

EDUCATOR SUBMITTED LESSON PLAN

ERETZ YISRAEL AND AM YISRAEL

SUBJECT AND GRADE LEVEL

Eretz Yisrael and Am Yisrael; 4th Grade

AUTHOR(S)

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ENDURING UNDERSTANDING

The biblical covenants create a foundation for the connection between *Eretz Yisrael* and *Am Yisrael*

Other Understandings:

- The narrative of the scouts (in Numbers 13:2 - 33) leads Am Yisrael (the people of Israel) to fulfilling their part of the brit (covenant) made between Abraham and God (as stated in Genesis)
- The events that happened in biblical times are associated with places that Jews walk today, in and near the modern state of Israel

ESSENTIAL QUESTION(S)

- What was the information gathered by the scouts that influenced the decisions that will be made by Moses and the Israelites?
- Where are the places that are mentioned in the narrative located on an ancient map of Canaan and on a modern map of Israel (and surrounding areas)?

OBJECTIVES:

Students will:

- Participate in a reenactment of the narrative, beginning with the charge from Moses to go scout the land; including the scouting of the land, the sharing of what was found, and to the interpretations of what was found during the scouting.
- Identify the locations where the scouts went to learn about the land, on a biblical map of Israel, and where that place is on a modern map of Israel.
- Put the verses of the narrative together in order.
- Demonstrate understanding of the narrative in the context of what happened in Am Yisrael before the scouts went to the land.
- Fill in the graphic organizer in small groups about what was found - and if it answered Moses' charge (Teacher will need to create the graphic organizer)
- Begin to prepare background information needed to support the debate about the land that will occur in the next lesson.

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ASSESSMENT:

- Graphic Organizer of Moses' Charge
- Assessment acts as preparation for the next lesson - the debate - to go or not to go.
- Go back to the classroom or to seats - do graphic organizer as a way to assess their ability to use the information and apply it back to what Moses asked -work in small groups.
- Review with the tribes reporting in about what was found in the Land - positive and negative
- Ask the Israelites what they think -what is the land like - read the final quote.

MATERIALS, SUPPLIES AND RESOURCES

- Teacher copy of the texts to be studied
- Copies of appropriate verses cut into strips for each scout group to find and put in envelopes - 1per scouting group and color coded per group (or have shield of the tribe)
- Real objects (if possible) or pictures to represent findings
- Play-Doh to use for topographical features
- Graphic organizer of Moses' charge (see below)
- Maps - should be 2 giant sized maps - either drawn on a plastic tablecloth or if outside on the blacktop or grass have paper copies of same and also large topographical map on wall for easy reference (www.bible-history.com - for maps - ancient Israel in old Testament times), modern Israel and surrounding area; with major cities and topographical areas marked clearly, biblical Israel

ACTIVITIES AND PROCEDURES

Previous knowledge:

- *Brit* between the Israelis and Adonai
- General understand of the concept of *Am Yisrael* and how this was formed
- The 12 tribes of Israel and their symbols

Set Up:

- At various places around your building leave envelopes with quotes from Tanakh from Number 13: . . . these quotes should include the lines of the scouts related to not being happy with what they found.
- Map ready to go with Play-Doh ready
- Students already divided into tribes
- Teacher or other adult dressed at Moses - ready to give charge to the people
- Activity can be done outside or inside
- Copies of the graphic organizer for Moses' charge

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ACTIVITIES AND PROCEDURES (CONTINUED)

Procedure:

- Reenactment of the scene of Moses (a teacher or other adult) giving charge to the Israelites about going to scout the land (Numbers 13:2)
- Send students out in small groups to go scout the land - give them a time limit. Other option is to have kids go in pairs and some kids stay back in the room to be the Israelites.
- With students at the map - Moses should call on each group to report to the Israelites about what they found - and mark spot on the map - with the Play- Doh and pieces of what they found. As this happens, post the Tanakh quotes in order - either on the board or a post, if outside (other option is to this as a separate activity).
- Engage students in discussion about what they have found, question it, ask the whys, etc. and how they felt - also include conversation about the importance of the land, why the Israelites would care.
- Add other places as per quotes.
- Take a time out from the reenactment to compare map to map of Modern Israel - where did these scouts go -what is that piece of the land now? - and make the connections to the Modern State of Israel (these are the same places we can walk today).

Moses' Charge to the Scouts:

What did your group find when you scouted the land? What do you think?

Category	Choose 1		Comments
People	strong	weak	
People	few	many	
Countries	good	bad	
Towns	open	fortified	
Soil	rich	poor	
Land	wooded	not wooded	
Fruit			
Other Comments			