



Advertise Israel Sarah Pew

Subject Area: Israel

Multi-unit lesson plan: 3 or more units

Target Age: High School (8th – 12th grade)

Objectives: Teach students about different cities of Israel. Give students a chance to present what they learn. Give students a love of and excitement for Israel.

These lessons can be done differently depending whether the class meets daily or weekly. The main description is for a class that meets weekly. See below for variations if the class meets daily.

LESSON I:

Procedure:

1. Choose 5 or more cities in Israel about which you want the students to learn more. Cities can include: Jerusalem, Tzfat, Tel Aviv, Be'er Sheva, Haifa, Eilat, Rishon LeTzion, Herzelia, Ashdod, Ashkelon
Hebrew names: אשדוד, אשקלון, שבע, היגה, אילת, רשון לציון, הרצליה ירושלים, צפת, תל אביב, באר
2. Assign the each city to a group of students and ask them to do some research about the city before the next meeting – encourage the students to look at multiple sites / books for information.
Be sure to bring in some information about the cities as well in case some of the groups forget to bring their research in. A great place to get basic, succinct information is www.wikipedia.org.
Other sites with useful information:
<http://www.ddtravel-acc.com/cityguid.htm>
http://www.goisrael.com/Tourism_Eng/Tourist+Information/Discover+Israel/Places+in+Israel.htm
www.encyclopedia.com
3. Give each group a piece of poster board, markers, and other craft supplies instructing them to make a travel poster for the city they have been assigned.

Some things that need to be on each poster include: Name of city in Hebrew and English; population; climate information; location in Israel; information that the students think would entice them to visit this city in Israel.

Encourage the students to include Hebrew words on their posters. (require they have at least 5 Hebrew words). You can either translate the Hebrew words for the students, supply them with Hebrew/ English dictionaries, or have <http://milon.morfix.co.il/Default.aspx> available for them to find the translation of the words they are looking for.

4. Encourage the students to be creative with their poster.
5. After everyone has finished creating their poster, have each group present their city to the class.
6. Hang the posters for others to view and learn about Israel

Materials:

1. Printed research about your set of cities
2. Poster board
3. Markers
4. Crayons
5. Scissors
6. Tape/glue
7. Pencils
8. Construction paper

LESSON II:

Procedure:

1. Divide the class into groups of 2 or more (5 students per group is ideal)
2. Tell the students they must come up with a TV advertisement to get people to visit Israel. They can use the information from the posters they previously made; what they have learned in past classes; and information they have from other sources (personal experience)

Depending on the class, teacher involvement may or may not be necessary. Give the students time to be creative and come up with an idea on their own. If, after a certain amount of time, it appears as though the students are not finding ways to create a commercial, give them suggestions. Otherwise, see what they come up with – you'll often be surprised.

Commercial suggestions:

- Beauty of the kotel
- Taste of the food
- Weather
- Different landscapes
- Fun in the sun

3. Give the class 5 – 10 minutes to come up with their commercial.
Costumes, props, and sets should be used if available.
4. Have each group present their skit to the class
If you have access to a video camera, tape these commercials, so the students performing can watch later.

Materials:

1. Posters from previous lesson
2. Costumes
3. Props
4. Video Camera
5. Audio Visual Equipment – if necessary
6. Pens
7. Paper

LESSON III:

Procedure:

1. Have the students watch you tube videos of Israeli commercials and commercials about visiting Israel.
2. Translate any commercials that need translating
3. Discuss any commercials that are of special interest to the students

Materials:

1. Computer connected to the internet
2. Speakers
3. List of youtube commercials

Assessment or outcome:

This was a fun way for the students to learn more about Israel, the cities, and some of the popular culture. It was also a way to get students who aren't sure about visiting Israel more excited about it. In the last unit of the lesson the students got a chance to see what commercials are popular in Israel (and discuss whether or not they thought they were funny/ meaningful/ etc.)

Variation for full time classes:

This lesson can be more in depth for classes that meet daily (day- school classes).

Lesson I:

- ✧ Rather than making the research a home assignment – do the research in class and require that more detailed information is found about each city.
- ✧ Give the students at least 2 days to prepare their posters. Give them the option to create something other than a poster (diorama, etc.)

- ✧ Allow the students to bring in props, costumes, etc. from home before presenting the poster.

Lesson II:

- ✧ Give the students longer to prepare their skit
- ✧ Have the students create a script and require the presentation be at least 3 minutes
- ✧ Give the students materials and time to make costumes, props, and sets
- ✧ If desired – have the students video tape their commercials and then watch all of them as a class on TV

Lesson III:

- ✧ Depending on the time it takes to present all the class-made commercials the third lesson can be combined with the 2nd.

If some students finish Lesson one early, you have some options. You can either give them time to socialize, which is always appreciated. Why not reward the students for working hard and doing a good job completing the poster. If you choose to do this, be sure you review the poster and make sure it is what you were requesting.

Otherwise, you can have different worksheets available for the students to do once they've completed the assignment.

Additionally, if it is a full time class, it is likely there are other ongoing projects that the students can complete while waiting for their classmates to finish this specific project.

Variation for younger students:

For younger students (8th and 9th grade) less options are better. Choose how you want the lesson to unfold and give directions accordingly.

Resources:

Wikipedia: www.wikipedia.org

Type in the city's name to get the information about the city.

Encyclopedia: www.encyclopedia.com

Discovery Israeli: <http://www.ddtravel-acc.com/cityguid.htm>

Go Israel:

http://www.goisrael.com/Tourism_Eng/Tourist+Information/Discover+Israel/Places+in+Israel.htm

Milingo: <http://milon.morfix.co.il/Default.aspx>

Israeli commercials on YouTube: www.youtube.org

<http://www.youtube.com/watch?v=yCxETCrLUHU&NR=1>

<http://www.youtube.com/watch?v=qEqOUHzBjoM&feature=related>

http://www.youtube.com/watch?v=vwgdIawD_ss&feature=related

<http://www.youtube.com/watch?v=jDEmjszLonM&NR=1>

http://www.youtube.com/watch?v=yA_wcjjHyCg&feature=related

<http://www.youtube.com/watch?v=Az3WaYtq4VY&feature=PlayList&p=DE962912E594962E&playnext=1&index=11>
<http://www.youtube.com/watch?v=L-p1tMWbHj4&NR=1>
<http://www.youtube.com/watch?v=5uY3nY4oSD0&NR=1>
<http://www.youtube.com/watch?v=mMjU5kvr9c&NR=1>