

# ERETZ YISRAEL: THE LAND OF ISRAEL

## Episode 2 — Featuring Noa Tishby

Grades 9–12 | 45-Minute Lesson | World History / Jewish Studies

<b>Subject</b>	World History / Jewish Studies / ELA Integration
<b>Grade Level</b>	9–12
<b>Duration</b>	45 minutes
<b>Presenter</b>	Noa Tishby (Israeli actress and advocate)
<b>Unit Theme</b>	Jewish History, Identity, and the Land of Israel

### ACADEMIC STANDARDS

#### California History-Social Science Standards (Grades 9–12)

- HSS 10.1 — Analyze the causes and effects of the First and Second World Wars and the social, political, and economic impact on people worldwide.
- HSS 10.2 — Compare and contrast the rise of democratic ideas, including the relationship between religion, government, and the individual.
- HSS WHG 6.1 — Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- HSS WHG 6.1.2 — Identify the location of the Jewish homeland and describe the significance of religious sites.
- HSS WHG 7.2 — Trace the origins and development of monotheism and its connections to Western civilization.

#### Common Core ELA Standards (Grades 9–12)

- CCSS.ELA-LITERACY.RH.9-10.1 — Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.9-10.2 — Determine the central ideas of a primary or secondary source.
- CCSS.ELA-LITERACY.RH.9-10.6 — Compare accounts of a historical subject from multiple perspectives.
- CCSS.ELA-LITERACY.SL.9-10.1 — Initiate and participate in collaborative discussions with diverse partners.
- CCSS.ELA-LITERACY.W.9-10.1 — Write arguments to support claims using valid reasoning and relevant evidence.
- CCSS.ELA-LITERACY.WHST.9-10.9 — Draw evidence from informational texts to support analysis.

### MATERIALS & SUPPLIES

- Video: "What is the Land of Israel?" — Episode 2, featuring Noa Tishby (projected or individual devices)
- Student handout packet (classroom worksheet + map activity)
- Vocabulary worksheet (one per student)
- Physical or projected map of the ancient Near East / modern Middle East
- Colored pencils or highlighters (for map activity)
- Whiteboard or chart paper and markers
- Optional: Timeline strip displayed on classroom wall
- Optional: Index cards for exit ticket (or printed exit ticket section of handout)

- Optional: QR code linking to supplementary Noa Tishby interviews or Israel advocacy resources

## LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

- Identify and sequence key events in the history of the Land of Israel from the Biblical period through 1948.
- Explain the covenant between God and Abraham and its significance to Jewish identity.
- Describe the religious significance of the Land of Israel to Judaism, Christianity, and Islam.
- Analyze how Jewish connection to the land persisted through 2,000 years of diaspora.
- Define and correctly use unit vocabulary terms in context.
- Synthesize historical evidence to support a written claim (exit ticket).

## STEP-BY-STEP LESSON PROCEDURE

### WARM-UP

#### ■ 5 minutes

- As students enter, display the prompt on the board: "If your family was forced to leave your home and couldn't return for 100 years — would your descendants still remember where home was? How?"
- Give students 2 minutes to write a quick response on their handout or a sticky note.
- Cold-call 2–3 students to share. Validate all responses warmly.
- Transition: "Today we're going to look at a people who didn't just remember for 100 years — they remembered for 2,000. Let's find out how and why."

■ *Teacher Note: This prompt intentionally activates personal empathy before introducing historical content. It is especially resonant for students whose families have experienced displacement — including many Persian-Jewish students. Be sensitive and celebratory, not somber.*

### VOCABULARY PRE-TEACH

#### ■ 3 minutes

- Briefly introduce 4 anchor vocabulary words before viewing: Covenant, Diaspora, Exile, Sovereignty.
- Display them on the board. Have students locate them on their vocabulary worksheet.
- Instruct students: "You'll see and hear these words in the video — circle them when you do."

■ *Teacher Note: Full vocabulary instruction occurs AFTER viewing, but this pre-teach activates schema and focuses attention.*

### DIRECT INSTRUCTION — VIDEO VIEWING

#### ■ 8–10 minutes

- Introduce Noa Tishby briefly: "Our guide today is Noa Tishby — an Israeli actress, author, and advocate who has spoken before the United Nations about Israel. She brings this history to life personally, because this is also HER story."
- Distribute or display the viewing guide (on student handout). Remind students to take notes as they watch.
- Play Episode 2: "What is the Land of Israel?"
- Do not pause the video. Let it run fully so students experience Tishby's narrative flow.

■ *Teacher Note: Noa Tishby's charisma and personal connection to Israel are pedagogical assets — let students absorb her delivery without interruption. Her closing line ("It's also the place I come from") is a powerful anchor for discussion.*

### MAP ACTIVITY

#### ■ 7 minutes

- Direct students to the map section of their handout (outline map of the region).

- Guide students through a labeling sequence: (1) Label the Land of Israel/Canaan. (2) Label Egypt and trace the Exodus route. (3) Label Babylon. (4) Label Rome. (5) Mark Jerusalem with a star.
- Color-code: each empire that controlled the land gets a different color (use the color key provided on the handout).
- Pairs: compare maps with a partner and discuss — "Which empire controlled the land the longest? Does that surprise you?"
  - *Teacher Note: Movement option: Have a large printed map on the wall and students physically walk up to add labels with sticky notes or markers — great kinesthetic break mid-lesson.*

## GROUP WORK — JEWISH IDENTITY & TRADITIONS

### ■ 8 minutes

Divide into groups of 3–4. Each group receives one of the following focus questions (printed on handout or assigned verbally):

- Group 1 — The Covenant:** What does it mean for a land to be "promised"? How does the covenant with Abraham shape Jewish identity even today?
- Group 2 — Exile and Memory:** How did Jews maintain their connection to Israel during 2,000 years of diaspora? What traditions helped keep the memory alive?
- Group 3 — Three Faiths, One Land:** The video mentions Judaism, Christianity, and Islam all have deep connections to this land. How might this create both unity and conflict?
- Group 4 — Then and Now:** The video ends in 1948. Why was the reestablishment of Israel described as fulfilling a "centuries-old dream"? What evidence from the video supports this?

- Groups discuss and designate a spokesperson.
- Each group prepares one sentence summary to share with the class.

■ *Teacher Note: Circulate during group work. Listen for misconceptions about the timeline or conflation of modern political conflict with historical content. Redirect gently to the video's evidence.*

## GUIDED DISCUSSION

### ■ 7 minutes

Bring class back together. Each group shares their one-sentence summary. Then guide a whole-class discussion using:

- "Noa Tishby ends by saying this is the place she comes from. How does a personal connection change how we receive history?"
- "The Arch of Titus in Rome still stands today with carvings of Jewish treasures being taken. What does it mean that we can still see this 2,000 years later?"
- "The video says Jews prayed 'Next year in Jerusalem' for generations. Have you or your family ever expressed longing for a homeland? What did that look like?"
- "What surprised you most in this video?"

■ *Teacher Note: The third question is intentionally inclusive for your Persian-Jewish students, many of whose families were displaced from Iran within living memory. This is a bridge, not a distraction — use it.*

## VOCABULARY WRAP-UP

### ■ 3 minutes

- Students complete definitions on their vocabulary worksheet using context from the video and discussion.
- Review 2–3 terms together as a class, calling on volunteers.
- Encourage students to use a term in a sentence about something from their own family history.

## INDIVIDUAL ASSESSMENT — EXIT TICKET

■ 5 minutes

Students respond individually in writing (on handout or index card):

**Exit Ticket Prompt:**

Choose ONE of the following:

**Option A (Evidence-Based):** Using at least TWO specific pieces of evidence from the video, explain why the Land of Israel is described as central to Jewish identity.

**Option B (Connection):** Explain one connection between the Jewish experience described in the video and another group's historical experience of displacement, exile, or longing for a homeland. Use evidence from the video.

■ *Teacher Note: Collect exit tickets. Scan for: understanding of covenant, timeline sequencing, and evidence use. Students who struggle can be paired with stronger writers next session for a revision activity.*

## DIFFERENTIATION

Population	Strategies
<b>ELL Students</b>	Pre-teach vocabulary with visual word wall cards. Provide vocabulary worksheet with Hebrew/Farsi/English glossary column. Allow video with captions. Offer sentence frames for exit ticket: "The land of Israel is central to Jewish identity because ____." Pair with bilingual peer during group work.
<b>Advanced Students</b>	Assign primary source analysis: excerpt from Cyrus Cylinder or Arch of Titus inscription. Require exit ticket Option B with comparative analysis. Optional extension: write a "counter-narrative" — how might a Babylonian scribe describe these same events?
<b>Students Needing Movement</b>	Wall map labeling activity (stand up, walk to map, add sticky labels). "Four Corners" — post statements around the room and students physically move to agree/disagree positions. Stand-and-share for group presentations rather than seated report-back.
<b>Students with IEP/504</b>	Provide partially completed timeline (fill-in rather than build from scratch). Offer choice of exit ticket format: written, verbal, or drawn diagram. Extended time on vocabulary worksheet. Reduce group work question to one focused follow-up.

## ENRICHMENT EXTENSIONS

### Music

- Listen to "Yerushalayim Shel Zahav" (Jerusalem of Gold) by Naomi Shemer — discuss how music preserves longing and national identity. Compare to other diaspora music traditions (Persian classical, African American spirituals). How does melody carry memory?

### Math / Science

- Create a scaled timeline: if the entire history from Abraham (approx. 2000 BCE) to 1948 CE spans 3,950 years, how many centimeters/inches would each century represent on a 100cm strip? Plot key events.

Discuss what patterns emerge visually.

- Geography/Science extension: Research the Dead Sea — why is it shrinking? Analyze water resource data for the region. How has geography shaped this land's history?

### **Art / Visual Arts**

- Create an illustrated timeline "scroll" (rolled paper) — students draw one key image per major event covered in the video, in sequence. Display as a classroom installation.
- Research the Arch of Titus in Rome: analyze the carved relief panels as a primary source. What does the Roman artist emphasize? What is missing? Compare visual storytelling to the video narrative.

### **Optional Learning Extension (Homework / Next Class)**

- Read excerpt from Noa Tishby's book "Israel: A Simple Guide to the Most Misunderstood Country on Earth" (Chapter 1 or 2) and respond: What additional evidence does she provide for the Jewish connection to the land? How does her writing voice compare to her video presence?
- Interview a family member or community elder about their family's connection to a homeland — their own "Eretz" (land). Write a 1-page reflection.