

## Israel in Symbol and Song

### Topic

Hebrew, *Yom Ha'atzmaut*  
 Songs *Kol Haaretz Degalim* and *Menorah V'anfei Zayit* written by Raphael Saporta  
 Symbols of Israel

### Grade Level(s):

K – 4<sup>th</sup>

### Big Ideas

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

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

### Relevant Vocabulary

יום [חג] העצמאות ( <i>Yom Ha'atzmaut</i> )	Israel's Independence Day
דָּגֵל ( <i>degel</i> )	Flag
סֵמֶל ( <i>semel</i> )	Emblem
מְנוֹרָה ( <i>Menorah</i> )	Seven-branched candelabrum (Used in the Temple)
עֲנַפֵּי זַיִת ( <i>anfei zayit</i> )	Olive branches

### Learning Targets

Students will:

- Learn to read and sing the songs [Kol Ha'aretz Degalim](#) and [Menorah v'Anfei Zayit](#)
- Become familiar with the Hebrew poet Raphael Saporta
- Learn the names of the symbols of the State of Israel
- 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](#)
- Small Israeli flags (one for each learner)
- Symbols of Israel (see chart below and the separate download of Symbols of Israel)
- Symbols of your home country
- Materials to make Israeli flags and emblems (color paper, scissors, glue sticks, tape, string). Add more materials as needed.
- Pictures of Rafael Saporta and selected books (included at the end of this activity)

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### Background

#### **Raphael Saporta**

[Raphael Saporta](#) (1913–1983) was born in *Moshava Margoa* in Cyprus. Between the end of the 19<sup>th</sup> century and the beginning of the 20<sup>th</sup> century, tens of thousands of Jews settled in the agricultural [moshavot of Cyprus](#). 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. Cyprus' close distance to Israel (290 miles / 472 km) provided a training ground to implement the agricultural aspirations of the new settlers. The plan was to use Cyprus 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 Raphael'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 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 Yisrael***

The Israeli flag, inspired by the design 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 Wolffsohn, at the end of the 19<sup>th</sup> century. At a brainstorming meeting between him and Theodor Herzl, the question of which flag would be hung 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 *tallit* (prayer shawl) with which we wrap ourselves when we pray: that is our symbol. Let us take this *Tallit* from its bag and unroll it before the eyes of Israel and the eyes of all nations." (For additional information read "[Israel National Symbols: The Israeli Flag](#)" by Alec Mishory.)

#### **Emblem of Israel – *Semel Yisrael***

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, unlike the Israeli flag, which was designed in the diaspora. The Israeli emblem includes both ancient religious visual symbols (menorah), and secular and sovereign symbols (olive branches). The emblem represents the continuation of the Jewish people throughout time. (For additional information read "[Israel National Symbols: The State Emblem](#)" by Alec Mishory.)

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### Additional Symbols of the State of Israel

National Anthem of the State of Israel	הַתְּקוּוּהָ	<i>Hatikvah</i>	The Hope
National Currency	שֶׁקֶל הַדָּשׁ / שְׁקָלִים הַדָּשִׁים	<i>Shekel Hadash / Shekalim Hadashim</i>	New Shekel(s)
Seal of the State of Israel	חֹתָם	<i>Hotam</i>	Seal
National Colors	כָּחֹל וְלָבָן	<i>Kahol v'lavan</i>	Blue and White
National Tree	עֵץ הַזַּיִת	<i>Etz HaZayit</i>	Olive Tree
National Flower	כַּלְנִית	<i>Kalanit</i>	Anemone
National Dog	כֶּלֶב כְּנַעֲנִי	<i>Kelev Kna'ani</i>	Canaanite Dog
National Bird	דוֹכִיפֶת	<i>Duhifat</i>	Scientific name: Upupa (Hoopoe)
National Food	פֻּלְאֶפֶל	<i>Falafel</i>	<i>Falafel</i> (Important foods are also <i>schnitzel</i> and <i>Hummus</i> )
National Animal	צִבִּי	<i>Tzvi</i>	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).

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### 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 in sorting the symbols from Israel and from your home country.

#### Activities

- a) Discuss the difference between the symbols of Israel and the ones from your home country. Some things learners 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.
- b) Show learners the Israeli flag. Ask them if it reminds them of anything.
- c) Show the [video](#) about the design of the Israeli flag.
- d) Teach the song “*Kol Ha’aretz Degalim*” (see pedagogical instructions on how to teach a song in Learning Through Hebrew Songs).
- e) Discuss places where the learners have seen Israeli flags (examples: synagogue, school, Israeli embassy, pictures of places in Israel). Ask learners why they think the flag is in those places.
- f) Distribute Israeli flag among learners and ask them to stand in a circle. Learners dance to rhythm of the song. Every time they hear the word *degalim*, they should wave their flags.
- g) Teach the song “*Menorah v’Anfei Zayit.*”
- h) Discuss places where the learners might have seen the Israeli emblem (Israeli embassy, school, Jewish Museum). Ask learners why they think the emblem is in those places.
- i) Distribute Israeli emblems among learners and ask them to stand in a circle. Learners dance to rhythm of the song. Every time they hear the words *Menorah v’anfei Zayit*, they should wave their emblems.
- j) Show learners a picture of Raphael Saporta and explain his contributions to children’s literature.
- k) Ask learners to decorate the classroom and the school corridor with symbols of Israel. Include other symbols besides the flag and the emblem.

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### 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***

- Learners illustrate the songs being taught.
- Learners use the words *flag*, *menorah*, and *olives* to create acrostics about Israel.

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

- Learners create a poem about how the colors blue and white were chosen for the flag of Israel.
- Learners consider why they think it was important for Raphael Saporta to write the songs *Kol Ha'aretz Degalim* and *Menorah v'Anfei Zayit* for young children. Learners write their own song about an Israeli symbol.
- Learners think of what Jewish or Israeli symbols are important to them and create their own flags or emblems that show their own connections to Israel and/or the Jewish people.

## Israel in Symbol and Song

### Lyrics for “Kol Ha’aretz Degalim”

Flags are displayed in the entire land	כָּל הָאָרֶץ דִּגְלִים דִּגְלִים,
The people are dancing in waves and waves	עַם רוֹקֵד גְּלִים גְּלִים
The people are happy, the children rejoice	עַם שְׂמֵחַ, טַף צוֹהֵל
Today is the holiday for Israel	חַג הַיּוֹם לְיִשְׂרָאֵל

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

The Menorah and olive branches	מְנוֹרָה וְעֵנָפֵי זַיִת,
Good oil and shining light	שֶׁמֶן טוֹב וְאוֹר יָהֵל
Light in the land, light at home	אוֹר בְּאֶרֶץ, אוֹר בְּבַיִת
And peace over the land of Israel	וְשָׁלוֹם עַל יִשְׂרָאֵל

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### Pictures of Rafael Saporta and selected books

	<p style="text-align: center;">Rafael Saporta</p>
	<p style="text-align: center;">In this house lived and worked Rafael Saporta 1913-1983</p>
	<p style="text-align: center;">The Sand Castle By Rafael Saporta</p> <p style="text-align: center;">Songs and Stories</p>
	<p style="text-align: center;">Pup Garden By Rafael Saporta</p>
	<p style="text-align: center;">Three Bears in Rhyme By Rafael Saporta</p>