Unit 6: Israel and Beyond

	Title	Reading	Listening	Writing	Speaking
1	Staying Safe Outdoors	Advice	----	Description	Personal preference and experience
2	Tzfat	---	Interview	Letter	Associations
3	Traveling Around Israel	Tour Brochure	----	Personal preference	
4	Places in Israel	Fact File	Presentations	Fact File / Essay	Pair Presentations
5	Porat Yosef Yeshiva	Letters and article	-----	Description	Expressing opinions
6	Old City of Jerusalem	----	Interview	Paragraph	Pair discussion
7	The Best Trip	Short description	----	Opinion Letter	Expressing opinions / Persuading others
8	Jews in the Wild West	Informative Article	---	Description	Background Knowledge
9	The Wild West	----	Interviews	Questions and Answers	Pair interviews

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can describe people and things, orally and in writing
- Can write an opinion letter, an informative essay and a fact file
- Can persuade and discuss a variety of topics orally
- Can give commands orally and in writing
- Use of connectors and adjectives correctly
- Can identify and discuss alliteration

Vocabulary: New

aid	despite	immigrants	location	pioneers	southern
alter	destruction	impress	major	poverty	specific
announce	direction	include	miners	presence	status
appreciate	directly	increase	minimize	properly	structure
attractions	distinguish	indication	municipality	propose	summarize
backup	diversity	inform	nevertheless	provide	surrounded
benefactor	eastern	informative	northern	rebuild	territory
care for	emerged	injured	notion	release	unable
citizens	enemy	inquiry	obviously	resident	unique
community	equipped	institute	officially	restoration	virtual
component	eventually	investigate	original	sequence	visible
conduct	extended	irresponsible	participants	settlement	visitors
construct	facilities	journal	performance	settler	western

decade	generations	local	period	significance	witness
descend	hiking	located			

Chunks, idioms and sayings

contrary to	in short	on behalf of
cope with	keep in mind	on board
end up	move on	on the contrary
go through	on average	on the grounds (that/of)
how come	on and off	point out (sth)
in conclusion	on and on	

Reentered / Reviewed

accurate	consider	identify	moreover	remove
achieve	consistently	ignore	motivate (v)	resist
ancient	contains	impressive	obviously	resistance
anxious	contradict	in case of ...	perception	retain information
apparent	convince	in contrast to	perform	routine
appealing	cultivate	in favor of	persuade	significant
approach	damaged	indicate	pleasure	solution
as a matter of fact	determine	influences	position	stands up for
as well as	development	instrument	prepare	stimulation
aspects	emphasize	is worth (doing sth)	prevent	stress
associated with	enable	judge	problematic	take advantage of
attitude	enhance performance	knowledge	productive	transform
attract	essential	log cabin	proper	trust
benefits	expectation	long term	quality	unexpected
breathe (v)	experienced	look after	rapid	valuable
capable of	external	maintain	reduce	variety
circumstances	factors	manage	reject	well-being
clients	figured out	meaningful	relax	worthwhile
complex	foggy	memorable	relaxation	
consequently	furthermore	mixture	reliable	

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1 – Staying Safe Outdoors

1. Let's Talk! Have the students discuss the places in the pictures, where they are and if they've been there or if they'd like to go.

Answers:

a. Ein Gedi
b. The Dead Sea
c. Masada
d. Rashbi tomb
e. Kotel
f. Mt. Hermon

2. Have the students match the words to the definitions.

Answers:

1. f
2. h
3. k
4. g
5. j
6. i

7. c
8. d
9. a
10. l
11. e
12. b

3. a. Have the students circle the correct word in each sentence.
Answers:

a. irresponsible
b. location
c. keep in mind
d. Clearly
e. backup
f. minimize

3.b. Have the students give an example for each of the descriptions in their notebooks. Encourage them to give as many examples as they can and to share.
Possible answers that you can use as examples if the students can't think of anything.

a. Something that you would like to release. **sad thoughts, bad thoughts**
b. Things that you need to keep in mind before leaving the house. **Taking keys**
c. Things that you should backup. **Files, data, paperwork**
d. Your favorite location. **The Kotel**
e. A great place to go hiking: **the forest, the park**

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4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

5. Have the students answer the questions according to the text they read in Exercise 4, in their notebooks.

a. Any two of the following: *Releasing pressure, releasing stress. opportunity to reconnect with your family, opportunity to reconnect with friends, to improve your mood, to visit different locations, to visit special locations.*
b. 1, 5
c. No, Either of these two: *Hiking shoes are most recommended because it can prevent a sprain in case of a fall. In addition, hiking shoes have waterproof resistance technology.*
d. In case something happens you have someone that knows you're out there and can call for help.
e. Any two: you might cancel your trip because of rain, it's dangerous to be caught in a flood, it's dangerous to be caught in heavy rain, it's dangerous to be outside in extremely hot weather

6. Have the students write where they would like to go hiking and why. Encourage them to share their ideas.

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2 – Tzfat

1. Pair Work. Have the students work alone and then in pairs to write any association they might have with Tzfat. Then discuss what they wrote and have students who can, share interesting information that others may not know.

2. Have the students complete the crossword puzzle with the words in the bank.
Answers:
Across:
2. visitors
4. irresponsible
7. witness
9. ancient
12. announce
13. associated
14. virtual
15. aid
Down:
1. resident
3. surrounded
5. release
6. presence
8. attract
10. community
11. decade

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3. Have the students describe the pictures using the words in Exercise 2. Encourage them to use as many of the words as they can. Have them share their ideas.

4. Listening Comprehension.
Have the students listen to the interview between Dvori Berkowich and Sarah Lerner, talking about Tzfat. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the interview twice to enable the students to check their answers.

Interview Transcript

Interviewer (Dvori Berkowich): Hello listeners and welcome to our first lecture on "Touring Israel". I'm Dvori Berkowich and this week we'll be focusing on the one of the four holy cities in Israel, Tzfat.

We are welcoming our guest today, Sarah Lerner, a resident of Tzfat for the last two decades.

Dvori: Welcome Sarah. I'm so happy to have you here today.

Sarah: Thank you Dvori, it's an honor to be here.

Dvori: So, Sarah, why won't you take us on a virtual tour of Tzfat? Tell us about this special city and how it connects to our Jewish origins. Help us imagine what you are describing.

Sarah: Well, for starters, it seems like Tzfat is surrounded by mystery. It is one of Israel's four holy cities and has a blend of ancient and modern life. It is set in the Upper Galilee, overlooking Tiberias. Over the years, Tzfat has always had a continuous Jewish presence. Its residents have included many Torah giants, like Rabbi Yosef Karo, the codifier of the Shulchan Aruch, the code of the Jewish law. There was also Rabbi Halevi Alkabetz, the composer of Lecha Dodi, sang every Friday night by Jews in shuls all over the world. They all lived in Tzfat during the "The Golden Age of Tzfat".

Dvori: What can you tell us about the connection of Rashbi and Tzfat?

Sarah: Rashbi was born in the Galil and was one of the greatest students of Rabbi Akiva. He used to gather his learned students in a cave called Idra Raba which means the great gathering. This cave is located between Meron and Tzfat. Shimon Bar Yochai passed away on Lag B'Omer and is buried in Meron. It is visited by hundreds of thousands of Jews from all over the world on the day he passed away and it is called the Hilula Deraby Shimon Bar Yochai.

Dvori: I've been there. It's truly fascinating. What else do we know about Tzfat according to ancient Jewish sources?

Sarah: Tzfat was mentioned in the Talmud as one of the stations where a fire was lit to announce the coming of the new Jewish month. When two witnesses testified at the Temple in Jerusalem that they had seen a New Moon (new month), fires would be lit on mountain tops throughout the country in order to notify the surrounding Jewish communities of the beginning of a new month.

Dvori: very interesting! Now let's talk more about Tzfat the city, its streets, and unique places.

Sarah: Sure and there are many of them. First of all, there's the Old City of Tzfat. The streets are only accessible by foot and the city center is surrounded by ancient Jewish buildings. The Old City of Tzfat is one of the notable treasures of Israel's Upper Galilee. Down below the Old City of Tzfat, lies the famous cemetery. People from all over the world come there to daven at the graves of many holy rabbis who are buried there.

The most famous one is Rabbi YItzchack Luria, also known as the Ari. There are thirty-two impressive shuls in the Old City with two of them named after the Ari. One of the most famous is the Abuhav Shul. It was built in the 16th century by Rabbi YItzchack Abuhav. There are 3 arks built on the southern wall facing Jerusalem. One ark has 2 ancient Torah scrolls and they are only taken out 3 times a year on Shavuot, Rosh Hashanah and Yom Kippur.

Another beautiful place is Beit Hameiri which is located in a spectacular location among the winding alleys of the Old City. Beit Hameiri is a historical museum documenting the life of the Jewish community in Tzfat over the past 200 years. The museum displays different aspects of the community's daily life including religious objects, tools, documents, paintings, and more.

Dvori: What can you tell about the atmosphere in Tzfat and how is it different from Jerusalem let's say?

Sarah: You need to understand that Tzfat, unlike Jerusalem or other big cities in Israel, has a different rhythm of life. It's simpler, calmer and more peaceful which gives time to focus on holiness.

Dvori: Wonderful! We learned many new things today. Is there anything else that you would like to add, Sarah?

Sarah: I simply recommend that you visit Tzfat and decide for yourself what you think of that city, knowing what you now know. I'm sure you'll find more interesting things about Tzfat which you would like to share with your friends and family.

Dvori: Thank you very much Sarah for talking with us today. We meet again next week to talk about Tiberias. Goodbye all.

Fade out

based on: http://www.safed-home.com/safedhistory.html

Answers to the questions:

a. holy
b. continuous
c. 4.
d. 1, 3, 5
e. Any of the following: calmer, simpler, more peaceful

5. Have the students answer the question in their notebooks. Their answer should include something along these lines: *To visit Tzfat and decide what we think of that city based on all the things that she mentioned / because now we know more about Tzfat.*

6. Have the students write what they would like to see in Tzfat, in their notebooks, based on the listening test. Encourage them to share their ideas.

7. Let's Write! Have the students write a letter to their friend describing places to visit and things to do in their area / where they live. Remind them of the format of a letter. They should use at least 5 of the new vocabulary words in their letter.

Encourage them to share their work.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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3 – Traveling Around Israel

1. a. Pair Work. Have the students work in pairs to decide which statements are True and which are False. Then discuss the information.

NOTE: The answers appear at the end of this
lesson. Answers: a. T, b. F. c. F, d. F, e. T
1. b. Have the students check how many answers they answered correctly and add anything else they might know about the Dead Sea.

2. Have the students choose the right synonym for each word in bold.
Answers:

a. 2
b. 1
c. 1
d. 1
e. 2
f. 1
g. 2
h. 2
i. 1
j. 2
k. 1
l. 2

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3. Have the students complete the words for the directions.
Answers:

a. northern
b. western
c. eastern
d. southern

4. Have the students give examples of each of the descriptors in their notebooks.
Possible answers, so you can share if they get stuck.

a. Something which is *visible:* **anything you can see**
b. A *settlement:* **Telstone**
c. Something a baby is *unable* to do: **walk, drive, paint**
d. Something which is very *unique* to you: **necklace, bracelet**
e. A memorable *period* in your life: **when I had Bat-Mitzvah, when my sister was born**
f. An *ancient* object: **rotary phone**
g. A western town and an eastern town in Israel: western – Tel Aviv, eastern – Jerusalem
h. A southern and a northern town in Israel: southern – Eilat, Northern – Tzfat

5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions according to the text in Exercise 5, in their notebooks.

Answers:

a. *Visit amazing sites in Israel from South to North in only one day.*
b. 2, 4
c. *King Herod built a fortress-palace on the top of Masada.*
d. *The answer should show that they understood that there is too much to see in Jerusalem for such a short visit, so they are showing them what there is and there is only a stop, to daven at the Kotel.*
e. They dried up sea water.
f. seeing the views from the cable car or skiing and playing in the snow
g. Have the students write a few sentences on their choice and why. Encourage them to share their ideas.

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4 – Places in Israel

1. Let's Talk! Group Work. Explain to the students that Beit Sara High School would like their help. They want to take the students on a two-day trip somewhere in Israel.

In groups of 3-4 students, have the students look at the map and discuss the places listed on it. Have them talk about whether they've been there, or if they'd like to go. They should come up with a suggestion of where to take the girls from Beit Sara High School and be able to explain why.

Encourage the girls to share their ideas. Review the **Tip**! Box to go over possible structures to express themselves.

2. Group Work. Have the students work with the same groups as in Exercise 1 and locate the places in the map. They should discuss the directions using the compass at the bottom of the map and the information in the Do you know? box. Encourage them to add as many other descriptions of locations as they can to have their group guess.
Answers:

a. Haifa
b. Dimona
c. Beit Shemesh
d. Bethlehem
e. Nahariya

Option: Teach about directions on the compass. You can play a game in class. Put directions on all 4 walls of the classroom also northeast, southeast, south west and northwest. Divide the class into 4 groups. Give each group instructions separately about where they should go to.

"Group A go to the southwest." All the members of the group should go to that part of the room.
NOTE: If you work with too many students at a time, it can get very loud and confusing. You might want to give out a few slips of paper with directions to 2 students and have them go to that position and tell the class. "We are standing in the northwest part of the room."

3.a. Have the students rewrite the sentences using the correct words from the word bank, in their notebooks.
Answers:

1. Mt. Hermon is located in northern Israel.
2. When you have an argument, it's essential to stand up for what you believe.
3. My parents think it is worth learning how to type well on the computer.
4. It is important to take advantage of your time wisely.
5. I enjoy eating ice cream as well as chocolate as special treats.

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3.b. Have the students choose the correct meaning for the words in bold.
Answers:

1. a
2. b
3. a
4. c
5. a

3.c. Have the students answer the questions using the new vocabulary words. Accept any logical answer that is on topic.

4. a. Have the students match the expression to the meaning.
Answers:

1. f
2. e
3. g
4. c
5. d
6. a
7. b

4. b. Have the students use the expressions in 4.a. to complete the sentences.
Answers:

1. on and on
2. On behalf of
3. on the grounds
4. on board
5. on and off
6. on average
7. on the contrary

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5. Have the students write a short paragraph about one of the three topics presented. This could be used to help them with the speaking task in Exercise 6. They should write between 60-80 words in their notebooks. Review the structure of a paragraph with them using the Tip! Box.

6. Have the students work in pairs to create a Fact File on a place in Israel, of their choice. They should use the template provided on page 137. They are welcome to add additional information but this is all compulsory.

When they are ready, have the students present their work to the class. They should include pictures, maps, anything they think could sell the place well. They are to present their work and the class has to decide which place seems most appealing.

Encourage them to use the new expressions and the vocabulary words from this lesson.

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5 – Porat Yosef Yeshiva

1. Let's Talk! Have the students look at the pictures and discuss what they are, why they think they were reconstructed, why a country might want to preserve an old building and why they think it's important to rebuild and save old Jewish structures.

Encourage the students to share their ideas.

2. Have the students match the words in the word bank to the meanings in the chart.
Answers:

	Word	**Meaning**		**Word**	**Meaning**
1.	citizens	people of a place	7.	inform	tell
2.	alter	change	8.	municipality	city
3.	inquiry	question	9.	poverty	poorness
4.	structures	buildings	10.	status	position
5.	generations	from father to son	11.	benefactor	supporter
6.	provide	give	12.	construct	build

3. Have the students fill in the missing word to complete the passage.
Discuss the content. What type of text is it? What are they discussing in the flyer?
Answers:

1. construct
2. municipality
3. generations
4. benefactors
5. structure
6. status
7. poverty
8. altered
9. citizens
10. provide
11. informing
12. inquiries

Do you know? Box

Discuss the notion of Alliteration with the class. Use the box to help you.

Some extra information for you:

The top of Alliteration is a very interesting topic and is a very enjoyable literary device. This topic makes the students aware of similar sounds in writing and also in speaking and can be very powerful. Use the examples and get your students to be creative with all the activities provided

*in this section. **Alliteration** happens when words that start with the same sound (not just the same letter) are used repeatedly in a phrase or sentence. The sound is usually a **consonant** and the words don't have to be right next to one another. It is used a lot in literary writing.*
Example of alliteration: Practice makes perfect; cookies, cupcakes and candy; cheddar cheese; crash course; school subject; noisy neighbors; seek a solution, food fads; on the brink of bankruptcy. Company names: Coca Cola; Dairy Dreams; American Apparel; American Airlines; Best Buy; Coca-Cola. Go and gather the green leaves on the grass. Come and clean the chaos in your closet. The boy buzzed around as busy as a bee. Robert Frost uses alliteration in Acquainted with the Night – I have stood still and stopped the sound of feet.
Another form of alteration is tongue twisters. They are a lot of fun to say quickly.

- *Betty Botter bought some butter, but she said, this butter's bitter; if I put it in my batter, it will make my batter bitter, but a bit of better butter will make my batter better." - "Betty Botter," Carolyn Wells*
- *Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?*
- *A good cook could cook as many cookies as a good cook who could cook cookies.*
- *Black bug bit a big black bear. But where is the big black bear that the big black bug bit?*
- *Sheep should sleep in a shed.*

Share these quotes and discuss the sounds of the words. (adapted from "The News Link" Issue 390 July 12, 2020)

- *Keep coming*
- *Success is not so supreme*
- *Failure is not fatal*
- *It's the courage to continue that counts!*

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4. Pair Work! Have the students work in pairs to create alliterations of their friend's names. Then have them share their ideas.

Option: Have the students create a slogan with alliteration for a famous company they are familiar with, for example, Coca Cola cools. Then they share with the class.

5. a. Read the texts with the students, each time a different part. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

First have the students read the two letters and answer the questions. Then discuss the two letters.
Answers:

1. what to build with the money that Yosef Shalom has

2. The Rabbi Yosef Chaim of Baghdad recommends building a Torah Center for Sephardic Jewry.
3. Any two of the following:
From Yosef Shalom's letter: citizen of the great city / purchased a plot / citizen of the city/humbly ask your honor's advice
From Rabbi Yosef Chaim of Baghdad's letter: property you have purchases/ scholars to study /

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5.b. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

6. Have the students answer the questions according to the texts in Exercise 5. a. and 5. b. in their notebooks.
Answers:
a. *They should discuss the fact that he wanted to receive guidance from the rabbi so he'll use his money wisely.*
b. same: large beth midrash, living quarters
different: smaller study halls for married students in the old / many classrooms in the new
c. 1. The rabbi from Baghdad recommends building a yeshiva.
2. In 1923 the yeshiva was finished.
3. In 1967, plans were made to rebuild the yeshiva on the original site.

7. Let's Write! Have the students write a description of what they would build to help the community or municipality if they had the ability to do so.
Review the structure of an essay with them using the **Tip**! Box.

You can use the **Writing Templates** on page v in the TG to help you teach and review this.

Encourage them to share their ideas.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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6 – Old City of Jerusalem

1. a. Let's Talk! Have the students fill in the questionnaire about Jerusalem and see where they've been. Then have them compare with their friends and share with the class. Discuss the different places, enabling the students to share experiences and opinions on the places.

2. Have the students choose the word that has a similar meaning to the word in bold.
Answers:
a. 2
b. 1
c. 1
d. 3
e. 1
f. 3

g. 1
h. 2
i. 1
j. 2
k. 3
l. 1
m. 2

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3. Have the students answer the questions using the words in bold in their answer, in their notebooks. Encourage them to share their ideas. Make sure to help them formulate correctly produced sentences using the new vocabulary.

Accept all logical and relevant responses.

4. Listening Comprehension.

a. Have the students write a short paragraph describing a place that they think Mrs. Weiss will take Mrs. Talmon on the tour.

b. Have the students listen to the interview between Mrs. Weiss and Miri Talmon. After the first listening, check how many students were right. Have them share their guesses.

c. Have the students listen to the interview between Mrs. Weiss and Miri Talmon again. They should then answer the questions in their books.

It's a good idea to have them read the questions prior to listening.

Play the interview twice to enable the students to check their answers.

Interview Transcript

(sound of knock on a door)

Mrs. Weiss: Welcome, please come in. I am so happy you have come to my home for this meeting.

Interviewer: Hello, Mrs. Weiss. My name is Miri Talmon. I am a writer for the "Jewish Tours around the World" magazine. I am so excited to be in your home in the Old City of Jerusalem. Could you tell me a little bit about what it's like to live in the Jewish Quarter?

Mrs. Weiss: I feel that my family and I are very fortunate to be living in the Old City. We moved to the Old City twenty years ago. It took us a very long time to find the right apartment. We searched for over seven years and we are very happy to have found the right home.

Interviewer: I understand your house has an extraordinary aspect to it. Can you tell me about it?

Mrs. Weiss: Sure. One of the external walls in one of the bedrooms is over one thousand years old. The other walls are newer stones that were used to build the apartment after the Six Day War. Our apartment is located around a courtyard and we have a beautiful flower garden that I take care of, right outside my front door. I also have some very special neighbors.

Interviewer: It is so important to have good neighbors. I saw a neighbor as I was coming in. She waved hello. So friendly.

Another thing I saw as I came up the stairs into your courtyard is the mosaics. Can you tell me about them?

Mrs. Weiss: Oh, they are very unusual indeed. They are quite new, from the year 2000. Many small mosaics were used to make the pictures. The colorful mosaics are very impressive, and tourists are always taking pictures of them.

Interviewer: Has there been any damage done to these mosaics over the years?

Mrs. Weiss: No, I don't think so. They are relatively new.

Interviewer: Can you tell us a little about some of the tours you conduct here in the Old City?

Mrs. Weiss: Yes, going on a guided tour around the Old City can be very informative and educational. People can walk around the narrow alley ways and be impressed, but they don't know what they are looking at. Tourists as well as citizens think it's just another place to visit. But when you have a tour guide, you learn many things, get a different outlook at the circumstances, and understand the significance of every stone in the Old City.

Interviewer: Could you give me an example?

Mrs. Weiss: Of course! Once I was doing a Bar Mitzvah tour with a family group. Many of the participants knew a little about the Old City, but after my walking tour they were greatly informed about things they did not know. They felt like they emerged from the tour with a whole new feeling of the Old City. That's the only real way to understand the holiness and the historic aspects of this city.

Interviewer: That is really amazing! I understand your Kotel Tunnel Tour is very exciting and people enjoy it very much. Can you tell me about it?

Mrs. Weiss: Definitely! When I take my group on a tour of the Kotel Tunnels it's not just a walk through. I bring maps and I help the participants understand what they are seeing from a religious and a historical point of view. I think the highlight of the tunnel tour is getting to the Kotel Hakatan. That is a very special place to daven for anything you need, and people go away so moved by the experience. The Kotel Hakatan is directly opposite the Holy of Holies, where the Kohen Gadol only entered on Yom Kippur.

Interviewer: Wow that is awesome. Do you have some time now, maybe, to take me on a mini tour around your neighborhood and then to the steps leading down to the Kotel?

Mrs. Weiss: Of course. I'd love to take you. Let's make sure we have a bottle of water each and we can get on our way.

Interviewer: Oh, thank you so much. (sounds of people walking down the steps.)

Mrs. Weiss: The name of the street I live on is Rechov Hayehudim.

Interviewer: What is this over there, on the right?

Mrs. Weiss: This is called the Cardo. The Cardo is a street from the Roman period. It was the main marketplace for the visitors who came to Jerusalem.

Interviewer: I can't believe it's so old**.** Where are we going now?

Mrs. Weiss: We are going to pass the rebuilt Churva Shul. After the Six Day War this entire shul was destroyed by the Arab Legion of the Jordanian Army. Not much was left of the original structure. The Jewish Quarter Development Company, in charge of the restoration of the Jewish Quarter, rebuilt the shul as it was at the time before the War of Independence in 1948. In 2010, the reconstructed Churva Shul was officially opened as an active shul and center of study.

Interviewer: It really is an impressive structure. Where do we go from here?

Mrs. Weiss: We will now make our way toward the steps leading down to the Kotel. From there you will get a panoramic view of the Kotel and the whole Har Habayit.

Interviewer: Oh, look at the view of Har Hazeytim. I didn't realize how big it is. Thank you so much for bringing me here. I think you have given me a great understanding of living in the Old City and what it means to have a good tour guide. I really appreciate your time and effort. I know our readers will enjoy this interview very much.

Mrs. Weiss: My pleasure. I'm glad to help. Enjoy the rest of your day.

Answers to questions:

1. c
2. b, c
3. b
4. any two of: the Cardo, Churva Shul, steps leading to the Kotel
5. a
6. c
7. d
8. a

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7 – The Best Trip

1. Let's Talk! Have the students discuss what they think is the best type of trip for them. They should describe their ideas and back it up with reasoning. Have them use the Tip! Box to help.

2. Let's Write! Have the students write their opinion to the question presented in exercise 1. They should use at least 6 of the phrases provided and make use of the lists of parts of speech in the chart.

Encourage them to share their ideas.

This is a great opportunity to have the students practice transferring oral language into a more detailed and precise written form. Encourage them to use their same ideas from the discussion and elaborate on them in writing.

Do you know? Box – Review connectors with the students. Read the information and examples in the box and have the students provide examples of their own.

3. a. Have the students look at the chart and define any they aren't familiar with in their notebooks using a dictionary.

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3.b. Have the students choose the best connector to complete each sentence.
Answers:

1. because
2. To begin with
3. since
4. such as
5. despite
6. For this reason
7. Therefore

4. Let's Write! The students are going to write a letter expressing an opinion. You can use the **Writing Templates** on page v in the TG to help you teach and review this.

They are to write a letter of between 80-100 words in their notebooks.

You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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8 – Jews in the Wild West

1. Let's Talk! Have the students look at the pictures and describe what they see. They should also try to determine what they are looking at and what the pictures are showing them.
The pictures are of: a pioneer to the west, a Native American chief, a cowboy, a gold miner, and a stagecoach

2. Have the students complete the questionnaire and then discuss it. This should give you an indication of what they know about the Wild West and what you could add.
Answers:

a. 2
b. 2
c. 1
d. 2
e. 1
f. 1
g. 2
h. 2
i. 2
j. 1
k. 1
l. 2

3. Have the students choose the correct word that could replace the words in bold.
Answers:

a. pioneers
b. Initially, eventually, territory
c. journal, increasing, miners
d. injured, settlers
e. immigrants, enemies
f. an indication, investigate

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4. Have the students match the questions in Column A to the answers in Column B.
Answers:

1. d
2. f
3. a
4. b
5. g
6. e
7. c

5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Discuss the title of the text and ask the students to guess how many Jews they think lived in the Wild West.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions in their notebooks, according to the text in Exercise 5.
Answers:

a. 3
b. 1
c. Any two of the following: She started a Jewish school in her home. / Willie Spielberg became Santa Fe's first mayor. / She saved Emily.
d. 0 – none
e. They were told a group of Indians was coming.
f. 2
g. These are the possible answers, or anything along these lines:
    1. The Jew said Kaddish (in memory of those who were buried there).
    2. He decided to fix up the Jewish section of the cemetery
h. They stood up for the people who lived nearby, whether they were pioneers or Indians.

7. Let's Write! Have the students write a short description of what they think the settlers saw when they first arrived in the west. They should write between 60-80 words in their notebooks. Encourage them to share their ideas.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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9 – The Wild West

1. Let's Talk! Pair Work. Have the students work in pairs coming up with topics that might be of interest to them to ask a pioneer in the wild west in an interview.
Encourage them to share their ideas with the class.

2. Pair Work. Have the students work in pairs, using the topics they wrote in Exercise 1 to write up at least 8 questions to ask in an interview.

3. a. Have the students match the expression to their meanings.
Answers:

1. c
2. a
3. d
4. f
5. b
6. e

3. b. Have the students complete the sentences with the expressions in Exercise 3.a. Note that changes may be needed.
Answers:

1. cope with
2. short term
3. went through
4. end up
5. How come
6. care for

4. Let's Talk! Pair work. Have the students work in pairs to write up an interview with a pioneer settler in the Wild West. They should use the expressions in Exercise 3 to help them.

Stress that they should make sure to write at least 6 questions and 6 responses. They can interview an imaginary character or someone from the article in Lesson 8.

5. Have the students present their interviews.
While the students are presenting, have the rest of the class listen and fill in the chart provided that they copied into their notebooks. This will ensure they listen attentively to their classmates.
The chart is:

Presenters	Pioneer's Names	Something special you learned about them

You can assess the students using the **Speaking Rubrics** on page x in the TG.