

Israel: My House in Galilee **My Beautiful House Series**

Subject Areas: Social Studies, World Geography and Cultures, Multicultural Studies

Synopsis: Nine-year-old Abir lives in the Arab part of Galilee, in Israel. She takes us to what she calls “her princess house,” where tradition, good cooking and games reign.

Learning Objectives:

- Objective 1)** Students will be able to compare and contrast their culture, family and activities with Abir’s culture, family and activities.
- Objective 2)** Students will be able to demonstrate an appreciation for the diversity of cultures on our planet.
- Objective 3)** Students will be able to locate Israel on a map or globe.
- Objective 4)** Students will be able to recognize the cultural traditions of Israel.
- Objective 5)** Students will be able to compare how Abir’s basic needs are met with the way their own needs for food, clothing and shelter are met.

Vocabulary:

Israel, Galilee, Arab, Kafr Makr (an Arab village), Muslim, ra’ala (traditional costume), embroidering, verse, Koran, pita bread, custom, stories (the house has three stories), gummi (a game using a jump rope), lifa plant, balconies, olive grove, backgammon

Pre-Viewing Activities:

- 1) Locate Israel on a map or globe. Ask students on which continent Israel is located. Point out Jerusalem, the Mediterranean Sea, the Sea of Galilee and the Negev Desert on the map. Make sure viewers know where Israel is in relation to the rest of the world, including the United States and North America.
- 2) Discuss general characteristics of Israel such as climate, geographical features, the people, customs, etc.
- 3) Ask students to draw a map of their homes. Have them include the number of rooms, number of bedrooms, who lives with them, etc. Compare and contrast the different maps

Post-Viewing Questions and Discussion:

- 1) Describe Abir’s family. How are they like or unlike your family? What do the women wear on their heads? What does Abir play with her father? Do you play games with your parents? If so, what kind of games? How many brothers and sisters does Abir have? What do Abir and her sister like to play? What kind of food does Abir eat? What do you like to eat?

- 2) Describe Abir's home. Is it small or large? What does it look like? What kinds of plants are growing in the garden? How is Abir's house similar to your own? How is it different? Describe the roof of Abir's house. Abir likes to play there. Where do you like to play?
- 3) Compare and contrast Abir's activities with your own. How are they similar or different? What kind of games does Abir like to play? Why doesn't Abir go to school on Friday? How is Abir's religious experience like or unlike your own? When Abir's family entertains the neighbors, what do the children do? What do you do when you have guests to your home?

Additional Activities:

- 1) Have students draw a picture of their neighborhood or write a story about their family and home. Then, have the students read their stories or display and describe their drawings for the class.
- 2) Have students prepare a geographic profile of Israel noting its size, location, climate, natural resources and outstanding cultural traits. Have the students describe Israel's history, people, language, principal industries and major tourist attractions.

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