

THE ISRAEL CONTEST

A curriculum for Israel Engagement

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The Israel Contest (Yom Ha'atzmaut Event)

We recommend working the curriculum towards Yom Ha'atzmaut, and holding the contest on Yom Ha'atzmaut day. The teacher should select 10 students to be the contestants in the event. The students chosen to compete should be those that worked seriously throughout the curriculum and submitted top quality assignments consistently.

At the beginning of the contest **all the students** will be presenting their assignments in an "Israel Fair".

During the main contest event, the top/winning assignments are going to be presented, one for each unit covered in the curriculum.

1. Plays/skits with Herzl and the Biblical characters
2. Advertisements to come to the Israeli city of choice
3. Proposals for how to solve a problem in Israeli Society
4. An artistic interpretation/adaptation of a selected poem

In between each presentation, the top 10 students will be asked trivia questions about Israel, based on the body of information studied throughout the course of all four units. They may study/review their student workbooks prior to the contest in preparation. The trivia questions are below.

The suggested contest structure is:

Presentation ---- Quiz ---- Presentation --- Quiz...

The winner of the contest is determined by the student who received the highest combined score for: points earned for correct answers during the quizzes and top ranking scores for assignments presented.

Suggested Prize: The student will travel to Israel to put into effect their proposal for addressing their social problem in Israel (based on Unit 3).

Unit Assignments:

Unit 1:

Dialogue between Herzl and the Tanach Personalities

After you have explored and understood the Jewish People's different connections with *Eretz Yisrael* since the Biblical period, create a dialogue between **Herzl** and the **Bible** personalities: The two and a half Tribes, the Spies, and Abraham. **Please read the guidelines before you write the dialogue.**

Focus Questions:

- How do you think these characters could help Herzl decide where to establish the Jewish State?
- Imagine what each of them would say to Herzl and what Herzl might reply.

Guidelines

Step 1: Characterization

Personalities: Herzl, Abraham, the two and a half tribes, and the spies.

Try to get inside these personalities, then answer the following questions :

- Where and when did this personality live?
- Who are the people around him or them?
- Describe the personality's main characteristics.
- What important actions are relevant to the theme of this conversation?
- What is the personality's connection to Israel?

Step 2: Stating the Case

List the arguments that the personality could bring during the conversation with Herzl about the most suitable place to create a Jewish State.

Step 3: Writing the Dialogue

- Ensure the continuity and fluency of the conversation.
- Focus on the theme.
- Conclude with Herzl's response (imaginary).

Suggested Assessment Criteria

- | | |
|---|-------|
| a. The dialogue is based on the central theme | (30%) |
| b. The characters are well-characterized | (30%) |
| c. Arguments | (30%) |
| d. Originality | (10%) |

Unit 2:

Advertise a City

The students are to write an “advertisement” about the region/city that they researched in their groups, trying to convince others like themselves to move there. The advertisements should be submitted in print, and the students are encouraged to be creative, use photos, etc.

Tip:

We recommend finding a real advertisement promoting a local city or residence in your own region to help explain what the assignment is looking for.

1. Whether or not you can find an advertisement promoting a local city, show them the Be’er Sheva ad, found below, and in the student workbook on.

“Living the Dream”: *Keeping the Vision Alive*

Ben Gurion Day, July, 2007

“A proactive recruitment program at Ben-Gurion University of the Negev has brought many of Israel’s most promising scholars and scientists to the region, creating a positive population growth of young families that has turned Be’er Sheva into a thriving metropolis. The Negev, long considered well off-the-beaten track of modern Israel, has slowly turned its reputation around. Today, hundreds of families are seeking out the quality of life and Zionist challenges found in this frontier region”.

2. Explain that the purpose of an "advertisement article" is to persuade the **"buyers to buy the product that you are selling"**. In this case, the goal is to convince the readers to live in the place of your choice in Israel.

Instruct the students to keep in mind:

- a. Advertisement copywriters need to prove their message and their case through facts and examples. To do this, **they also need to understand their target population** – their potential buyers. In the case of Beersheva, for instance, the copywriter decided to use scientists living there talking about how Ben Gurion's dream has come true. To "sell" a city in Israel, you need to think about what facts would interest a young American Jew.
- b. Advertisements work through the use of language - they have to sound attractive. **Students need to think about how to present the facts in a compelling way.** Encourage them to be creative and add pictures, etc.

- c. Emphasize and discuss **the importance of the title** or headline in drawing people to read it, and articulating the message. For example, the Be'er Sheva ad is titled "**Living the Dream**", which is both a catchy headline, and a good summary of the content in the ad.
3. At the end of their article, students must summarize in one paragraph why their city is a good place to live.

Suggested Assessment Criteria:

- An interesting title and a convincing overall case 30%
- Demonstration of the student's knowledge about the place 25%
- Case substantiation through facts and arguments 25%
- Originality, graphics, technique 20%

Unit 3:

Solving Israel's Social Problems

Instructions:

1. Each student must select a social challenge they learned about to research on a deeper level.
2. The student must research whether or not their particular challenge exists (or existed) in the United States.
 - They must write about how America addressed the challenge.
 - They must summarize the information they find, including a description of the problem in America as well as the way it was tackled.
3. In addition, the students must provide their own suggestions for how this challenge may be addressed.
4. The students are instructed to think about the ways that the young Jews in the United States and Israel can work together and share ideas towards solving this challenge.
5. The students must write what they feel are the first steps needed to make this problem-solving partnership between America and Israel possible?

Suggested Assessment Criteria:

Information about the problem	30%
Suggestions about how to solve the problem	30%
Suggestions how to work in partnership with Israeli students	20%
Description of the first steps	10%
Originality	10%

Unit 4:**Poetry of the Heart**

This assignment has 2 parts. Part 1 is to be completed by each student independently. Part 2 may either be completed independently or in groups of up to 3. Read the instructions out loud to the students and allow them to decide if they will be doing Part 2 independently or in a group.

Part 1

This part of the assignment is to be completed independently. Students must cite any online or offline references.

1. Select one of the songs or poems that we have studied in class, or choose a song you feel expresses longing for, or belonging to, Israel. Print it out.
2. On a separate sheet of paper, explain why you chose this song and how you connect to it.
3. Below the text of the song title, describe the way this song/poem was written and add information about the author, and his or her work.

Part 2

This part may be completed either independently or in groups of up to 3. Students who work in pairs / groups of three need to explain how they collaborated/divided the work.

Think how to express the meaning of your song or poem in a creative and original way, using one of the following options: a collage, Power Point Presentation, mime, creative dance, etc. Draft an outline plan and begin working on your creative presentation.

OR:

Set down the messages and ideas you would like to convey and compose your own song lyrics. Would you set it to a known tune or create your own?

Suggested Assessment Criteria:

Written responses, research demonstrate depth and new knowledge	25%
Coherence, reasoning and composition in the written responses	25%
Quality of creative response: originality, depth, composition, style	25%
Teamwork	10%
Appropriate use of the chosen medium's potential.	10%
ideation of sources	5%

THE QUIZ:

Below is a list of suggested trivia questions for you to ask the 10 competitors during your Israel Contest.

- The questions are designed to cover a variety of styles and levels of thinking.
- Feel free to add your own questions, or change the ones we provided.
- We recommend using a projector for some of the questions (for example, showing a photograph of a city in Israel or a character from its founding and ask the students to identify the image. This will also make the contest more interactive for the students in the audience who are observing.

QUESTIONS:

1. Natan Sharansky is a symbol of the large aliyah [immigration to Israel] from the Former Soviet Union in the late 1980s and '90s. What type/style of connection would you say he has to Israel? Cite an example from the Bible.
2. Al Gore is planning to make another movie about the environment. They are currently doing research for the movie on effective ways for countries to conserve water. What can he learn from Israel in the area?
3. Play a song, or a clip from a song, that the students have no yet heard during the curriculum. Ask the students to explain the longing/belonging relationship to Israel that is depicted in the song.
4. The major city we studied that is located in the Mountain range of Yehuda is...
5. This city is an example of tolerance and mutual respect among its citizens. Please state the city and explain why.
6. In what period of Jewish History did Israel have the largest geographical area?
7. The unification of Jerusalem occurred on what day and year?
 - a. Who was the chief at the time?
8. What was the name of the first Kibbutz?
9. In Rachel's song "Perhaps", she portrays the spirit of the pioneers. Describe this spirit.
10. In what significant region of the world is Israel located?
11. Why is Israel's location is so critical? What is Israel's relationship to its neighbors?

12. What city in Israel is compared to Silicon Valley in California?
13. What is the tallest building in Tel Aviv?
14. How has the artist Nahum Gutman depicted Tel Aviv's eternal character in his artwork?
15. Which characters from the Bible remind you of the type of connection that is typical of American Jews toward Israel today?
16. What type of connection did the 12 spies have with Israel? Explain your answer.
17. In the 1990s, Yael Arad was the first woman to win an Olympic medal for Israel. Can you name the achievements of another woman in Israel?
18. Israeli singer Idan Reichel is inspired by Ethiopian culture and music. His songs are an example of **multiculturalism**. Can you explain the meaning of this concept? Bring another example.
19. Why is Israel's Water Carrier so important for environmental protection and conservation in Israel?
20. The singer Matisyahu was inspired by an important Psalm when he wrote his hit song "Jerusalem". Which Psalm? Explain how the singer was influenced by it.
21. The first Israeli Astronaut to go to space was.....
22. What is the "Law of Return"? Explain why the State of Israel established the law.
23. Explain what significant event in Israel's history took place on the 29th of November, 1947.
24. At what age is it compulsory for Israeli children to begin school?
25. Who was Eliezer Ben Yehuda, and what was his contribution to the Israeli Society?
26. Why is the hymn "Hatikva" so important to the Jewish People? What does it represent?
27. Give a basic description of how the Israeli Healthcare system functions.
28. Give an example of a significant challenge facing Israel's healthcare system.
29. In what way would you say that Ben-Gurion's dream is still alive? Give an example of this idea.
30. Herzl considered establishing a Jewish State in another location. Which location? And when was it in fact decided that Israel would be the home of the modern Jewish State?

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