



#10166 FAMILIES OF ISRAEL

MASTER COMMUNICATIONS, INC., 2000
Grade Level: 2-5
30 mins.

DESCRIPTION

Nine-year-old Inbar and six-year-old Yoad live in Israel, one on a kibbutz and the other in Jerusalem. They celebrate the Sabbath the same way, and both are learning Hebrew, English, and Arabic, but their lives generally differ. Follow each through a typical day from morning wake-up call to breakfast, school, afternoon activities, chores, dinner, and bed. Presents some cultural and historical information about Israel.

ACADEMIC STANDARDS

Subject Area: Geography–Human Systems

- Standard: Understands the nature and complexity of Earth's cultural mosaics
 - ◆ Benchmark: Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do) (See INSTRUCTIONAL GOALS 1.)
- Standard: Understands that culture and experience influence people's perceptions of places and regions
 - ◆ Benchmark: Knows the ways in which culture influences the perception of places and regions (e.g., religion and other belief systems, language and tradition; perceptions of "beautiful" or "valuable") (See INSTRUCTIONAL GOALS 2 and 3.)

Subject Area: Geography–Environment and Society

- Standard: Understands how human actions modify the physical environment
 - ◆ Benchmark: Knows the ways in which the physical environment is stressed by human activities (e.g., changes in climate, air pollution, water pollution, expanding human settlement) (See INSTRUCTIONAL GOALS 4.)

INSTRUCTIONAL GOALS

1. To present a brief overview of two Israeli children in their daily lives.
2. To illustrate the use of two languages in Israel.
3. To emphasize the importance of religion in the lives of Israelis.
4. To observe how Israelis eat healthy foods and live in harmony with their environment.

VOCABULARY

- | | |
|----------------|---------------|
| 1. Arabic | 9. organic |
| 2. dates | 10. petition |
| 3. dehydrated | 11. Sabbath |
| 4. generations | 12. shekels |
| 5. Hebrew | 13. software |
| 6. Jews/Jewish | 14. therapist |
| 7. kibbutz | 15. Torah |
| 8. oasis | |

BEFORE SHOWING

1. Locate Israel on a world map or globe.
 - a. Find Jerusalem and Tel Aviv.
 - b. Locate the Red Sea Desert. Discuss desert environments.
 - c. Note the names of bordering countries and seas.
2. Make personal lists of viewers' main activities in a typical day. Retain for later reference for comparison with those of the Israeli children in the video.

AFTER SHOWING

Discussion Items and Questions

1. Define kibbutz and oasis. Discuss how a kibbutz is like an oasis. Describe the main idea of a kibbutz, and give examples of what it means for the people living there.
2. Explain how Inbar's family conserves water.
3. What are the main languages used in Israel? Which language is used for each of the children in the video at home and at school? Why does everyone learn to speak Arabic?
4. What is software? How is it important to Israel?
5. From the list of daily activities generated from BEFORE SHOWING, compare each item to Inbar and Yoad's activities.
6. In addition to dates and watermelons, what other fruits or vegetables are grown on the kibbutz? Describe their farming equipment and methods, including composting.
7. Explain how art can be used as therapy to make people feel better.
8. What does dehydration mean? What are the symptoms? Recall what steps Inbar and her family took to prevent dehydration.
9. What is underneath the kibbutz? Why is it there? What is it used for during peaceful times?

C a p t i o n e d M e d i a P r o g r a m

10. When does the Sabbath begin and end? Describe what happens during this time. Why do the children get to stay up later than usual on the evening of the Sabbath?
11. Compare Inbar's housing situation, activities, and chores with Yoad's.
12. How long has the family of Yoad's father lived in Jerusalem? Discuss how many years thirteen generations might be.
13. Discuss what Yoad means when he says, "Israeli is like a cactus, tough on the outside and sweet on the inside."
14. What is special about Jerusalem?

Applications and Activities

1. Research a kibbutz. Find elements of a kibbutz, including:
 - a. Countries in which they are found.
 - b. Number of people living in them.
 - c. How long they have existed.
 - d. Division of duties.
2. Pretend the students are members of a kibbutz. Create a job duty list, and assign students to each. Imagine possible issues that might arise on a kibbutz, and hold a mock meeting.
3. Have a lunch of goat cheese, organic vegetables, dates, and watermelon.
4. Find a translation of Hebrew words to English. Try writing proper names and common English phrases in Hebrew.
5. Visit a dairy farm to watch cows being milked. Calculate how much milk the class drinks per day at school and how many gallons it equals during the school year.
6. Inbar mentioned that there are shelters under the kibbutz to be used in case there is fighting in her country. Find out if and where the United States has shelters like these.
7. Use current magazines and newspapers to find out and discuss Israel's political relationships with nearby and world countries.
8. Young people in Israel serve in the army for two years when they graduate from high school. Invite a U.S. army recruiter to talk to the class about joining the army here.
9. Find out the procedure of creating a petition through the city council. Compare the content of any active petitions to that of the one Yoad's mother is supporting.

CMP RELATED RESOURCES

- [Families of Russia #10163](#)
- [Families of Puerto Rico #10162](#)



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **VIRTUAL ISRAEL**

<http://www.babaganewz.com/virtual>

Visit Israel without leaving your computer. This site is designed for kids and has links to games, books, virtual tours and e-cards, all related specifically to life in Israel. It even has screen savers and wallpapers!

- **SHABBOT BOOKS**

<http://www.shabat.co.il/children/books.htm>

Variety of six children's books with Israeli characters and themes. Click on the book, and the full text appears page by page with book illustrations.

- **ISRAEL'S MAP PUZZLE**

<http://www.bus.ualberta.ca/yreshef/puzzles/isramap.html>

Put together a nine-piece geographic map of Israel by clicking your mouse. A simple solution to get a visual image of Israel's cities and shape.

- **KIBBUTZ BEIT HASHITA**

<http://www.bethashita.org.il/kibbutz.htm>

Visit a kibbutz online. This is the story of Beit Hashita, a kibbutz in eastern Israel. Click on the many links for extended information on agriculture and programs.