

EDUCATOR SUBMITTED LESSON PLAN
CULMINATING ACTIVITY

SUBJECT AND GRADE LEVEL

4th Grade Culminating Activities on Israel

AUTHOR(S)

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ENDURING UNDERSTANDING

Israel is my home, a land of my past, a land that I connect to, a land so very diverse

ESSENTIAL QUESTION(S)

- Masada – what was Masada during the time of the second temple and what is it like today?
- Tel Aviv – what might a typical day be like if spent in Tel Aviv?
- Jerusalem – why do so many people visit the Kotel and what might you experience when you are there?
- The Land – what makes the topography of Israel so unique?

ASSESSMENT:

The students will participate in an activity at each location displaying their knowledge of and understanding of key elements of each, through writing, discussion, creation

MATERIALS, SUPPLIES AND RESOURCES

- Masada – paper and pencil, Youtube of climbing Masada, pool of sand, pottery shards
- Jerusalem – “The Kotel” – made of filled lunch bags taped together as a wall; small slips of paper and pencils; Youtube at Wall
- Tel Aviv – round tables with cloths; flowers in table; Israeli food (humus, pita, salad, wafers), Israeli music CD – dance music, Od Lo Ahavti Dai
- The Land – cookie dough, template of small Israel map, food coloring, chocolate chips, vanilla frosting, cookie sheets, masking tape

ACTIVITIES AND PROCEDURES

For 3-4 classes of 4th graders. Each class begins in a location and follows in order – Tel Aviv -Jerusalem - Masada - The Land.

Tel Aviv – sit at tables, have snacks, view posters around, listen to music, learn dance (“Od Lo Ahavti Dai”)

Jerusalem – teacher points out posters of Jerusalem, shows 3 minute YouTube of people at Wall. Explain the custom of writing personal prayers. Children can write their own. Rabbi will take prayers to Israel in summer.

Masada – teacher dressed as “storyteller” in robe. Welcome them to ancient Masada and he tells age-appropriate story of the Jews on Masada and all the archeology. Show YouTube of teens climbing; (having hidden shards of pottery in a child’s pool of sand) – let students find a piece and imagine what it was piece of from the time of Masada and write idea on paper attached to shard.

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ACTIVITIES AND PROCEDURES (CONTINUED)

The Land – have pre-made cookie dough on table. Have templates of mini size Israel map (size of large cookie) in center, food coloring, chips (for mountains); have several finished cookies showing blue for water, green where “trees are planted,” etc. Use small brushes (write child’s name on tape, place near cookie and bake)