

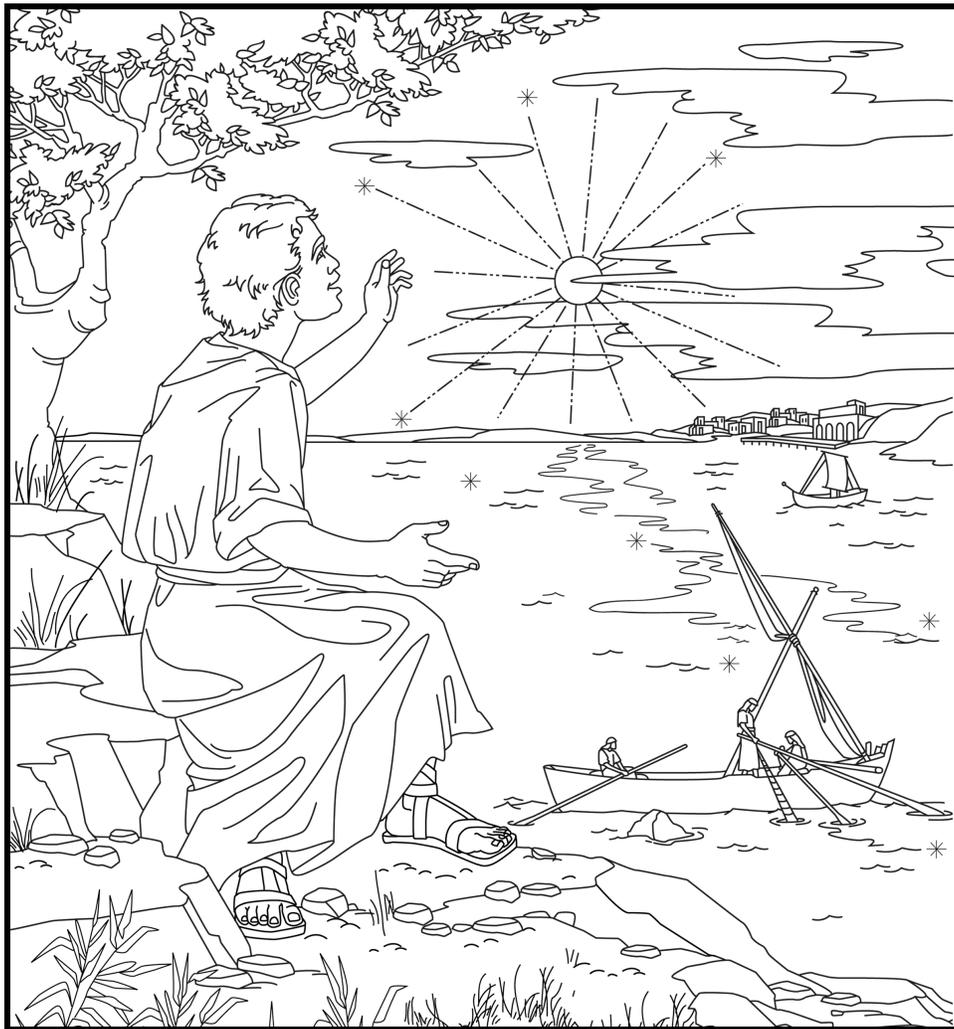


LITERATURE LESSON PLANS

Good children's literature
appeals not only to the child
in the adult,
but to the adult in the child.

~ ANONYMOUS ~

Joel: A Boy of Galilee



Joel 2

Time: 40 minutes

Reading: Joel 2 Reading

Goal of Lesson: Introduce children to Israel's

geography and complete a map study

Principle: God created the Earth as the dwelling place for man

and the setting of His Story.

Scripture: God made from one man every nation of mankind to live on all

the face of the earth, having determined their appointed times and the boundaries of their habitation, that they

would seek God...(Acts 17:26, 27a).

TEACHER



Vocabulary:

arid (adj.) Lacking sufficient water or rainfall to support agriculture.

biome (n.) A biome is a geographical region defined by the dominant plants and animals that live there and the soil and climate conditions that support them.

coral (n.) A tiny marine animal of the group cnidaria, which includes hydras, jellyfish, and sea anemones. Corals stay fixed in one place and feed by reaching out with tentacles to catch prey such as small fish and planktonic animals.

ecosystem (n.) A system formed by the interaction of a community of organisms with their physical environment.

fauna (n.) All the animal life found in a particular region.

flora (n.) All the plant life found in a particular region.

indigenous (adj.) Native; not imported.

plain (n.) An extensive, level, usually treeless area of land.

reef (n.) A submerged ridge of rock or coral near the surface of the water.

rift (n.) A deep, narrow fissure or gap in rock caused by the shifting of the Earth's tectonic plates.

savannah (n.) A flat grassland in tropical and subtropical regions.

terrain (n.) The physical features of a piece of land.

topography (n.) The study and mapping of the features on the surface of land, including natural features such as mountains and rivers and man-made features such as highways and railroads.

wadi (n.) A gully or streambed in Israel that remains dry except during the rainy season.



Preparation to Teach:

1. Read and study the Joel 2 Reading, "The Geography of Israel."
2. Study the physical and political features of Israel on the map.

STUDENT



Key Word:

geography (n.) The descriptive science of the Earth, which God created as the stage for man's activities.



Reason Questions:

1. Define geography.
2. Why is the study of geography important in your life?
3. Why is the study of the geography of Israel important in your life?
4. What are some of the names that have been given to the land of Israel?
5. Briefly describe each of the biomes of Israel.



Notebook Record:

A map study is a work of art. Carefully label your map of Israel using the map legend provided. Color your map using the following map standard:

- Label physical and political areas in block print with a black pen.
- Outline all bodies of water blue.
- Outline the border of Israel with a second color.
- Outline the borders of the other countries and territories using contrasting colors to the color used for Israel.

3. Complete a sample State of Israel map study on a blank State of Israel map. Follow the map standard. When finished, print a transparency of your map study to project on the classroom wall for the children to see how to label their map studies.
4. Hang a large map of Israel or the Middle East in the classroom.
5. Gather all the resources needed for the lesson: Joel Reading, world map or globe, overhead projector, transparency of your Israel map study, blank Israel maps and legends, rulers, black pens, student vocabulary card, and Israel prayer card.

Teaching Plan:

1. Distribute student binders and colored pencils to the children.
2. Explain to the children that they are going to complete a map study of the State of Israel before hearing *Joel: A Boy of Galilee* read aloud, so that they can refer to their maps as the narrative moves from one geographic location to another.
3. Pin the student vocabulary card on the Treasure Chest bulletin board and define the word for the children. Link the word to the principle.
It is important for the children to remember that God lives in eternity, not in time as we do. He established His divine plan for man before He created the world. (Heb 4:3b)
God has allowed us to know the secret of His plan and it is this: He purposed in His sovereign will that all human history should be consummated in Christ. (Eph 1:9, 10, Philips Translation)
God, the Great Architect, designed Earth as man's dwelling place in His Story. (Ps 8:4-18) Our planet Earth is most unique and beautiful, and its biosphere perfectly supports human life. God established nations (Acts 17:26) beginning with Israel with a divine purpose for His Christ and the Gospel.
4. Read the Joel 2 Reading aloud to the children.
5. Ask the reason questions and have children respond orally.
6. Distribute rulers, black pens, blank maps of the State of Israel, and map legends to the children. Have them print their names on the map in the lower right hand corner.
7. Project your State of Israel map study on the classroom wall for all to see. Teach and demonstrate the map standard and have children complete their State of Israel map studies.
8. Before completing the lesson, have children pray for Israel. This prayer is taken from a contemporary Jewish prayer book. Pin the prayer card to your bulletin board to use at the end of the next two lessons.
9. You may end with a short prayer and blessing for the children.



Prayer:

“Our Father in Heaven, Rock and Redeemer of the people of Israel, bless Israel with your promise of redemption. Shield her with your love; spread over her the shelter of your peace. Guide her leaders and advisors with your light and your truth. Help them with your good counsel. Bless the land with peace, and her inhabitants with lasting joy. Amen.”

[Taken from a Jewish prayer book]



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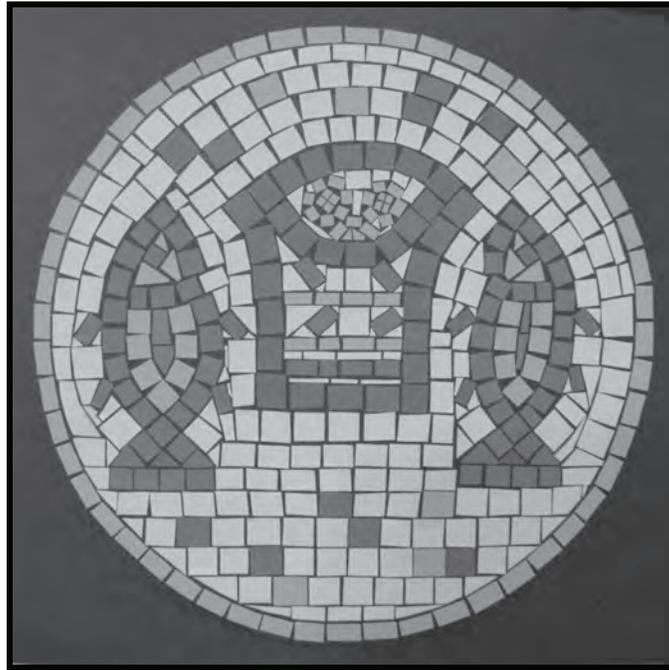


Britt
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Israeli Coastal Plains Biome

Mosaics in the Style of Early Christian Art

A project inspired by the 4th century floor mosaic of the Church of Loaves and Fishes



History of Mosaics:

Mosaic art began in ancient Mesopotamia with the Sumerians, who decorated a temple with broken pieces of seashells and onyx in the fourth millennium B.C. In Greece, there are remains of ancient mosaic floors made of pieces of rubble and natural pebbles. Mosaics spread from Greece to Italy and developed there during the Roman Empire. Wealthy Romans decorated the floors and walls of their patrician houses, temples, and public baths with beautiful mosaic art.

After the death of Jesus Christ, Christians decorated many floors and walls using natural stones, colored glass, and marble. Mosaic art reached its highest level of quality in Ravenna, Italy during the Byzantine Era. Below is a section of a mosaic floor found in a 4th century Christian church in Tabgha on the northwest shore of the Sea of Galilee, called the Church of the Loaves and Fishes. Tradition states that the church was built at the site where Jesus multiplied the lunch of loaves and fishes to feed the five thousand. (Mark 6:40-44)



Our Project:

Children create a construction paper mosaic of the 4th century church floor mosaic at Tabgha.

Supplies:

- construction paper (white, red, yellow, brown, light blue and dark blue) cut into ¼ inch strips
- 1 sheet of black construction paper (11 x 11 inches) for each child
- compass or 10-inch plate
- pencils
- scissors
- glue stick (one per child)

Instructions:

1. Create a sample mosaic.
2. Teacher should draw the 10-inch circle in the center of each sheet of 11x11 inch black construction paper for the children and distribute.
3. With a pencil, have children sketch the pattern of fishes and basket of bread in their circle.
4. Distribute scissors and strips of colored paper.
5. Have children cut their strips into ¼-inch squares.
6. Glue squares onto the pattern, leaving black space between squares to look like grout. Some of the squares will need to be cut to fit the design.
7. This craft will require two class periods to complete.