stock paper to lay under your fabric for gluing and painting

Pencil

Small bowls or empty yogurt containers

For Kiddish cup:

Glass Wine Glass

Tissue Paper

Paint brushes

Modge Podge

Wire

Beads

Directions for challah cover can be found: <http://www.kveller.com/article/making-a-challah-cover/>

Directions for Kiddish Cup: <http://blog.consumercrafts.com/decor-home/tissue-paper-stained-glass/>

Once modge podge is dry you can wrap wire and beads around the stem of the cup.

Book Area:**Books to provide include:**

Three Falafel's in a Pita by Maya Friedman

Ella's Trip to Israel by Vivian Newman

My First Hebrew Word Book by Judyth Groner

Israel ABC's by Holly Schroeder

Good Night Israel by Mark Jasper

Let's Visit Israel by Judyth Groner

Everybody Says Shalom by Leslie Kimmelman

Hare and Tortoise Race Across Israel by Laura Gehl

The Remarkable Journey of Josh's Kippah by Barbara Elissa

Here is the World by Leslie Newman

Same Same but Different by Jenny Sue Kostecki-Shaw
Around the World in One Shabbat by Durga Yael Berghard
Hanukah around the World by Tami Lehman-Wilzig
My Cousin Tamar Lives in Israel by Michelle Shapiro Abraham
Israeli Children's books (in Hebrew)

Note: Many synagogues have children's books in their library that feature more observant Jews. Take a peek at your library and see if there are any good books to read or show pictures of more observant Jews throughout the world.

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time. I recommend that jobs be in place so that children know where and how to keep a clean classroom.

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time

-How are Orthodox Jews in Israel different than Reform Jewish homes in Israel or different from your home? How are they the same?

See if the responses are different now that the students have participated with exploring this topic!

Documentation for Class Book:

Document the answers to:

- How are Orthodox Jewish homes in Israel different than our homes in America?
- How are Orthodox Jewish homes in Israel the same as our homes in America?
- How are Orthodox Jewish homes in Israel different than Reform Jewish Homes in Israel?
- What objects would you find in an Orthodox Jewish house in Israel?

Include pictures of students' discovery of Orthodox Jewish homes in Israel through imaginary play.

Challah Recipe

- 1 (.25 ounce) package active dry yeast
- 1 cup warm water (100 degrees F/40 degrees C)
- 2 tablespoons honey
- 1 teaspoon salt
- 3 beaten eggs
- 3 1/2 cups all-purpose flour, plus more for kneading
- 1 beaten egg yolk, or more if needed
- 1 tablespoon melted butter (optional)

- 1) Preheat oven to 350 degrees F (175 degrees C).
- 2) In a large bowl, stir the yeast into the water, and let the mixture stand until a creamy layer forms on top, about 10 minutes. Stir in honey and salt until dissolved, and add the beaten eggs. Mix in the flour, a cupful at a time, until the dough is sticky. Sprinkle the dough with flour, and knead until smooth and elastic, about 5 minutes.
- 3) Form the dough into a compact round shape, and place in an oiled bowl. Turn the dough over several times in the bowl to oil the surface of the dough, cover the bowl with a damp cloth, and let rise in a warm area until doubled in size, 45 minutes to 1 hour.
- 4) Punch down the dough, and cut it into 3 equal-sized pieces. Working on a floured surface, roll the small dough pieces into ropes about the thickness of your thumb and about 12 inches long. Ropes should be fatter in the middle and thinner at the ends. Pinch 3 ropes together at the top and braid them. Starting with the strand to the right, move it to the left over the middle strand (that strand becomes the new middle strand.) Take the strand farthest to the left, and move it over the new middle strand. Continue braiding, alternating sides each time, until the loaf is braided, and pinch the ends together and fold them underneath for a neat look.
- 5) Place the braided loaf on a baking sheet lined with parchment paper, and brush the top with beaten egg yolk. (For a softer crust, brush with melted butter instead.)
- 6) Bake the challah in the preheated oven until the top browns to a rich golden color and the loaf sounds hollow when you tap it with a spoon, 30 to 35 minutes. Cool on a wire rack before slicing. (if you are making mini challot, then start checking for the rich golden color at 20-25 minutes)

Making a Challah Cover

BY SARA PAPERIN

Having a lovely challah cover is essentially just another element to add to the beauty of Shabbat. And hey—maybe us Jews invented the tablescape. Stranger things have happened. Here's how to make this beautiful batik challah cover.

**This project is adaptable from toddlers to teens. Follow the steps that best fit your child's abilities to create a beautiful item for your Shabbat table. Also note that this project requires lots of drying time, so plan for patience.*

Heavy cotton fabric or light canvas cut to approximately 16×20 inches

White glue

Craft paint in a range of colors

Open garbage bag or heavy stock paper to lay under your fabric for gluing and painting

Pencil Small bowls or empty yogurt containers

1. **Begin to sketch** out your design with pencil directly onto the fabric. You may want to add “Shabbat” in Hebrew or your own pattern. *For younger children, complete this step and the next on your own and hand over the project to them at Step 3. Older children might be able to draw the pattern but require some help in in Step 2.
2. **Trace all your pencil lines** with a heavy line of glue. As the glue dries it will become thinner, so make sure your glue line is solid enough to clearly mark any design you will want in your final product. Allow glue to dry overnight or set aside until completely dry, then continue to next step.
3. **Pour quarter sized dollops of paint** into empty yogurt containers or other small bowls, and water down and mix until the paint is entirely dissolved. Your paint will dry a few shades lighter so plan to mix colors a few shades darker. (You're basically making your own watercolors.)
4. Be sure your garbage bag or craft paper is under your fabric, and **begin to paint**. Paint directly on your fabric allowing the colors to spread over the glue pattern you prepared the day before. The paint will behave like watercolors so expect your colors to blend into the fabric and spread. Remember to protect clothing and furniture as this will stain.
5. When satisfied with the painting, **set aside to dry** completely. When your entire cover is dry to the touch, you can put it into a mixing bowl of warm water to dissolve the glue. Help your children to peel off the glue either with their nails or a small nail brush. Return to warm water if needed and continue the peeling until all glue is removed.
6. **Allow your Challah cover to dry**. If you'd like, you can sew a backing on the cover or trim in ribbon for a finished edge.

Making a Kiddush Cup

Supplies needed to make your own tissue paper stained glass jars (kiddish cup):

Mason Jars (wine glasses)
Tissue Paper – Assorted Colors
Mod Podge
Foam Sponge Brush

Instructions:

Are you ready to do some mason jar (kiddish cup) crafting First things first, let's prepare the tissue paper. Cut into squares, strips, or tear into different sized pieces. I cheated and used pre-cut tissue paper.

Step One: Apply Mod Podge to jar in small sections.

Step Two: Apply pieces of tissue paper to the area where you applied the Mod Podge. Apply one piece at a time.

Step Three: Continue to apply Mod Podge and tissue paper, layering as necessary. Don't worry about wrinkles, that adds a little character.

Step Four: Once your tissue paper stained glass jar is covered, allow to dry and apply a second coat of Mod Podge over the entire surface. Allow to dry (again) and it's ready for use. (Only use modge podge on the outside of your cup)

<http://blog.consumercrafts.com/decor-home/tissue-paper-stained-glass/>

Pictures of Orthodox Jewish Homes in Israel:



Top Picture: <http://chai5films.com/wp-content/uploads/2014/04/Srugim-Chai51.jpg>

Bottom Picture <https://vid.alarabiya.net/images/2015/12/26/0c530029-3949-4cf4-9d25-d1954c3a877f/0c530029-3949-4cf4-9d25-d1954c3a877f.jpg>



Top Picture:

http://www.vosizneias.com/assets/uploads/news_photos/thumbnails/800_etvov0pzo7kpwlaui6csbawvc09grdj3b.jpg

Bottom Picture: <http://www.lizcurtishiggs.com/wp-content/uploads/2012/02/01-V-BLOG-Shabbat-of-a-Lifetime-1.jpg>



Top Picture: http://shalevcenter.org/wp-content/uploads/387832_313305705354408_301308636554115_1340239_1515778202_n2.jpg

Bottom Picture <http://samsonblinded.org/newsru/wp-content/uploads/HLIC/62736e>

Lesson Six: Ethiopian Jewish Homes in Israel

Lesson Essential Questions:

- What do Ethiopian Jewish Israeli homes look like?
- How does my home look similar to or different than Ethiopian Jewish homes in Israel?
- Why is Israel important to me?
- How do I bring my values and traditions into my home?
- How do you combine multiple cultures in a home?

Lesson Goals:

- Discuss Ethiopian Jewish homes in Israel and what they may look like
- Explore how different families in Israel have different homes because of different culture, tradition and heritage
- Explore the styles of different Ethiopian Jewish homes in Israel
- Create Ethiopian Jewish homes in Israel for the community we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities

Pick what is developmentally appropriate for your learners

- Sing Morning Greeting Song
 - https://www.youtube.com/watch?v=5nXn2JjEb_Q
 - <https://www.youtube.com/watch?v=T0WSwoqlu2Y>
- Calendar/Weather/ Daily Circle-time Ritual
 - Start including the weather in Israel as well
- Globe Discussion
 - Show the class a globe. Point out where Israel is located on the globe.*

Share with them that Jewish people moved from all over the world to make Israel their home. Israel was a place where they felt like they could be safe. Some Jewish people moved from Europe (Point to Europe), Some Jewish people moved from Russia, (Point to Russia) Some Jewish people moved from Iran, (Point to Iran).

When Jewish people moved from other countries they spoke a different language and they ate different foods. Once they got to Israel they often still spoke a different language and ate different foods with their friends and family.

Do you know a family that speaks another language in their home?

Just like Jews from Europe, or Russia or Iran, Ethiopian Jews traveled to Israel so that they could be safe and practice Judaism whatever way they wanted to. Ethiopian Jews are Reform and other Ethiopian Jews are Orthodox. Lots of them

Speak Amharic, the language their families spoke in Ethiopia.

-Introduce Book

Today we are going to read a story about a girl who traveled all the way from Ethiopia to Israel to move to a new home.

-Have you ever moved to a new home?

-How did you feel to move to a new home?

-Read *Yuvi's Candy Tree* by Lesley Simpson

-Discuss

-How do you think Yuvi felt on her journey moving to Israel?

-How do you think Yuvi felt when she got to Israel?

-What made Israel feel like home to Yuvi?

-What else do you think Yuvi needs to make Israel feel more like home?

-Discussion Ethiopian Jews in Israel

There are lots of Jews from Ethiopia who have lived in Israel for a long time. They have homes filled with things from Israel and sometimes other things that remind them of Ethiopia.

-Share with them that the pictures of the homes and families are all pictures of people who are Ethiopian Jews who live in Israel. Remind them that they are Ethiopian Jews and Ethiopian non-Jews who also live in America.

Ethiopian Jews like to sing some of the same songs

Ethiopian Jews like to participate in the same holidays

Some Ethiopian Jews light candles and drink wine and eat challah for Shabbat.

Other Ethiopian Jews have their own traditions.

Sometimes Ethiopian Jews pray in Hebrew or in Amharic

Ethiopian Jews believe in the same God as all other Jewish people and show that they love God through taking care of themselves each other and the world.

There are of Ethiopian Jews in America. Each one has different home and celebrate Judaism a little bit differently depending on where they live. Remind them that Ethiopian Jewish homes in Israel are as diverse as Ethiopian Jewish homes in America. Just like all our homes are different; all their homes are different!

-Ethiopian Photo Activity

-Pass around the pictures of an Ethiopian Jewish home and family in Israel. There should be at least one picture that the students were introduced to at the beginning of this unit.

- What do they notice in the pictures?

-What does the house look like?

-What does the family look like?

-Are there any Jewish symbols in the picture?

-What is similar to your home?

-What is different from your home?

-Add to a large poster-board with columns for the different communities your group will be comparing. Record your students the answers in the appropriate column. Include a picture of the community so that your students will be able to refer to the poster independently if possible.

-Circle Time Conclusion

Share with students that Ethiopian Jewish homes in Israel are very similar to their own homes. They might speak a different language and live in a different part of the world but there is a lot that is the same between their home and Ethiopian Jewish homes in Israel.

Choice Activities:

Dramatic Play Area:

They Can:

Explore the differences between an American home and an Ethiopian Jewish home in Israel in a free play atmosphere

Explore with provocations what it would be like to have a Shabbat dinner or holiday in a community in Israel.

Determine what is needed to turn the Jewish home area into an Israeli community setting

Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

White Sheets and Scarves for dress up

Colored scarves for dress up/ table cloths

Ethiopian woven baskets

Metal Jewelry

Colorful Pillows

Bongo drum

Dried Calabash

Boxes of Israeli food with the packaging in Hebrew or Amharic

Signs and Posters with Hebrew or Amharic

Israeli Street Signs (three languages)

Pictures/Posters of Ethiopian art

Pictures/Posters of Israel scenery

Writing Center:**Students can:**

- Draw pictures of Ethiopian Jewish homes in Israel
- Design their own Ethiopian Jewish Israeli home
- Write/Draw a story about a similarity/difference between their Jewish life and Ethiopian Jewish life in Israel
- Write/Draw questions for someone who has visited Israel

Materials you can provide include:

- Pre-Written words:
Ethiopia, Injera, Orthodox, Torah, Challah, Reform, Jewish, Israel, Yisrael, Shabbat, Falafel Jerusalem, Tel Aviv, City, Town, Bayit (in English and Hebrew)
- Paper
- Envelopes
- Pictures of different places and scenery in Israel
- Pictures of different cities in Israel
- Coloring Utensils

Cooking Station:**They can:**

- Cook Ethiopian Injera (recipe included in the appendix)
- Smell Ethiopian Spices Including (Berbere, Mitmita, Niter Kibbeh. Paprika, Garlic Powder, Mekelesha, Ginger Power)

Later you can eat the Injera for snack, remember that injera is both a food and a utensil. People use injera to scoop of food and eat it. You can either make or buy other Ethiopian food as items for snack, or use injera to eat Israeli Salad. Additionally, you can have students put jelly and sunflower butter on it and make Injera roll ups. You may choose to sit on the floor on pillows around the injera.

Authentic Ethiopian food suggestions include:

- Mesir Wot: Lentils in sauce
- Kik Aicha: Peas in turmeric sauce
- Buticha: Chickpea dish with lemon juice
- Doro Wat: Ethiopian Sweet Potato stew

A list can be found: https://www.buzzfeed.com/miriamberger/ethiopian-food?utm_term=.efPke734G#.xnAWqZwNk

https://www.thestar.com/life/food_wine/2014/02/21/how_to_make_an_ethiopian_vegetarian_feast.html

Block Area:**They can:**

Build Israel from their own imagination or from the inspiration of photographs

Build different kinds of Israeli homes.

Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

A variety of blocks and building materials:

A variety of manipulatives

Pictures of different houses from around Israel.

These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

Design and begin to create a challah cover for their home

Materials you can provide include:

For Challah cover:

Heavy cotton fabric or light canvas cut to approximately 16×20 inches

White glue

Craft paint in a range of colors (include bright vivid colors)

Open garbage bag or heavy stock paper to lay under your fabric for gluing and painting

Pencil

Small bowls or empty yogurt containers

Pictures of Ethiopian Designed Fabric (In Appendix)

Directions can be found: <http://www.kveller.com/article/making-a-challah-cover/>

Book Area:**Books to provide include:**

Yuvi's Candy Tree by Lesley Simpson

The Ethiopian Jews of Israel: Personal Stories of Life in the Promised Land by Len Lyons

The Story of Coffee by Sultan Mohamed

Abeba Goes to Bed by Fitsame Teferra

Counting Addis Ababa, A Counting Book of English, Amharic and Oromiffa by Fitsame Teferra

My First Book of Amharic Words by Fitsame Teferra

Zufan and the Flower by Haymanot Bethanu

Same Same but Different by Jenny Sue Kostecki-Shaw

Around the World in One Shabbat by Durga Yael Berghard

Everybody Says Shalom by Leslie Kimmelman

Israeli Children's Books (in Hebrew)

Ethiopian Children's Books (in Amharic)

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time. I recommend that jobs be in place so that children know where and how to keep a clean classroom.

1:25-1:30 Wrap up:

-Ask the question again from the first circle time:

-How are Ethiopian Jewish homes in Israel different than Ethiopian Jewish homes in Ethiopia or other homes in Israel?

-How are they the same?

See if the responses are different now that the students have participated with exploring this topic.

Ethiopian Injera

- 1/4 cup teff flour
- 3/4 cup all-purpose flour
- 1 cup water
- a pinch of salt
- peanut or vegetable oil
- a mixing bowl
- a nonstick pan or cast-iron skillet

1. Put the teff flour in the bottom of a mixing bowl, and sift in the all-purpose flour.
2. Slowly add the water, stirring to avoid lumps.
3. Put the batter aside for a day or more (up to three days) to allow it to ferment. In this time, your *injera* batter will start to bubble and acquire the slight tanginess for which it's known. Note: If you find that your *injera* batter does not ferment on its own, try adding a teaspoon of yeast.
4. Stir in the salt.
5. Heat a nonstick pan or lightly oiled cast-iron skillet until a water drop dances on the surface. Make sure the surface of the pan is smooth: Otherwise, your *injera* might fall apart when you try to remove it.
6. Coat the pan with a thin layer of batter. *Injera* should be thicker than a crêpe, but not as thick as a traditional pancake. It will rise slightly when it heats.
7. Cook until holes appear on the surface of the bread. Once the surface is dry, remove the bread from the pan and let it cool.

Recipe Found: <https://www.exploratorium.edu/cooking/bread/recipe-injera.html>

Making a Challah Cover

BY SARA PAPERIN

Having a lovely challah cover is essentially just another element to add to the beauty of Shabbat. And hey—maybe us Jews invented the tablescape. Stranger things have happened. Here's how to make this beautiful batik challah cover.

**This project is adaptable from toddlers to teens. Follow the steps that best fit your child's abilities to create a beautiful item for your Shabbat table. Also note that this project requires lots of drying time, so plan for patience.*

Heavy cotton fabric or light canvas cut to approximately 16×20 inches

White glue

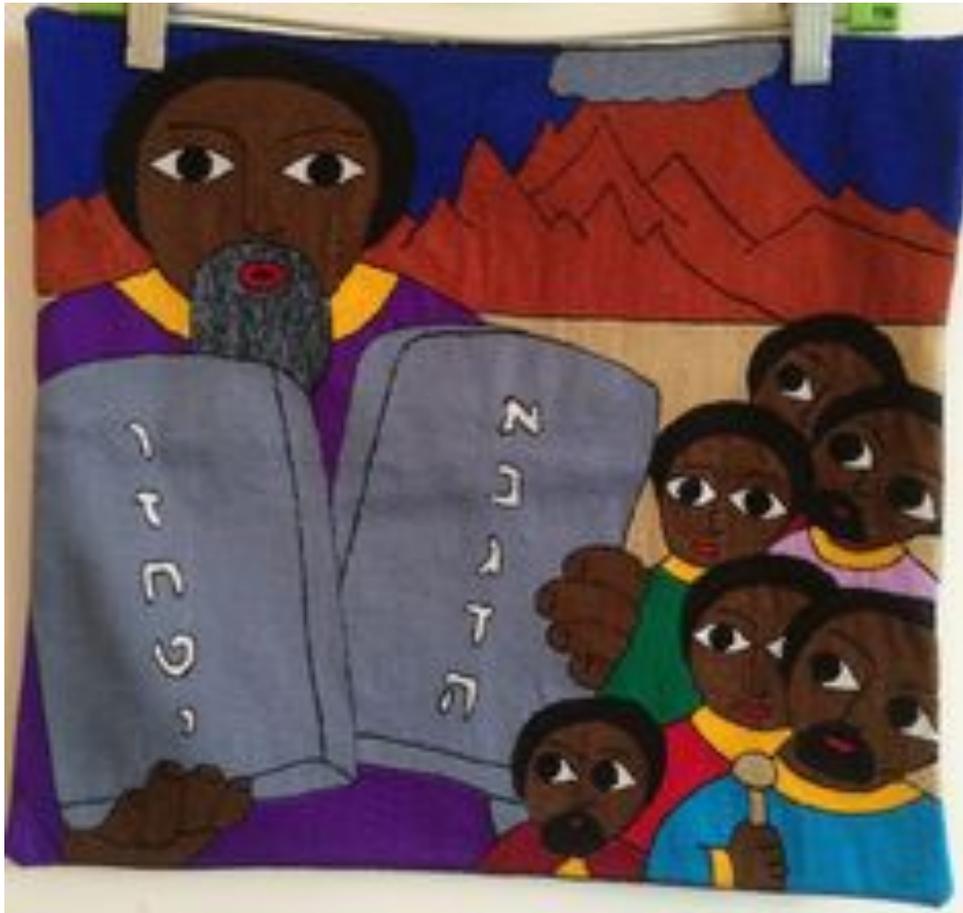
Craft paint in a range of colors

Open garbage bag or heavy stock paper to lay under your fabric for gluing and painting

Pencil Small bowls or empty yogurt containers

1. **Begin to sketch** out your design with pencil directly onto the fabric. You may want to add "Shabbat" in Hebrew or your own pattern. *For younger children, complete this step and the next on your own and hand over the project to them at Step 3. Older children might be able to draw the pattern but require some help in in Step 2.
2. **Trace all your pencil lines** with a heavy line of glue. As the glue dries it will become thinner, so make sure your glue line is solid enough to clearly mark any design you will want in your final product. Allow glue to dry overnight or set aside until completely dry, then continue to next step.
3. **Pour quarter sized dollops of paint** into empty yogurt containers or other small bowls, and water down and mix until the paint is entirely dissolved. Your paint will dry a few shades lighter so plan to mix colors a few shades darker. (You're basically making your own watercolors.)
4. Be sure your garbage bag or craft paper is under your fabric, and **begin to paint**. Paint directly on your fabric allowing the colors to spread over the glue pattern you prepared the day before. The paint will behave like watercolors so expect your colors to blend into the fabric and spread. Remember to protect clothing and furniture as this will stain.
5. When satisfied with the painting, **set aside to dry** completely. When your entire cover is dry to the touch, you can put it into a mixing bowl of warm water to dissolve the glue. Help your children to peel off the glue either with their nails or a small nail brush. Return to warm water if needed and continue the peeling until all glue is removed.
6. **Allow your Challah cover to dry**. If you'd like, you can sew a backing on the cover or trim in ribbon for a finished edge.

Photos as Inspiration for Challah Cover:



<https://s-media-cache-ak0.pinimg.com/236x/ab/0d/35/ab0d353edec026df55ced246299f7450.jpg>



Top Picture: <http://www.ethiopiajudaica.org/resources/tapestry/Yom-Teruah.JPG>

Bottom Picture: <https://s-media-cache-ak0.pinimg.com/736x/0b/18/1f/0b181f04691877483912a4f97c56de95.jpg>



Top Picture: http://cdn3.bigcommerce.com/s-wnkjw/products/188/images/471/Challah_Cover_Five_2_29_16__42977.1456767867.386.513.jpg?c=2

Bottom Picture:
https://img0.etsystatic.com/180/0/5437090/il_340x270.1169012318_lsb0.jpg

Photos of Ethiopian Jewish Homes in Israel:



Top Picture: http://www.myjewishlearning.com/wp-content/uploads/2015/04/Maor_640.jpg

Bottom Picture:

<http://njewishnews.com/njcn.com/022108/sxAuthorDescribesTestsFAMIL.jpg>



Top Picture:

http://www.jewishagency.org/sites/default/files/styles/original/public/Aliyah_Ethiopian-Aliyah_Yesodot12.jpg?itok=TZlbPX9f

Bottom Picture: http://www.tadiaz.com/wp-content/uploads/2008/08/art_rosen1_120707_cover.jpg



Both Pictures were taken by Sasha Kopp

Lesson Seven: Arab Homes in Israel

Lesson Essential Questions:

- What do Arab homes in Israel look like?
- How does my home look similar or different than Arab Israeli homes in Israel?
- Why is Israel important to me?
- How do I bring my values and traditions into my home?
- How do you combine multiple cultures in a home?

Lesson Goals:

- Discuss Arab homes in Israel and what they may look like
- Explore how different families in Israel have different homes because of different culture, tradition and heritage
- Explore the styles of different Arab homes in Israel
- Create Arab homes in Israel for the community we are building

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities:

Pick what is developmentally appropriate for your learners

- Sing Morning Greeting Song
 - https://www.youtube.com/watch?v=5nXn2JjEb_Q
 - <https://www.youtube.com/watch?v=T0WSwoqlu2Y>
- Calendar/Weather/ Daily Circle-time Ritual
 - Include the weather in Israel as well
- Arab Israeli Discussion

Yesterday we talked about how Jewish people from all over the world moved to Israel to feel safe and have a place to be Jewish. Today we are going to talk about people who aren't Jewish who live in Israel. Even though Israel is a Jewish country and lots of Jewish things happen there, there are still lots of people who aren't Jewish people who call Israel their home. Lots of people who are Arab call Israel home. Many of these people's families have been living in the land where Israel is for a long, long time - even as long as the Jewish people. Some people who are Arab celebrate Christmas and are Arab Christians. Some Arabs are Muslim, they celebrate Ramadan and practice a religion called Islam. There are Christian people, Muslim people and Jewish people who all live in Israel. Sometimes their homes look the same as each other's and sometimes their homes look different.

- What do you think is the same?
- What do you think could be different?

Today we are going to read a story about two boys, one is Jewish and one is Muslim and they both live in the same city, Jerusalem. They both call Jerusalem home. Sometimes when people live in the same place they have to share things. Sometimes they want to share and sometimes they don't. This book tells a really great story of sharing.

- What is something that you share?

- Read *Snow in Jerusalem* by Deborah Da Costa

As you read the book, share different observations of the two boys, Avi and Hamudi. Share that you see a kippah on Avi's head and not on Hamudi's head. Share the differences between the streets in their neighborhoods. How are people dressed? Are the shop keepers selling different things? What language are they boys speaking? These observations will help students realize that there can be two different cultures who share the same city.

- After you read the book

- Who does the cat belong to?
- What does it feel like to share?
- How are the boys' lives different from each other?
- Which boy's home is in Israel/Jerusalem (Both)

- Photos Activity with Arab Israeli Homes

There are lots of Arabs who have lived in Israel for a long time. Most Arabs in Israel speak Hebrew but they also speak another language called Arabic. On all the signs in Israel you can see Hebrew, Arabic and English. (Show them a sign with all three languages)

Arabs in Israel have homes filled with things from Israel and sometimes other countries in the Middle East. Sometimes their homes have decorations in them that share a bit about their religion. Sometimes there aren't religions symbols in their homes.

- Share with them that the pictures of the homes and families are all pictures of people who are Arabs who live in Israel.

-Remind them that they are Arabs who are Christian and Muslim. Muslims and Christians also both live in America and in other parts of the world. Share with them that there are lots of ways to be Muslim or Christian just like there are lots of ways to be Jewish. People of all different religions and people with no religion are welcome to live in Israel.

- Muslims and Christians like to sing some different songs, often in a different language
- Arabs like to participate in the different holidays
- Arabs don't light candles and drink wine and eat challah for Shabbat.
- Often people who are Arab pray in Arabic
- Arabs believe in only one God. Lots of people think it's the same God and we just have different names for our God. In Islam/Arabic God is called Allah. In Christianity God is called the Lord or God. In Judaism/Hebrew we call God Adonai.

There are also people who are Arab who live in America. Each one has different home and celebrate Islam or Christianity a little bit differently depending on where they live. Remind them that Arab homes in Israel are as diverse as any home in America. Just like all our homes are different; all their homes are different!

-Pass around the pictures of Arab Israeli homes and family in Israel. There should be at least one picture that the students were introduced to at the beginning of this unit.

- What do they notice in the pictures?
- What does the house look like?
- What does the family look like?
- Are there any Jewish symbols in the picture?
- What is similar to your home?
- What is different from your home

-Add to a large poster-board with columns for the different communities your group will be comparing.

- Record your students the answers in the appropriate column. Include a picture of the community so that your students will be able to refer to the poster independently if possible.

-Circle Time Conclusion

Share with students that Arab homes in Israel are very similar to their own homes! They might speak a different language and live in a different part of the world but there is lots that is the same between their home and Arab homes in Israel.

Choice Activities:

Dramatic Play Area:

They Can:

Explore the differences between an American home and Arab Israeli homes in a free play atmosphere

Determine what is needed to turn the Jewish home area into Muslim or Christian home

Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

Scarves for dress up
Colored scarves for dress up/ table cloths
Metal Jewelry
Tea pot and tea cups
Big pots for cooking
Dried chickpeas and rice
Hamsas of different sizes and shapes
Colorful Pillows
Food with Arabic labels
Signs and Posters with Hebrew or Arabic
Israeli Street Signs (three languages)
Pictures/Posters of Arab art
Pictures/Posters of Israel scenery

Writing Center:**Students can:**

Draw pictures of Arab homes in Israel
Design their own Arab home
Write/Draw a story about a similarity/difference between Jewish life in American or Israel and Arab life in Israel
Write/Draw questions for someone who has visited Israel

Materials you can provide include:

Pre-Written words:

Arab, Islam, Muslim, Christian, Christmas, Ramadan, Manakeesh, Hamsa ,
Israel, Yisrael, Jerusalem, Bayit (in English and Hebrew), Peace, Shalom
(English and Hebrew) Salam (English and Arabic)

Paper

Envelopes

Pictures of different places and scenery in Israel

Coloring Utensils

Cooking Station:**They can:**

Cook Manakeesh Bil Za'atar (Flat Bread With Za'atar)

Later you can eat the Manakeesh for snack. You can cut it into triangles so it looks like pizza slices and eat it with humus, feta or labneh cheese. You can also make warm or ice tea and put it in an old teapot for a fun Arab-themed snack experience.

Recipe can be found in appendix and at: <http://www.food.com/recipe/manakeesh-bil-zaatar-flat-bread-with-zaatar-224976>

Block Area:**They can:**

- Build Israel from their own imagination or from the inspiration of photographs
- Build different kinds of Arab Israeli homes.
- Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

- A variety of blocks and building materials:
- A variety of manipulatives
- Pictures of different houses from around Israel.
- These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

- Create a Hamsa

Materials you can provide include:

- Clay (regular or self-hardening)
- Cutting tool
- Roller
- A tool with a pointed end (a toothpick)
- Paper towels
- Beads for decoration
- Evil Eye glass beads
- Paint for once it's dry

Directions can be found: <http://www.artinenglish.com/2008/07/clay-hand-hamsa-art-lesson-plan-for.html>

Book Area:**Books to provide include:**

- Snow in Jerusalem* by Deborah Da Costa
- One City, Two Brothers* by Chris Smith
- Rashad's Ramadan and Eid Al-Fitr* by Lisa Bullard
- Golden Domes and Silver Lanterns a Muslim Book of Colors* by [Hena Khan](#)
- Under the Ramadan Moon* by Sylvia Whitman
- Here is the World* by Leslie Newman
- Same Same but Different* by Jenny Sue Kosteck-Shaw
- The Birds of Bethlehem* by Tomie DePaola
- Let the Whole World Sing Praise* by Tomie DePaola
- The Peace Book* by Todd Parr
- What does Peace Feel Like* by Vladimir Radunsky

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time. I recommend that jobs be in place so that children know where and how to keep a clean classroom.

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time: How are Arab homes in Israel different than other homes in Israel? How are they the same? See if the responses are different now that the students have participated with exploring this topic!

Manakeesh Bil Za'atar (Flat Bread With Za'atar)

For the Bread Dough:

500g Plain Flour
½ teaspoon sugar
2 teaspoons dried yeast
½ teaspoon salt
310 ml hand-hot water

For the spice mix:

2 Teaspoons dried thyme
1 teaspoon ground sumac
or 3 teaspoons Zatar
4-6 Table spoons of Olive Oil

Directions:

1. To make the dough, sift the flour, sugar, yeast and salt in a large bowl.
2. Make a well in the centre and add in the water and knead till the dough has come together leaving the sides of the bowl clean.
3. Transfer onto a clean work surface and knead for about 10 minutes till the dough is smooth and elastic.
4. Lightly grease the bowl and transfer the dough into the bowl and cover with cling film and leave it in a warm place till it has doubled in bulk, for about 1 1/2 hours.
5. Meanwhile, pre-heat the oven to gas mark 7/425F/220°C.
6. Put 2 large oiled baking sheets in the oven to heat.
7. Knock the air out of the dough and knead again for about 2 minutes.
8. Divide into 8 portions and roll each ball between your palms until smooth and round.
9. Flour the work surface and flatten each round with a rolling pin until it is circular, even, and about 1/4 inch thick.
10. Cover and leave in a warm place to rise for 20 more minutes.
11. Brush the tops of the discs with a little olive oil.
12. In a small bowl, mix all the ingredients for the zaatar spice mix and add in the remaining oil and give it a good mix.
13. Spread the oil-zaatar mixture over the surface of each bread.
14. Slide the bread onto the hot baking sheets and bake for 10 minutes or until the bread is golden brown.
15. Remove from the oven and serve hot.

<http://www.food.com/recipe/manakeesh-bil-zaatar-flat-bread-with-zaatar-224976>

Clay Hamsa Project

Materials needed:

Clay (regular or self-hardening)
Cutting tool
Roller
A tool with a pointed end (a toothpick)
Paper towels

Directions:

Part I: Roll a slab of clay the size of your hand Trace your hand on the clay with your three middle fingers together Trace around your thumb sticking out to the side Do not trace your “pinky” finger Place your other hand over this form Trace the other thumb sticking off to the side Pull off excess clay Smooth edges

Part II: Make a ball and roll out into another small slab Cut out the shape of a half circle for the pocket Smooth the edges and attach to bottom half of hand Put paper inside the pocket to help keep its shape

Part III: Decorate by adding clay and by scratching designs Add a hole at top for hanging Decorate with underglazes (or paints)

Directions: <http://www.artinenglish.com/2008/07/clay-hand-hamsa-art-lesson-plan-for.html>



<https://s-media-cache-ak0.pinimg.com/originals/35/f7/7b/35f77bfe5bcc57f57b11f7d62705cf48.jpg>



<https://s-media-cache-ak0.pinimg.com/736x/4a/61/b6/4a61b670f63845444c45aa001bd4bd5d.jpg>



<https://s-media-cache-ak0.pinimg.com/736x/2d/8f/07/2d8f0778833520ebd30c26df2af19ebb.jpg>



<https://s-media-cache-ak0.pinimg.com/736x/61/7f/82/617f8284dc9852c1b630c54d97125df3.jpg>



[http://i.ebayimg.com/00/s/MzU5WDMwMA==/z/9xwAAOSwxH1T-3nV/\\$ 3.JPG?set_id=2](http://i.ebayimg.com/00/s/MzU5WDMwMA==/z/9xwAAOSwxH1T-3nV/$ 3.JPG?set_id=2)

Photos of Arab Israeli Homes



Top Picture: <http://www.thetower.org/wp-content/uploads/2013/05/amjad4.jpg>

Bottom Picture:

<http://www.slate.com/content/dam/slate/blogs/ behold/2014/04/18/Eighteen%2004.jpg.CROP.original-original.jpg>



Top Photo: <http://cdn.timesofisrael.com/uploads/2015/09/F140528MS15-e1443190195927.jpg>

Bottom Photo: <http://static.panoramio.com/photos/large/13137626.jpg>



Top Photo: <https://truthandsurvival.files.wordpress.com/2008/07/arab-family.jpg>

Bottom Photo: https://sites.duke.edu/dukeintheArabWorld2013/files/2013/07/IMG_40131-e1373348123883.jpg



Top Photo: http://3.bp.blogspot.com/_Nq0QrExm9QM/TPZvF84rILI/AAAAAAAAAF0/xHLcBrzAjS0/s1600/1311+49+You+Arab+beoble%2521%2521.jpg

Bottom Photo: <https://arabinformationcenterithaca.files.wordpress.com/2014/10/sudanesse-family.jpg>



<https://972static-rsvpteamltd1.netdna-ssl.com/wp-content/uploads/2011/09/Jerus>



[Arabic-English-thumbnail.jpg](#)

[Jerusalem-Hebrew-](#)

<http://www.jerusalemshots.com/i/uploaded2/0415035122.jpg>



https://upload.wikimedia.org/wikipedia/commons/thumb/0/07/The_Dome_of_the_Rock.jpeg/800px-The_Dome_of_the_Rock.jpeg

Lesson Eight: My Home: My Homeland: Same Same but Different

Lesson Essential Questions:

- How does my home look similar to Israeli homes?
- How does my home look different than Israeli homes?
- What makes my home special?
- What makes my homeland special?
- How is my homeland like a home?

Lesson Goals:

- Connect the studies of homes in Israel to students' homes.
- Discuss homes in Israel and what they may look like
- Articulate that different parts of Israel have different homes because of different culture, tradition and heritage
- Grapple with the idea that homes can be the same and different at the same time

Time Table:

Please make your circle time what is developmentally appropriate for your learners

00:00-00:15/25 Circle Time

00:15/25-1:30 Choice Activities

1:15-1:25 Clean Up

1:25-1:30 Wrap Up

Circle Time Activities:

- Sing Morning Greeting Song
 - https://www.youtube.com/watch?v=5nXn2JjEb_Q
 - <https://www.youtube.com/watch?v=T0WSwoqlu2Y>
- Calendar/Weather/ Daily Circle-time Ritual
- Read Same Same but Different by Jenny Sue Kostecki-Shaw

The book Same Same but Different, is not focused on Israel. It shares the story of two boys living on opposite sides of the world and how even though their lives are very different there is a lot that they have in common. Before you read the book, share with the class that since we have been talking about our homes and homes in Israel for a long time, we are going to create two class books to share what we have learned. One is our portfolio, to share that we have been working on together. The other is going to be our own version of a "Same Same but Different" book. Today everyone is going to make a page for the class's new book. As you hear the story, notice things that are the same and things that are different.

Discuss the book:

- What was the same?
- What was different?

- Discussion: Wrapping up homes in Israel
 - Reflect on the idea of “Jewish Home.”
 - Look at the definition from before.
 - Ask the students if there is anything they want to add.

- Ask the learner’s what do they think it means to have a whole country that is a Jewish home?
 - What does it look like?
 - What language do people speak?
 - What objects would you find there?

Make sure to document these answers for the portfolio

- Photo Activity
 - Share with the students pictures of different families and their homes throughout Israel. All these pictures should now be familiar.
- One by one hold a picture up.
- Ask your students to help complete these sentences:
 - Their home is the same same as America because.....
 - Their home is different from America because.....
- Record these answers and include the answers and the pictures in the classes *Same Same but Different* book.

- Circle Time Conclusion
 - Remind students that are lots of things that we don’t know about the lives of the people in Israel. Every person is different so even though we have learned some things. It’s important to remember that every person has their own story and their own home.*

Choice Activities:

Dramatic Play Area:

Students Can:

- Connect their own understanding of home to Israeli homes in a free play atmosphere
- Explore the differences between their American home and a home in Israel
- Determine what is needed to turn Israeli homes into a home for the students in Israel
- Take pictures of students acting out different scenarios that mirror life in Israel

Materials for exploration could include:

Israeli Materials

- Boxes of Israeli food with the packaging in Hebrew/Arabic
- Fabrics

Hebrew/English Signs and Posters
Students' Candle sticks/ Challah Covers
Toy Challah
Dolls
Jewelry

Writing Center:

Students can:

Write/Draw/Dictate a story for a "Same Same but Different," page
They will share the answers to these questions and then draw a picture related to their answer for the class "Same Same but Different" Book.

Prompts:

My home is the same same as Israel because....
My home is different from Israel because.....

Materials you can provide include:

Pre-Written words:
Home, House, Bayit, Same, Different (in English and Hebrew)
Paper
Pictures of students' homes
Pictures of students' home exploration throughout the unit.
Coloring Utensils

Math Table used for Memory Game:

They can:

Play a memory game with pictures of different Israeli homes

Materials you can provide include

A memory game with laminated photos of pictures from different Israeli homes

Block Area:

They can:

Build Israel from their own imagination or from the inspiration of photographs
Build different kinds of homes in America and in Israel.
Explore the connection between home and community and Israel through imaginative play

Materials you can provide include:

A variety of blocks and building materials:
A variety of Manipulatives
Pictures of different houses from around Israeli. These pictures can be either of the outside of the house or in the inside of their house.

Art Area:**They Can:**

Create cards to send to an Israeli school
Connect with your synagogue/JCC/federation to see if there's a community you can partner with.

Materials you can provide include:

Paper
Markers
Scissors
Glue
Crayons

Book Area:**Books to provide include:**

Same Same but Different by Jenny Sue Kostecki-Shaw
The Remarkable Journey of Josh's Kippah by Barbara Elissa
Here is the World by Leslie Newman
Around the World in One Shabbat by Durga Yael Berghard
Hanukah around the World by Tami Lehman-Wilzig
My Cousin Tamar Lives in Israel by Michelle Shapiro Abraham
Israeli Children's books (in Hebrew)
All the World by Liz Garton Scanlon
The Peace Book by Todd Parr
What does Peace Feel Like? by Vladimir Radunsky
My First Hebrew Word Book by Judyth Groner
Israel ABC's by Holly Schroeder
Good Night Israel by Mark Jasper
Let's Visit Israel by Judyth Groner
Everybody Says Shalom by Leslie Kimmelman
Hare and Tortoise Race Across Israel by Laura Gehl

1:15-1:25: Clean Up

Give a five-minute warning before clean up and then after an hour of free choice activities signal to the class that it is clean up time. I recommend that jobs be in place so that children know where and how to keep a clean classroom.

1:25-1:30 Wrap up:

After clean up, and ask the question again from the first circle time
-What is one thing that is the same between your home and a home in Israel?

Documentation for Class Book:

-Document the answers to:

What is special about my home?

My home is the same same as Israel because....

My home is different from Israel because.....

Their home is the same same as America because.....

Their home is different from America because.....

Reflect on the idea of “Jewish Home.” Look at the definition from before. Ask the students if there is anything they want to add.

Lesson Nine: My Home: My Homeland: Celebrating Israel as a Class

Lesson Essential Questions:

- Why is my home and homeland important to me?
- How do I partner with my family to create my home?
- What do I want to learn about my home and homeland in my future?

Lesson Goals:

- Share learning of home and homeland with our families
- Celebrate our homes and our homeland together
- Engage in multi-generational learning and sharing
- Create a blessing for the home for families to put up in their homes.
- Inspire curiosity and questions about the Jewish homeland and to plant a seed for further learning.

Time Table:

- 00:00-00:10 Welcome families to the classroom as families
- 00:10-00:30 Students Share learning
- 00:30-1:30 Parents and Teachers share learning/ Implement activities
- 01:30-01:55 Snack
- 01:55-02:00 Clean Up
- 02:00 Goodbye Song

Detailed Lesson Plan:

Note: This detailed lesson plan is just a template. This special celebration should come from the teachers and the parents working together to envision a celebration that works for the community to honor and share the learning that the community has done together. Feel free to implement as much or as little of this schedule as you would like.

00:00-00:10 Welcome families to the classroom

As families arrive, children can greet them and show them around their classroom until all the families arrive. There can be activities set up for families to engage in until the presentation begins.

00:10-00:30 Students Share Learning:

The celebration can begin with students sharing their learning.

This could include:

- Each child reading a page of their “Same Same but Different” class book
- Singing a song they have learned
- Showing art projects and talking about them
- Students talking about their portfolio created for the unit
- Looking and talking about pictures or a slide show of the learning that has happened the past few weeks

00:30-1:30 Parents and Teachers share learning/ Implement activities

Write and decorate a “blessing for the home” for your home:

Materials might include:

Wooden Frames

Paint to decorate the frames

Paper and Pen to write the words of Shalom Bayit

Canvas and paint to decorate canvas

Paper and pens

Modge Podge and Tissue Paper

Print out pictures of examples for inspiration

Other Activities could include: Cooking, Dress up, Games, Israeli dancing.

1:30-01:55 Snack

Snack should be Israeli food: It can be prepared ahead of time by the community, prepared during the event or catered.

Snack can include: pita, humus, Israeli salad, challah, injera, labneh, Manakeesh, fruit, grape juice.

1:55-2:00 Clean Up**2:00 Goodbye Song:**

Students, Family members and teachers sing a goodbye song together.

Suggestion: Shalom Chaverim.

Photo Inspiration for Blessings for a home



<https://s-media-cache-ak0.pinimg.com/originals/f2/f3/cf/f2f3cf490979c850d20c83a3fcc94d5e.jpg>



ברכת הבית Home Blessing

בזה הבית תשרה הברכה,
בזה הבית תשכון השכינה,
יתברך זה הבית בברכת שמים
ויהיה שחול על פלגי מים.
אהבה ורעות בו יתחברו,
חדווה וששון בו ישררו,
קול שמחה וצהלה בבית הזה ישמע
וגם פרנסה, ברכה והצלחה...

May this home be a place
of happiness and health,
of contentment, generosity
and hope,
a home of creativity
and kindness.
May those who visit
and those who live here
know only blessing and peace.

Amit Yaffe

https://img1.etsystatic.com/000/0/5928773/il_fullxfull.328416721.jpg



http://www.jerusalem pottery.biz/products/Tiles/assets/images/blessings/T253_yellow_fr.jpg



https://www.judaicawebstore.com/media/catalog/product/cache/1/image/9df78eab33525d08d6e5fb8d27136e95/H/o/House-Blessing-Plate-English-Armenian-Ceramic-AG-21PL22_large.jpg



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וגם פרנסה, ברכה וזחלחה...

May this home
be a place of happiness
and health, of contentment,
generosity and hope,
a home of creativity
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<https://s-media-cache-ak0.pinimg.com/originals/93/98/58/939858b0a3033323181cfeff8cb3373c.jpg>

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Chazan, B. (2015). Diverse Narratives. *The Aleph Bet of Israel Education*. The iCenter. 89-96.

“Diverse Narratives” is a short article that is published online as part of the iCenter’s resources for Jewish educators and others who might be interested in Jewish education. Although, it is short, the article speaks to some key challenges of how we are teaching Israel today. The author, Barry Chazan, is a scholar in Israel education and his expertise has brought him to many different places of work related to the field. He is the founding director of Spertus Institute’s Masters of Arts in Jewish Professional Studies Program, was the dousing international director of Education for Birthright Israel and is very active in the iCenter based in Chicago. In this article, Chazan examines Israel Education through the framework of a camera. It is through different narratives and lens that we gain different insights to the narrative of this complex country. Each narrative is true, yet it only shares one particular perspective. Through this article Chazan discusses a few of the most commonly taught narratives and the benefit and challenges of teaching Israel through these particular narratives. The article is divided into sub categories of narratives including, “Teaching Prominent Israel Narratives, Birthplace and Covenant, Memory and Hope, Returning to Zion, The State of Israel, The People of Israel, and Alternative Narratives. Through examining Israel through these different lenses a different story of Israel can be taught. As educators it is important to understand each story and to be aware of what story we are teaching and how that affects our learner’s understandings of the modern Jewish State.

Elkind, D. (2007). *The Power of Play: Learning What Comes Naturally*.

David Elkind, an academic, writes this books for parents, teachers, sociologists and other academics who are concerned and troubled the high-pressure, hurried nature of childhood. The power of play looks at the act of play through a high level sociological lens. Elkind sees play not just as fun but important for the next generation to grow up healthy and with the skills the need to be successful. Elkind himself has written many books on similar topics including, “the hurried child” which he wrote over twenty years ago. Elkind is a well-respected professor at the Eliot-Pearson School of Child Development at Tufts University. Elkind is a fierce proponent of play and believed that often it is silenced though out America which affects cognitive, social and emotional development. In this book, he outlines a developmental theory of play that incorporates Freud, Piaget as well as his own research. This articulate intellectual/ motivational theory of play development informs the entire book. The book itself is divided into three main sections titled: The Changing World of Play, Play, Learning and Development, and The Power of Play.

Grant, L., & Kopelowitz, E. (2012). *Israel education matters: A 21st century paradigm for Jewish education*. Jerusalem, Israel: Center for Jewish Peoplehood Education.

Grant and Kopelowitz come together to write this very important piece of literature on the importance of Israel education for our modern era. This book is for both educators and researchers but has a large focus on the field itself rather than the theoretical and academic framework. Grant and Kopelowitz are a great pair because they approach Israel education from very different angles. Grant is a professor of Jewish Education at Hebrew Union College at their New York campus. She specifically focuses on the place of Israel in American Jewish life and Israel Education. Kopelowitz is a sociologist specializing in the Jewish world and Jewish Education and focuses a lot on Jewish Peoplehood. Together they are able to write from the educational and sociological perspectives to craft a book that talks about the challenges and opportunities of Israel Education in American Jewish life today. This book is unique because it documents a new strategy for Israel education based on a “paradigm of mutuality and meaning,” and that the connection to Israel must begin with a complex weave and in order to properly educate Israel education must be part of a holistic Jewish education. In addition Grant and Kopelowitz find a balance of writing about what has been done in the field with what needs to be done as we move into the 21st century. The book is divided into three main sub-topics which provide the framework for how they believe Israel education ought to be taught: Integrate, Complicate and Connect. Integrate refers to making Israel part of ongoing Jewish Life. Complicate is to share the multiplicity of voices and narratives in the Israel story in order to create a personal relationship that is based on both an intellectual as well as emotional relationship with Israel. Connect is used to mean how we can build social networks between Jewish inside and outside of Israel. This framework can help any educator find ways to go deeper into Israel education and hopefully help to educate for deeper and more meaningful relationships with Israel.

Jennings, A. J. (2016) “4-year-olds discuss Love and Marriage by A.J. Jennings.” *Rethinking Sexism, Gender, and Sexuality*. Milwaukee WI: A Rethinking Schools Publication. (pp. 50-55).

This article is for teachers and parents who are struggling with how to talk about tough and sensitive issues with young children. The article itself focuses on understanding topics of sexuality and relationships; however it addresses these topics through a framework that can be re-constructed for any sensitive topic that leads itself to binary thinking. The author, A.J. Jennings is a teacher at a Chicago area pre-school and speaks from her experience as a teacher and as a LGBTQ activist. Jennings believes that young children can be encouraged to think deeply and critically. She challenges the notion that young children need to be told an uncomplicated truth. Jennings states, “Through careful listening, we can identify the issues that kids in our classroom are grappling with. And, through conversation, we can model nonjudgmental behavior and challenge binary thinking,” (Jennings 51). Jennings also believes that there are teachable moments that happen at unlikely moments; the best teaching and learning happens when it comes from the students, “I believe that setting up our classrooms so conversation is honored as part of the curriculum provides children with repeated opportunities to develop their critical thinking skills, empathy and worldview,”

(Jennings 53). Two of the subtopics that are fascinating for my work with young children include, “Challenging Binary Thinking” and “Too ‘Sensitive’ for Class Discussion.”

Jones, E. & Reynolds, G. (2011). *The Play's the Thing: Teachers' Roles in Children's Play*. New York, NY: Teachers College Press.

The Play's the Thing, is a book created for teachers, parents, curriculum writers or anyone who is working hard to create a culture of play for children throughout childhood: especially in their schools. Jones and Reynolds are both expert teachers and academics with a particular focus in early childhood education. Elizabeth Jones was faculty at Pacific Oaks in Pasadena after receiving an MA in child development and a PhD in sociology. She has written multiple books and articles and presents her research around the country. Gretchen Reynolds received her M.S. in education from Bank Street and a Ph.D in education from Claremont, CA. Now she is a professor in the Early Childhood Education Program at Algonquin College in Ottawa, Canada. Jones and Reynolds provide techniques to help teachers understand how to use play as a teaching tool, rather than a completely unstructured time. They believe that, “when children engage in playful learning or guided play, they do even better than they do in direct instruction” (xiii). Through play based learning children can master the 6Cs, “Collaboration, Communication, Content, Critical Thinking, Creative Innovation and Confidence.” Throughout the book Jones and Reynolds give teachers tools on how to facilitate play so that teachers can help foster and grow these 6C's. The book itself outlines these different roles teachers can have in a play-based learning environment. They include: Teacher as Stage Manager, Teacher as Mediator, Teacher as Player, Teacher Behavior That Interrupts Play, Teacher as Scribe, Teacher as Assessor and Communicator, and Teacher as Planner. Through these different lenses Jones and Reynolds are able to highlight the teachers role in a play based learning environment and through that role hopefully effective and productive learning can take place.

Katzew, Jan. (2015). Curricularizing Israel: Principles and Themes. *The Aleph Bet of Israel Education*. The iCenter. 40-57

Jan Katzew challenges educators of schools as well as in other settings, to rethink what it means to teach and create curriculum about Israel. Katzew draws upon his knowledge of Jewish education and curriculum through his wide variety of experiences including: congregational Rabbi, Day School principal, professor at Hebrew Union College and leader in the Reform Movement's efforts in Life Long Jewish Learning. Katzew looks at reframing conversations about Israel and provides educators and readers with essential questions to consider when planning Israel curriculum. He proposes directions and practices which can guide educators' work in the field. He breaks this chapter into sections including: What is Curriculum, Israel and Curriculum and Creating Israel Curricula. Creating Curricula includes core values and ideas, guiding questions, topics and scope and sequence. Katzew believes that, “The overall purpose in developing an Israel curriculum is to nurture a personal, emotional, and reflective relationship with Israel—a connection that is affective as much as it is cognitive, and psychological as much it is historical.” It is through this lens that Katzew

challenges educators to grapple with deep and important questions of what to teach and how to teach Israel today.

Sinclair, A. (2013). *Loving the Real Israel: An Educational Agenda for Liberal Zionism*. Teaneck, NJ: Ben Yehuda.

Sinclair crafts a book that is for educators or other individuals who are thinking about the political and cultural realities of Israel and how that impacts modern day Israel education. Alex Sinclair is one of the leading academic experts in Israel education and is the Director of Israel Education for the Jewish Theological Seminary. He earned his PhD at Hebrew University of Jerusalem, and has taught at a variety of academic institutions both in Israel and America. In his book's introduction, Sinclair writes how there are many liberal academics who write about the challenges of loving Israel with the realities modern political and social realities of the country. However, Sinclair focus particularly about how to rethink education about Israel and engagement with Israel in light of the new political and sociology reality. Since I am interested in focusing on education I think that Sinclair provides some framework in how to re-think how Israel education are done. Sinclair divides this book into four key pillars: complexity, conversation, empowerment and politics. These pillars acknowledge the reality and build upon each other in order to provide the educators information with how best to frame Israel education. The pillar of empowerment has interesting information from Nel Noddings on "not love but caring" which I think is important for early childhood. In addition to these four pillars, Sinclair also focuses on: Complexity applied: Post-Zionism, From vision to practice and Dialogical Zionism in practice. Although this book focuses on a wide variety of topics related to Israel education it has great insight into framing the conversation for children which help empower teachers to teach Israel in a morally responsible way which can align with the teacher's own personal progressive values.

Wood, C. (2007). *Yardsticks 3rd Edition: Children in the Classroom*. Turners Falls, MA. Center for Responsive Schools.

Yardsticks is an important book for teachers who teach children from 4-14. It can be especially useful for teachers who teach in schools, synagogues, camps, in experiential settings, and in mixed age groups. Wood has significant amount of expertise in teaching a wide variety of age groups and additionally has spent time studying child development. Wood has dedicated much of his professional career to helping teachers understand developmentally based education. His core belief is, "knowing what children each age are developmentally capable of doing physically, socially, emotionally and cognitively enables respectful, successful teaching of all children - no matter their life circumstance or cultural background," (p217). Wood has a distinct approach of not just focusing on developmental educational theory but also on giving the reader concrete ideas of how to incorporate developmentally appropriate teaching into a variety of subjects. Wood breaks down each age and focuses on Growth Patterns, "In the Classroom" and Curriculum. Growth Patterns is further divided into categories such as: physical, social-emotional, language and cognitive. "In the Classroom" is divided into vision and fine motor ability, gross motor ability, cognitive growth and social-emotional behavior. Lastly curriculum is broken into subjects such as reading, writing, thematic units, and math. Through these topics and subgroups, Wood

is able to provide a comprehensive snapshot into the developmental abilities of students four-fourteen. I think that this book is an excellent resource for teachers who are teaching four to six year olds because Wood focuses on what skills and interests are relevant to this age group even though they may not be in full-time school yet. It is important to realize that these years have so much potential for learning and growth. This learning and growth can be best maximized when teaching through developmentally appropriate means.

Zakai, Sivan. (2015). "Israel is Meant for Me: Kindergarten's Conceptions About Israel" *Journal of Jewish Education*, 81(1), 4-34.

This article is a fascinating piece of work that provides insights for educators, academics and anyone who is interested in children's identity development specifically connected to the development of a connection to Israel. Sivan Zakai is the Director of Israel Education initiatives and Assistant Professor of Education at American Jewish University. She is known as an expert in Israel Education and is a consultant and mentor at the iCenter. Additionally, she serves on the advisory board of multiple Israel Education Organizations. This piece is based on research that Zakai has conducted as part of a longitudinal study on students' connections to Israel in Jewish Elementary Schools. This study focuses specifically on kindergarteners and is different from other research because it does not focus on what content children are studying in kindergarten. Rather, Zakai asks the question, "What is Israel in the minds and hearts of young American Jewish children?" Her research uncovers some common understandings throughout kindergarteners, which become her sub-topics throughout her article. They are: Israel is both a Jewish State and a place for those who live there; Israel is a dangerous place and safe haven for Jews; and a place that is at once special and ordinary. This research shows that despite their young age, American Jewish children are creating multilayered conceptions of Israel through their exposure to Israel in school and in their homes.

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