# Topic

Relevant Vocabulary

Hebrew, *Yom Ha’atzmaut*

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| יוֹם [חַג] הָעַצְמָאוּת  (*Yom Ha’atzmaut*) | Israel’s Independence Day |
| דֶגֶל  (*degel*) | Flag |
| סֵמֶל  (*semel*) | Emblem |
| מְנוֹרָה  (*Menorah*) | Seven-branched candelabrum  (Used in the Temple) |
| **עָנְפֵי זַיִת**  (*anfei zayit)* | Olive branches |
| **טַלִּית**  (*tallit)* | Prayer shawl |

Songs *Kol Haaretz Degalim* and *Menorah V’anfei Zayit* written by Raphael Saporta

Symbols of Israel

# Grade Level(s):

K – 4th

# Big Ideas

National symbols represent the ideas, shared values, traditions, and history that makes a country unique.

Shared symbols can unite people and provide them with a sense of belonging.

# Learning Targets

Students will:

1. Learn to read, and sing the songs

[*Kol Ha’aretz Degalim*](https://www.youtube.com/watch?v=YvGF3yVuTs0)and [*Menorah v’Anfei Zayit*](https://www.youtube.com/watch?v=T_DRYabmyn0)

1. Become familiar with the Hebrew poet Raphael Saporta
2. Learn the names of the symbols of the State of Israel
3. Make connections to the modern State of Israel through its symbols and their ancient roots.

Materials / Technology Needed

* iPads, iPhones, Macs or Chromebooks (to listen to the songs and visit sites)
* [Israeli Flag YouTube](https://www.youtube.com/watch?v=XxKdOQe-0KA)
* Small Israeli flags (one for each child)
* Symbols of America
* Symbols of Israel (see the document Symbols of Israel)
* Materials to make Israeli flags and emblems (color paper, scissors, glue, sticks, scotch tape, string). Add more materials as needed.
* Pictures of Rafael Saporta and selected books (use the separate download of Learning Through Hebrew)

**Raphael Saporta**

[Raphael Saporta](https://library.osu.edu/projects/hebrew-lexicon/01253.php) (1913–1983) was born in the *Moshava Margoa* in Ciprus. (Between the end of the 19th century and the beginning of the 20th century, tens of Jews settled in the agricultural [*moshavot* of Ciprus.](https://news.walla.co.il/item/2969104) The settlement was meant to ease the distress of Eastern European Jews by settling in a piece of land in which they could realize the ideal of national redemption. Ciprus’ close distance to Israel (472 km) provided the perfect training ground to implement the agricultural aspirations of the new settlers. The plan was to use Ciprus as a springboard to settle in the land of Israel when the time was ripe.

Raphael’s father was the Rabbi and the teacher of the community. He was also Rapahel’s first teacher. Raphael moved to Israel in 1924 and studied at the Teacher’s Seminary in Jerusalem. Like his father, Raphael, became a teacher and later a school director. In 1965 he became the editor of the magazine *B’mahane Nahal* and an editor in the publishing house *Tapuah* (Apple). During his life, Saporta wrote hundreds of rhymes for young children, and numerous children’s poems and stories. His songs have musical quality to them; there are easy to pronounce and easy to remember. In honor of his work, in 1957 and in 1958, Raphael Saporta was awarded two different prizes for children’s literature.

**Flag of Israel – *Degel Israel***

The Israeli flag, inspired by the colors of the *tallit,* contains two blue horizontal lines on a white background and a Magen David (six-pointed star) in the middle. The flag of Israel was envisioned by a member of the Zionist movement, David Wolffsoh, at the end of the 19th century. At a brainstorm meeting between him and Theodor Herzl, the question of which flag was going to be hanged in the Zionist Congress Hall was raised. Herzl’s desire was to have a flag with a white background with seven gold stars. Wolffsohn, responded to Herzl saying: “The *talith* (prayer shawl) with which we wrap ouselves when we pray: that is our symbol. Let us take this *Talith* from its bag and unroll it before the eyes of Israel and the eyes of all nations. So I ordered a blue and white flag with the Shield of David painted upon it.” For additional information read [Israel National Symbols: The Israeli Flag by Alec Mishory](https://www.jewishvirtuallibrary.org/the-israeli-flag).

**Emblem of Israel – *Semel Israel***

The emblem of Israel is a Menorah with two olive branches, one at each side of the Menorah and the inscription "Israel" in Hebrew at the bottom. The emblem of Israel was designed in Israel when the State of Israel was founded and not in the diaspora like the Israeli flag. The Israeli emblem includes both ancient religious visual symbols (Menorah), and secular and sovereign symbols (olive branches). The emblem represent the continuation of the Jewish people throughout time. For additional information read [Israel National Symbols: The State Emblem by Alec Mishory.](https://www.jewishvirtuallibrary.org/the-israeli-state-emblem-jewish-virtual-library)

**Additional Symbols of the State of Israel**

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| National Anthem of the State of Israel | הַתִּקְוָוה | *Hatikvah* | The Hope |
| National Currency | שֶׁקֶל חָדָשׁ / שְׁקָלִים חֲדָשִׁים | *Shekel Hadash / Shekalim Hadashim* | New Shekel(s) |
| Seal of the  State of Israel | חוֹתָם | *Hotam* | Seal |
| National Colors | כָּחֹל וְלָבָן | *Kahol v’lavan* | Blue and White |
| National Tree | עַץ הַזַיִת | *Etz HaZayit* | Olive Tree |
| National Flower  כַּלָּנִית |  | *Kalanit* | Anemone |
| National Dog | כֶּלֶב כְּנַעֲנִי | *Kelev Kna’ani* | Canaanite Dog |
| National Bird | דּוּכִיפַת | *Duhifat* | Scientific name: Upupa  (Hoopoe) |
| National Food | פָלָאפֶל | *Falafel* | *Falafel* (Important foods are also *schnitzel* and *Hummus)* |
| National Animal | צְבִי | *Tzvi* | Gazelle |

# Prepare in Advance

Pack a suitcase containing the national symbols of your home country and the ones from Israel (pictures of items can be used instead of actual items).

# Description of Activities

# **Trigger**

Ask learners to sit in a circle. Place the suitcase in the middle of the circle. Tell learners that you are embarking on a trip to Israel, and you would like their help in learning the symbols of Israel. Regrettably, the suitcase contains a hodgepodge of symbols from Israel and from your home country. Hence, you solicit their help also in sorting the symbols from Israel and from your home country.

# **Activities**

1. Discuss the difference between the symbols of Israel and the ones from your home country. Some things they might notice include:
   1. Use of different languages
   2. Different colors
   3. Different animals
   4. Note that learners might also point out similarities like the fact that both countries have national birds or national foods.
2. Teach the song *Kol Ha’aretz Degalim* (see pedagogical instructions on how to teach a song in Learning Through Hebrew Songs).
3. Discuss places where the learners have seen Israeli flags (example: synagogue, temple, Hebrew school, Israel embassy).
4. Distribute Israeli flag among learners and ask them to stand on a circle. Learners dance to rhythm of the song. Every time they hear the word *degalim,* they should wave their flags.
5. Teach the song *Menorah v’Anfei Zayit.*
6. Discuss places where the learners might have seen the Israeli emblem (Israeli embassy, Jewish school, Jewish Museum).
7. Distribute Israeli emblems among learners and ask them to stand on a circle. Learners dance to rhythm of the song. Every time they hear the words *Menorah v’anfei Zayit*, they should wave their emblems.
8. Show learners a picture of Raphael Saporta and explain his contributions to children’s literature.
9. Ask learners to decorate the classroom and the school corridor with symbols of Israel. Include other symbols besides the flag and the emblem.

# Differentiation Options

Knowing that students learn in a variety of ways and modalities, the following options are provided to adjust the above lesson to meet the unique needs of your learners.

***For learners who need more assistance***

* Ask learners to illustrate the songs being taught.

Create an acrostic with the word Israel.

***For learners who need extension opportunities***

* Create a poem about how the colors blue and white were chosen for the flag of Israel.
* Why do you think it was important for Raphael Saporta to write the songs *Kol Ha’aretz Degalim* and *Menorah v’Anfei Zayit* for young children? Write a short essay.
* Think of what Jewish or Israeli symbols are important to them. Create your own flags or emblems that show your own connections to Israel or *Am Yisrael*.

**Lyrics for *“Kol Ha’aretz Degalim”***

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| Flags are displayed in the entire land | כָּל הָאָרֶץ דְּגָלִים דְּגָלִים, |
| The people are dancing in waves and waves | עַם רוֹקֵד גַּלִּים גַּלִּים |
| The people are happy, the children rejoice | ***עַם שָׂמֵחַ, טַף צוֹהֵל*** |
| Today is the holiday for Israel | חַג הַיּוֹם לְיִשְׂרָאֵל |

**Lyrics for *“Menorah v’Anfei Zayit”***

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| --- | --- |
| The Menorah and olive branches | ***מְנוֹרָה וְעַנְפֵי זַיִת,*** |
| Good oil and shining light | שֶׁמֶן טוֹב וְאוֹר יָהֵל |
| Light in the land, light at home | אוֹר בָּאָרֶץ, אוֹר בַּבַּיִת |
| And peace over the land of Israel | וְשָׁלוֹם עַל יִשְׂרָאֵל |

**Pictures of Rafael Saporta and selected books**

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| Rafael Saporta רפאל ספורטה - Photos | Facebook | Rafael Saporta |
| The ultimate street signs, historical sites and house numbers site |  Monuments and History | Sign's details: Rafael Saporta - Plaques of artists  who lived in Tel Aviv | In this house lived and worked Rafael Saporta 1913-1983 |
| Diagram  Description automatically generated with medium confidence | The Sand Castle  By Rafael Saporta  Songs and Stories |
| A picture containing text, clipart  Description automatically generated | Pup Garden  By Rafael Saporta |
| A picture containing map  Description automatically generated | Three Bears in Rhyme  By Rafael Saporta |

To strengthen the power of songs in your own classrooms, remember to incorporate some of the following pedagogic ideas:

1. Pick a song that you love and that suits your students’ Hebrew level.

2. Let students listen several times to the song to absorb its rhythms and flow (before digging deeper into the words and meanings).

3. Provide the lyrics (with vowels if necessary). Model accurate reading and intonation. Have students practice reading by taking turns in pairs.

4. Familiarize students with the song’s author, composer, and the year of the song’s publication.

5. Analyze the song’s content, message, and mood.

6. Encourage students to sing along using the text at first and then memorize the song.

7. Encourage students to record themselves performing the song (if they so desire).

8. Provide the music of the song for students who play an instrument.