

## Israel Up Close: Video News Magazine Volume 2

*Running Time: 10:12 minutes*

1. **French Student's New Life in Israel: Magen David Adom** (2:12 minutes)

2. **Mike's Place Before and After: Coping with Terrorism** (4:16 minutes)

Warning: some footage may be disturbing to viewers. Inappropriate for children under 13.

3. **The City of David: A Peaceful Community of Arabs and Jews** (3:35 minutes)

### **Themes:**

1. *Making a new life: Emigration to a new country (or) moving to a new neighborhood*
2. *Every choice we make from birth to death matters*
3. *The juxtaposition of the past, present, and future for the State of Israel and its citizens*

### **RATIONALE**

The purpose of this lesson is to provide students with an opportunity to learn about the spirit of the Jewish People, and how that spirit empowers them to succeed in the face of adversity.

### **PREPARING THE CLASS TO VIEW THE DVD**

Before showing the DVD explain to the students that they will be viewing a series of stories about people who have chosen to move to Israel or within Israel.

Instruct the students to pay attention to each person's personal story and consider the following questions.

- What reasons do they give for choosing to move?
- What are their hopes for their new life?
- What does their story tell you about the Land of Israel?

## Video News Magazine/Volume 2: **FRENCH STUDENT'S NEW LIFE**

Driven by a desire to live and succeed in Israel, **Clara Bayler** left her native France to embark on a new life in Israel. In between pursuing her Masters Degree at Tel Aviv University and socializing with friends, Clara volunteers for Israel's ambulance service, Magen David Adom (MDA). Twice-a-week, Clara dons the familiar white and orange vest of an MDA emergency response volunteer and hits the streets to help Israel's sick and injured. *Running time: 2.12 minutes*



### **RATIONALE**

Students will have the opportunity to see places in Tel Aviv and Jerusalem, and create an impression of Israel today. They will learn about the importance of the State of Israel to the Jewish People, and the opportunities available there.

### **LESSON PREPARATION:** You will need

- Chart Paper / Masking Tape / Marker
- Tel Aviv Handout for each student
- A roll of paper at least 24 inches high and long enough to cover a wall in your classroom. (hang paper before class begins)
- A marker for each student
- Magen David Adom Handout

### **BEFORE VIEWING FRENCH STUDENTS NEW LIFE IN ISRAEL**

Explain to students that they will be viewing a story about a young woman from France who has recently immigrated to Israel. Ask them to pay attention to Clara's surroundings as she is interviewed:

Show part one of Video News Magazine/Volume 2:

### **FRENCH STUDENT'S NEW LIFE**

- Ask students to share what they have noticed about the cities of Tel Aviv and Jerusalem. Chart their answers.
- Distribute copies of the Tel Aviv handout.
- Ask students to raise their hands if this handout gave them a new perspective about the city of Tel Aviv.
- Ask if anyone has visited Tel Aviv. If there are students who have, ask them to tell about their favorite place / experience there.
- Have students look at the handout again and share the most interesting fact they found.

## **CLOSING DISCUSSION:**

Show **FRENCH STUDENT'S NEW LIFE** for the second time.

Instruct students to listen for clues about Clara Bayler's past, present, and future.

After viewing the DVD

- Invite students to gather along the wall where you have hung the paper.
- Distribute the markers. Ask them to imagine that the paper is a timeline of Clara Baker's past, present, and future.
- Invite students to write any detail they remember on the paper in the approximate place it would fall on the timeline. Family memories should be included.
- Allow 10 minutes to complete this part of the exercise.
- Have the students stand back and look at their work.
- Invite them to share their reflections on the timeline they see before them.

After reflecting on the timeline conduct a class discussion based on some or all of the concepts below:

- Clara's reasons for immigrating to Israel
- the importance of a Jewish homeland
- the experiences open to new immigrants to the State of Israel
- the opportunities available to young people who choose to make a new life for themselves in Israel.

**BEFORE STUDENTS LEAVE THE CLASSROOM**, distribute the fact sheet about Magen David Adom (MDA). Explain that many new immigrants choose to contribute to the good and welfare of their new country. Their volunteer work helps them learn Hebrew, and introduces them to places and people in the city in which they live. They also have the opportunity to meet and work with people from all over the world who come to volunteer with Magen David Adom for MDA's two month program

**TEL AVIV** stretches along a beautiful beach strip of the Mediterranean. Tel Aviv is Israel's largest city and biggest commercial center. It is a busy metropolis, which inspires its visitors with a unique energetic atmosphere of excitement and fun.



**TEL AVIV BEACH**

#### **TEL AVIV BAUHAUS CAPITAL OF THE WORLD CAPITOL OF THE WORLD**

In 2003 UNESCO declared that the city of Tel Aviv was a World Cultural Heritage site, owing to over 4,000 Bauhaus buildings that are spread over the city. Tel Aviv was established in the 1930s and many of its buildings were designed by German architects, who studied in *the Bauhaus School for Art and Design* and shaped the architectural approach of the new city. These young architects immigrated to Israel, and the aesthetic principles they had learnt "immigrated" along with them. One of the most obvious characteristics of the style is small round balconies, which give the buildings a unique appearance.

**TEL AVIV HAS A MEDITERRANEAN FEEL**, and is a sophisticated modern city with a European touch. The city's streets teem with lively sidewalk cafes, elegant restaurants and exclusive shops, along with simple kiosks and local Falafel and Shawarma stalls.

#### **ART AND CULTURE IN TEL AVIV**

The two highlights in the city's art scene, are the [Diaspora Museum](#) and the [Tel-Aviv Museum of Art](#), while other exclusive galleries are spread around Gordon St neighborhood, and are worth paying a special visit. Not far from there, just up Dizengoff St, is a cultural complex, which comprises the Israeli National Theater - Habima, and the Mann Auditorium, the home of the world-renowned Israel Philharmonic Orchestra. Exclusive galleries are spread around Gordon St neighborhood, and are worth paying a special visit. Not far from there, just up Dizengoff St, is a cultural complex, which comprises the Israeli National Theater - Habima, and the Mann Auditorium, the home of the world-renowned Israel Philharmonic Orchestra. Another cultural zone, located near the Tel-Aviv Museum of Art, is the [Tel-Aviv Performing Art Center](#). This beautifully architectural building is a home for the New Israeli Opera, featuring concerts, dance performances, music ensembles, and unique exhibitions at the lobby.

**TEL AVIV IS A WORLDWIDE BUSINESS CENTER** It is home to Israel's largest companies and for numerous branches of the world's leading enterprises. Travelling around the industrial zones and its surroundings reveals modern buildings of renowned firms such as Microsoft, Cisco, Google, IBM, and many more. The city's landscape is dotted with well-designed skyscrapers, holding internet and software companies, a diamond cutting center and the country's stock exchange

**TEL AVIV UNIVERSITY** is located in Israel's cultural, financial and industrial center, and is Israel's largest university. It is a major center of teaching and research. The campus covers an area of 170 acres. To learn more of Tel Aviv University you may visit <http://www.tau.ac.il/about-eng.html>

## **VOLUNTEERING WITH MDA: Magen David Adom**

Magen David Adom (MDA) allows foreign volunteers to experience Israel in a very unique way. The Magen David Adom Ambulance Volunteer Program gives you the opportunity to save lives while enjoying your stay in Israel. MDA's program allows volunteers to spend two exciting and satisfying months gaining hands-on first aid and emergency care experience in Israel.

Magen David Adom, the Israeli equivalent of the Red Cross, provides emergency first aid services throughout Israel and works with its volunteers to provide effective initial treatment. The MDA volunteer program, run in conjunction with the Jewish Agency for Israel, invites you to join them and work side by side with Israeli volunteers and professional staff.

No previous medical experience is required; training is included.



## **MAGEN DAVID ADOM WAS ESTABLISHED IN 1930**

### **MAGEN DAVID ADOM**

- provides emergency medical assistance to more than 500,000 emergency and medical situations each year
- operates over 800 emergency medical vehicles and Blood Mobiles
- has more than 13,000 highly trained volunteers dispatched from more than 110 stations and dispatching points throughout the country
- has an average response time of 8.3 minutes
- has a modern command and control with a sophisticated beeper system
- put the first intensive care helicopter into operation in 2007
- collects, processes, and stores 300,000 blood units per year

To learn more about Magen David Adom you may visit: <http://www.mdais.com/>

Additional information for those interested in volunteering with Magen David Adom <http://www.ivolunteer.org.il/Eng/Index.asp?ArticleID=526&CategoryID=125>

## Video News Magazine/Volume 2: **MIKE'S PLACE BEFORE AND AFTER**

Mike's Place is a popular seaside pub in Tel Aviv touted as a microcosm of Israeli society. Always filled with regulars and tourists, the restaurant was awash in good food and laughter. In fact, the day before a suicide-bomber targeted Mike's Place, an American production company had been there filming a documentary on how well Israelis cope with the never-ending threat of terror. *Running time: 4.16 minutes*



### **RATIONALE**

This lesson examines the impact of a terrorist attack on people visiting a seaside pub on the beach in Tel Aviv. This lesson also provides an opportunity for students to consider the importance of attitude in the face of adversity.

### **LESSON PREPARATION**

1. Write the following quote on chart paper:  
*Happiness is a state of well-being in which we are free from fear, resentment, anger, hostility, or any form of suffering. So, if we refuse to live courageously and choose to live in fear, we are also choosing to be unhappy. Likewise, if we insist on being angry, we are also insisting on being unhappy. When we choose to suffer, we are rejecting happiness.*
2. Create a handout with the quotes:  
*I call heaven and earth to witness you today: I have put before you life and death, blessing and curse--therefore choose life!*  
*Parashat Nitzavim (Deut. 30:19)*

*When the Torah states that God puts life and death before us, the Jewish tradition is not telling us to decide whether to live or die, but that every choice we make from birth to death matters. Rabbi Elliot R. Kukla*

### **PREPARING THE CLASS TO VIEW THIS SEGMENT OF THE DVD**

Before showing the DVD explain to the students that they will be viewing a story about a terrorist attack at a bar on the beach in Tel Aviv. Ask them to pay attention to:

- the story of each person at Mike's Place when the suicide bombing occurred
- each person's thoughts about the possibility of being involved in a suicide bombing
- the actions of the security guard
- reactions in the aftermath of the bombing
- the personal impact as a result of the bombing

### **AFTER VIEWING MIKE'S PLACE BEFORE AND AFTER**

Show the happiness quote and facilitate a discussion using some or all of the following questions:

- Why do you think Jack Baxter, the film co-director from New York City, asked Pavla to continue filming while he recovered from his injuries? Explain your thinking.
- What did Dominique mean when she said *You learn to live with it* when describing the ongoing Palestinian terror campaign?
- One of the goals of this kind of attack is to terrify residents and tourists in Tel Aviv as a tool to destroy the State of Israel. Do you think this bomber accomplished his goal?
- What personal characteristics did the security guard, Avi, exhibit when he risked his own life to save others?

Explore what it might be like to live in Tel Aviv based on the following statements by Dominique Hess, the 29 year old immigrant from France and Jack Baxter, the film co-director from New York City.

- Dominique looked forward to her future in Tel Aviv. Her hope was to have her own coffee shop or sell cakes to tourists. In the event she was not successful, she said she would come back to work at Mike's Place.
- Jack Baxter, film co-director from New York City said, *Mike's Place is the best example of Israeli society. It is a freely open society, a society of music, love, and this is what has been shown to me since I have been here.*

### **CLOSING DISCUSSION**

Divide students into pairs and distribute copies of the text from Deuteronomy with Rabbi Kukla's interpretation. Ask them to study the text together. Have students discuss why they agree or disagree with Rabbi Kukla's interpretation.

Close the lesson by having students discuss how this biblical quote reflects the actions and reactions of the people they met in this story.

Video News Magazine/Volume 2: **THE CITY OF DAVID**

The City of David, Jerusalem of the biblical era, is set on a hill below the Temple Mount. This ancient sacred city, left in ruins for centuries, is being slowly transformed into a peaceful community of Arabs and Jews. As its name implies, the city was founded by ancient Israel's King David and is an area rich in archeological treasures of the biblical period.

After the destruction of the second Temple, its Jewish inhabitants were forcibly evicted, but today, nearly 2,000 years later, the Jewish community is being rebuilt. *Running time: 3.35 minutes*



### **LESSON PREPARATION**

- Definitions of Archaeology and sociology written either on the board or on chart paper.
- Archaeology Worksheets 1 and 2
- Fact Sheet about the City of David, Israel Antiquities Authority, and the Walls Around David National Park
- Scavenger Hunt Game Sheet

### **RATIONALE**

This lesson will provide students an opportunity to learn about the history of the City of David during the biblical era and to learn about a Jewish and an Arab family living in the city today. They will be introduced to the work of the Israel Antiquities Society, and the importance of their archaeological finds. Students will be exposed to the benefits experienced by both Arabs and Jews living together in the same community.

### **BEFORE VIEWING THE CITY OF DAVID**

Explain to students that they will be learning about the ancient City of David and the modern City of David. They will be looking at the city from the point of view of either an archaeologist or a sociologist. Review the definition of each field.

Ask them to pay attention to:

- landscape and architecture
- what is ancient and what is modern
- different groups of people shown in this segment
- what each person says about themselves or about the City of David
- when someone is speaking look at the setting around them

### **AFTER VIEWING THE CITY OF DAVID**

- Divide the classroom into two groups. One group takes the role of an archaeologist and the second the role of the sociologist
- The archaeology group will be working with two handouts. Make sure they understand that they are to complete the task on the first worksheet before looking at the second.

- The sociology group will take part in a scavenger hunt that will explore the people and places in the modern City of David.

### **CLOSING ACTIVITY**

Bring the sociologists and archaeologists together to discuss the impact the ancient and the modern have on each other. What do they envision will happen in the City of David during the next 50 years. Encourage students to share their thoughts and opinions while being considerate of the views of others.

**SOCIOLOGY** is the study of people and society. Sociologists investigate and analyze social relationships. They study the development, structure, interaction, and collective behavior of organized human groups.

**ARCHAEOLOGY** is the study of human and cultural evolution. Its purpose is to learn more about past societies. Archaeological finds help to expand and put into context written documents. For our purpose today, we will be looking for information from artifacts that relate to the stories present in the bible.

## Archaeology Worksheet 1

**ARCHAEOLOGY** is the study of man's past by scientific analysis of the material remains of his cultures. *"Every single object has a story behind it," Ben-Ami said in an interview with CNN. "Behind every object there are people. And, for us, the most important thing is to try to tell the stories behind these items.*

*Dr. Doron Ben-Ami is an archaeologist and excavation director on behalf of the Israel Antiquities Authority at the City of David in the Walls Around Jerusalem National Park*

### SHAUL BONE SEAL



### COIN MINTED DURING THE REIGN OF ANTIOCHUS IV



### SILVER HALF SHEKEL



1. Examine these artifacts closely. What do you think they say about the City of David and the history of the Jews?
2. Now that you have drawn some conclusions, let's look at what information the archaeologists can add to your knowledge.
3. With this additional information continue your discussions.

## Archaeology Worksheet 2

### SHAUL BONE SEAL



*A First Temple-era Bone Seal Engraved with the Name Shaul Discovered in the Excavations in the Walls around Jerusalem National Park in the City of David*

During a visit to the City of David in Jerusalem, the Knesset presidium, headed by Speaker Reuben Rivlin, a Hebrew seal that dates to the time of the First Temple was displayed for the first time. The seal was found in an excavation that is being conducted in the Walls Around Jerusalem National Park, on behalf of the Israel Antiquities Authority and in cooperation with the Nature and Parks Authority, under the direction of Professor Ronny Reich of the University of Haifa and Eli Shukron of the IAA, and underwritten by the 'Ir David Foundation'.

The seal, which is made of bone, was found broken and is missing a piece from its upper right side. Two parallel lines divide the surface of the seal into two registers in which Hebrew letters are engraved. A period followed by a floral image or a tiny fruit appear at the end of the bottom name. The name of the seal's owner was completely preserved and it is written in the shortened form of the name Shaul (or Saul). The name is known from both the Bible (Genesis 36:37; 1 Samuel 9:2; 1 Chronicles 4:24 and 6:9) and from other Hebrew seals.

According to Professor Reich, "This seal joins another Hebrew seal that was previously found and three Hebrew *bullae* (pieces of clay stamped with seal impressions) that were discovered nearby. These five items have great chronological importance regarding the study of the development of the use of seals. While the numerous *bullae* that were discovered in the adjacent rock-hewn pool were found together with pottery shards from the end of the ninth and beginning of the eighth centuries BCE, they do not bear any Semitic letters. On the other hand, the five Hebrew epigraphic artifacts were recovered from the soil that was excavated outside the pool, which contained pottery shards that date to the last part of the eighth century.

It seems that the development in the design of the seals occurred in Judah during the course of the eighth century BCE. At the same time as they engraved figures on the seal, at some point they also started to engrave them with the names of the seals' owners. This was apparently when they started to identify the owner of the seal by his name rather than by some sort of graphic representation."

It appears that the "office" which administered the correspondence and received the goods that were all sealed with *bullae* continued to exist and operate within a regular format even after a residential dwelling was constructed inside the same "rock-hewn pool" and the soil and the refuse that contained the many aforementioned *bullae* were trapped beneath its floor. This "office" continued to generate refuse that included *bullae*, which were opened and broken, as well as seals that were no longer used and were discarded into the heap of rubbish that continued to accumulate in the vicinity.

### COIN MINTED DURING THE REIGN OF ANTIOCHUS IV



The coin minted by Antiochus bears a portrait of the Greek monarch, who ruled from 175-163 BCE. During that time, he looted the Temple of its treasures and erected a statue – an idol – in the sanctuary. The Hasmonean rebellion was directed against his actions. The rebellion, the Hasmonean's liberation of the Temple, and the events surrounding the Hanukah story took place on the Temple Mount.

### SILVER HALF SHEKEL



A silver half-shekel coin was discovered as part of the Temple Mount Sifting Operation in December 2008. The coin was apparently minted on the Temple Mount itself by Temple authorities in the first year of the Great Revolt against the Romans in 66-67 CE, said Bar-Ilan University Professor Gabriel Barkay, who is leading the sifting operation. One side of the coin, which was found by a 14-year-old volunteer, shows a branch with three pomegranates, and the inscription "Holy Jerusalem"; the other side bears a chalice from the First Temple and says "Half-Shekel."

In the Bible, Jews are commanded to contribute half a shekel each for maintaining the Temple in Jerusalem. At the time of the Temple's construction in the sixth century BCE, every Jew was ordered to make an obligatory symbolic donation of a half-shekel. This consistent yet small payment allowed all Jews, irrespective of socioeconomic position, to participate in building the Temple. After the construction was completed, the tax continued to be collected for the purchase of public sacrifices and for maintaining the Temple's furnishings. The coin shows signs of fire damage from the destruction of the Temple during the Roman invasion in 70 CE.

To learn more about Israel Antiquities Authority excavations at the City of David, located inside the Walls surrounding the Jerusalem National Park you may visit:

[http://www.cityof david.org.il/ArticleDetails\\_eng.asp?id=231](http://www.cityof david.org.il/ArticleDetails_eng.asp?id=231)

**FACT SHEET  
CITY OF DAVID  
ISRAEL ANTIQUITIES AUTHORITY  
THE WALLS AROUND DAVID NATIONAL PARK**

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Deep underground, the *City of David* is revealing some of the most exciting *archeological finds* of the ancient world . . . *see more at*

<http://www.jewishvirtuallibrary.org/jsource/Archaeology/jerdavid.html>

Photos of the City of David Visitors Center, including a photo of an ancient toilet!

[http://www.tripadvisor.ca/LocationPhotos-g293983-d1059048-The\\_City\\_of\\_David\\_Visitors\\_Center-Jerusalem.html#24307072](http://www.tripadvisor.ca/LocationPhotos-g293983-d1059048-The_City_of_David_Visitors_Center-Jerusalem.html#24307072)

Israel Nature and Parks Authority: City of David (Jerusalem Walls) National Park

[http://www.parks.org.il/BuildaGate5/general2/data\\_card.php?Cat=~25~251037795~Card12~&ru=&SiteName=parks&Cl=&Bur=853123217](http://www.parks.org.il/BuildaGate5/general2/data_card.php?Cat=~25~251037795~Card12~&ru=&SiteName=parks&Cl=&Bur=853123217)

**The Israel Nature and Parks Authority** (INPA) is a governmental body charged with the protection of nature, landscape and heritage in Israel.

Follow the link below to learn about all the parks in the Israel National Parks Authority and their

1. Protection of biodiversity, ecosystems and landscapes in national parks, nature reserves and open spaces.
2. Protection of heritage sites in national parks and nature reserves and fostering them for the benefit of visitors.
3. Education to instill the values of protection of nature, landscape and heritage sites and to increase public awareness of these issues.

[http://www.parks.org.il/BuildaGate5/general2/company\\_search\\_tree.php?mc=378~All](http://www.parks.org.il/BuildaGate5/general2/company_search_tree.php?mc=378~All)