

Chapter 1

It's a Home for People from All Over the World

In This Chapter

Chapter Introduction	13
Words to Know	13
Lesson 1: The Jewish Homeland	14
Lesson 2: The People Who Come.....	18
Lesson 3: Who Is a Jew? It's Complicated	22
Additional Resources:	
First Day in the <i>Merkaz K'litah</i> : An Activity about Home ...	26
The Law of Return.....	30
Immigration to Palestine and United States, 1880–1928...	32
Immigration to Israel by Country of Birth, 1948–1951.....	33

Words to Know:

aliyah: literally “to go up”; refers to moving to Israel or to being called up to the Torah reading in the synagogue

Law of Return: grants every Jew the right to move to Israel and become a citizen

refuseniks: Jews in the former Soviet Union who applied to immigrate to Israel and were refused

ulpan: class designed to teach Hebrew to new immigrants to Israel

Introduction

Enduring Understanding:

People from many different ethnic, geographic, and religious backgrounds call Israel home.

Chapter Overview:

This chapter explores the meaning of a Jewish homeland and the Law of Return, which gives every Jew the right to become an Israeli citizen. Immigrants to Israel share their stories and help students understand some of the reasons people move to Israel. The Jewish value of *hachnasat orchim* (welcoming guests) guides Israelis to welcome newcomers.

Chapter 1 Lesson 1

The Jewish Homeland

Essential Question: Who are the people who call Israel home?

Learning Objectives: Students will be able to:

- Explain that Israel is home to people from all around the world.
- Describe the emotional connection many people have to Israel as the Jewish homeland.
- Articulate some of the ethical questions raised by the Law of Return.

Materials:

- “Home” by the Maccabeats (bhlink.me/israel1)
- crayons and/or markers (optional)

Activities

Getting Started (5 minutes)

Ask students:

When you meet somebody for the first time, what are three or four things you’d like to know about them? Write down your questions and partner with somebody who’s new to class or somebody you’d like to get to know better. Answer their questions about you, and write down their answers to your questions.

After everybody has had a chance to conduct a short “interview,” ask students to introduce their partner to the rest of the class. (*Interview questions might include: Were you born here, or did you move here from somewhere else? When’s your birthday? What school do you go to? What’s your favorite movie, band, TV show, or book? What’s your favorite sport? What’s your favorite team? What’s your favorite subject in school? What’s your favorite Jewish holiday? What’s the best vacation you’ve ever taken?*)

What Do You See? (5 minutes)

With a partner or in small groups, ask students to look at the pictures of Israelis at the bottom of pages 10 and 11. Then, ask them to answer the questions at the top of page 11 and jot down their interview questions to the right. When students have finished, ask them:

- What do you notice about the people in the pictures? (*their facial expressions, the variety of clothing they're wearing, the items they are holding, etc.*)
- If someone was looking at a picture of you, what might they learn about you based on your facial expression? (*You are excited, sad, serious, puzzled.*) Based on what you are wearing? (*your favorite sports team or musical group, how you dress for the weather, your favorite color*) What did you guess about the people in the photos based on what they were wearing? (*whether they're modern or traditional, how religious they might be, what ethnic background they are from, that they like sports*)
- Which person from the photos did you choose to interview? What did you want to know about that person's life? (*I'd like to know how the person feels about life in Israel; were they were born in Israel, and if not, what brought them to Israel; what is that person's religious observance like; what job does that person do?*)

The Many Flavors of Your Community (5 minutes)

Say to students:

Just like Israeli society is diverse, so is your own Jewish community. Stand in a circle with your classmates. Imagine you are surrounding a giant salad bowl. One at a time, step into the bowl and sit down. As you do so, share what unique "flavor" you add to the community. You can include the countries your families came from, a unique tradition your family observes, or a special skill or talent you have.

Teacher Tip: Be mindful of any students who may have physical difficulty standing up or sitting on the floor for this activity. Also, be aware that some students may struggle to come up with something to say about themselves. Wherever possible, try to guide them with questions or potential answers.

Coming Home (10 minutes each)

Ask students:

- What does *home* mean to you? (*Possible answers: my house or apartment; the city, state, or country in which I live; the feeling I have when I am surrounded by my family or close friends; the place where I can freely express my emotions and thoughts.*)
- Can people have more than one place that feels like home to them? (*Possible answers: My parents are divorced, so I have two houses. Summer camp is my home away from home. I feel at home at my grandparents' house. Our vacation house in Canada, where my mom grew up, is a second home for our family.*)

After students have had a chance to share their answers with the group, choose one of the activities below. If time allows, do the other activity as well.

Activity 1: Welcome Home

Say to students:

Imagine you are writing a scene for a movie in which a character returns home after a long absence. What does that character see, feel, or hear? Write the dialogue for that scene in the space on pages 12 and 13 in your book. When you are done, trade scripts with a partner and review them. Then, discuss the following questions:

- What did the scripts you and your partner wrote have in common? What was different? *(Scripts may include some similar or some very different characters; scripts may include very similar or very different ideas or emotions attached to coming home.)*
- What emotions did the characters in both scripts feel? *(Characters may be happy, relieved, angry, hurt, loved, etc.)*

Activity 2: The Maccabeats Go Home

Tell students that the Maccabeats are a Jewish singing group. Play the video of their song “Home” (bhlink.me/israel1). Then, ask students, in groups of three or four, to answer the following questions:

- What do you think the Maccabeats are feeling when they are in Israel? Why do you think they feel that way? *(They are happy when they’re in Israel; they feel connected and at home. They share the feeling of many Jews around the world that Israel is the Jewish homeland. They think about and miss Israel even when they’re home in New York City.)*
- If you also completed Activity 1, what emotions did the Maccabeats share with your script characters? *(happiness, connection, comfort, etc.)*
- Now that you’ve thought more about what home means, what does the idea of a Jewish homeland mean to you? *(It’s a place where Jews are always welcomed, a place where most people will understand your values and traditions, a place where you share history with other Jews.)*

Building Activity: Home Away from Home

Hand out crayons/markers and paper to students and say:

Think of two places that feel like home to you, and draw a picture of them. How are the places similar? How are they different? Are they related to each other in some way? Using words or emojis, describe how each place makes you feel.

What If You’re Not Jewish? (15 minutes)

Randomly divide students into pairs. You may also wish to split the group into two teams. Tell them that they’re going to debate the Law of Return, which is explained in “The Jewish Homeland” on page 12 of their books: Yes, it’s a thoughtful policy, or No, it’s an unfair policy. Assure students that it’s okay if they don’t necessarily agree with the side they are presenting.

Read the following aloud to students:

The Law of Return grants you the right to move to Israel and become a citizen if you're Jewish or have a Jewish family member, such as a grandparent, parent, or spouse. Others can apply to become a permanent resident or citizen of Israel.

Ask those on the "Yes" side to list on page 13 of the student book several reasons why they think the Law of Return is a fair policy. Ask those on the "No" side to list reasons why the Law of Return is unfair. Partners or teams should debate with each other.

After the debate, ask students:

- What points did your partner or the other team make?
- What points did you or your team make?
- After listening to your partner or the other team, has your position changed? If yes, how? If not, why not?

(Here are some potential arguments for and against:

YES: *As a Jewish state, it makes sense that Israel would give citizenship priority to Jews. As Jews continue to face discrimination around the world, Israel has an obligation to be a safe haven for Jews. Other people are welcome, but that doesn't mean they need to be a priority.*

NO: *It goes against the Jewish value of *hachnasat orchim*, "welcoming guests" and including the stranger, to grant automatic citizenship only to Jews. It is discriminatory, which is especially disappointing given how Jews have been harmed by discriminatory policies in other countries.)*

Teacher Tip: Note that we will return to the ethical questions raised by the Law of Return later in this chapter.

Feels Like Home (5 minutes)

Ask students:

Name five things about Israel that makes it feel like home to so many Jews around the world. *(Potential answers include: our long history in the land, being surrounded by other Jews, hearing and speaking Hebrew, Jewish holiday supplies being featured and readily available at stores and markets, visiting holy sites like the Kotel, etc.)*

How do you feel about Israel? Does it feel like a home away from home to you? Why or why not? *(Some students may have that connection to Israel; others may not. It may depend on whether they've visited Israel, what they believe about Israel, or what home means to them.)*

Chapter 1 Lesson 2

The People Who Come

Essential Question: Why do people move to Israel, and how does Israel welcome new immigrants?

Learning Objectives: Students will be able to:

- Explain what leads people to move to Israel.
- Articulate challenges that immigrants face once in Israel.
- Discuss the needs of new immigrants and the steps Israel has taken to meet those needs.

Materials:

- blank paper, large sticky notes, or kraft paper
- markers or crayons
- T'filat Haderech text (bhlink.me/israel1; or you may wish to print out copies for students)
- “T'filat Haderech” by Debbie Friedman (bhlink.me/israel1; optional)
- “Just Another Foreigner” by Safam (bhlink.me/israel1; optional)
- magazines or printed pictures of household items (optional)
- scissors or tape (optional)

Activities

Getting Started (5 minutes)

Write the following questions on the board as students arrive, and ask them to jot down their answers.

- Why do you think someone might want to move to Israel? (*Possible answers might include: Because they are Zionists, because they want to live in a place with lots of other Jews, because they want better opportunities, because life in their home country is no longer safe.*)
- Where do you think immigrants to Israel come from? (*anywhere or everywhere in the world*)
- What challenges might immigrants face when they get to Israel? (*language barriers, finding a job, discrimination, securing housing, making new friends, adjusting to a new school*)

The People Who Come (15 Minutes)

Divide the class into four groups. Assign each group one of the immigrants on pages 14 through 17: Karen, Roman, Esther, or Marc. Ask each group to read their immigrant's story and consider the following questions:

- What stood out to you about this story? What was especially interesting or surprising? *(Answers may include: how hard it is for Karen to learn Hebrew, how the Soviet government treated Roman's family, the dangers Ethiopian Jews faced on their journey, the challenges Ethiopians faced in adjusting to modern technology, that Marc's dad lives part time in France and part time in Israel).*
- If you could meet one of these immigrants, what would you want to ask him or her? *(What led your family to move? What is life really like in Israel? What was life like in the country where you or your family came from? What economic factors influence how families live in Israel?)*
- Karen was a Jewish kid living in North America, probably a lot like you. How would you feel if your family decided to make aliyah? *(Emotions may include: excited, nervous, hopeful, sad. Students may have specific concerns about what it might be like to move there, how hard it might be to leave their friends behind, or they might be curious about attending an Israeli school.)*

After the groups have discussed these questions, tell them that they are going to hold an "Immigrant Summit." One person from each group will represent the immigrant they just learned about. In preparation, each group will create a backdrop on kraft paper representing their immigrant. They might include symbols, such as a flag, of the country from which their immigrant emigrated; "photos" of family members, a map showing the immigrant's journey to Israel, etc. Hang the backdrops on the wall behind the panel. Choose one student to be the moderator. The rest of the students are the reporters. Have the immigrants present their stories from the front of the room. Have the moderator call on the reporters one at a time to pose questions to the immigrants. The questions can include some of the discussion topics above.

The Blessing of Making Aliyah (10 minutes)

Say to students:

In Jewish tradition, we say T'filat Haderech, the Traveler's Prayer, before embarking on a journey. What prayer would you offer to people about to make aliyah? Read the text of T'filat Haderech (bhlink.me/israel1), then, with a partner, write your prayer on a sheet of paper.

You may wish to play Debbie Friedman's song, "T'filat Haderech" (bhlink.me/israel1) for inspiration.

Building Activity: Just Another Foreigner

Play the song "Just Another Foreigner" by Safam. You can also read the lyrics at bhlink.me/israel1. *Falasha* was a term used to describe Ethiopian Jews. It is now considered derogatory but wasn't at the time this song was written. Many people now call this group Beta Israel, the House of Israel.

Ask students:

How do the stories in this song compare to those of Roman and Esther? How did you feel while listening to this song? (*The singers focus on how, even though we might look different, we are all one Jewish family. The woman in Odessa has not yet made it to Israel. She might represent some of the family and friends Roman's family left behind.*)

Welcoming the New Arrivals (15 minutes)

Ask a volunteer to read “Welcoming the New Arrivals” at the bottom of page 18. Then ask:

Imagine you have just moved to a new country. What kinds of things might you need? What would help you get settled in your new home? Let's imagine what Karen, Roman, Esther, and Marc's families might have wished for when they immigrated to Israel.

Write answers on the board or on a large sheet of paper taped to the wall.

Divide students into four groups, one for each of the families they read about, and distribute art supplies (and magazines or printed pictures of household items, if you've decided to include them). Have students create a drawing or collage of the welcome package they'd make, including the supplies they thought of above, on page 19 of their books (or on blank paper or kraft paper, if you prefer). Then, invite students to share their artwork with the class and answer these questions:

- Why did you choose each item? (*I knew they would need supplies for cooking, to help kids feel safe in their new rooms, to help them learn Hebrew, to keep them warm in the winter, etc.*)
- How do you imagine each item would help the family you selected feel welcome? (*help them create a home, help them adjust to their new country, help kids to deal with the transition, provide a way for them to welcome guests and make new friends*)

Building Activity: Welcome to the Neighborhood

Activity 1: Welcome Basket

As a class social action project, consider making a welcome package or two for new immigrants to your community. Check with your local Jewish Family Service, or a local refugee or immigrant resettlement program, to ask what new arrivals need. Items may include dishes, silverware, sheets, pillows, stuffed animals, books, cleaning supplies. Most places request that items be new or in very good condition. Invite parents to bring donations to class, and to help pack and deliver the welcome basket(s). Make a welcome card from the entire class to accompany the package.

Activity 2: Immigration History

Encourage students to speak with their parents or grandparents about the immigration history of their own family. When did their family come here? Where did they emigrate from? Why? Invite students to share what they learned the next time you meet.

Teacher Tip: You may wish to send home an email with instructions about Activity 2. Sample text below:

Dear Parents,

In class, we have been learning about immigrants to Israel. To better understand these immigrants, I would like students to explore their families' own immigration histories. Students have been asked to interview you and/or your parents (or other family members). Questions to ask might include:

- When did our family come here?
- Where did they emigrate from?
- Why did they emigrate?
- What were their first impressions of life here?

If this is not a topic you feel comfortable discussing, please encourage your child to interview a family friend or neighbor instead. Please help students record the answers to their questions and bring them to school. Students will be asked to share what they have learned with the class the next time we meet.

Teacher Tip: To create further excitement, students could dress in period costume and present to the class as their relative. Or, students could bring in objects or photos that have personal meaning or relevance to their family's country of emigration. If you decide to offer these options, be sure to add instructions to the e-mail you send to parents.

Teacher Tip: Some students or families may have complicated immigration histories. Students who were adopted may feel uncomfortable if they don't know the history of their birth parents. Students who have insecure immigration status may be scared to share personal information. If you are concerned, give the option of interviewing family friends or neighbors who may have interesting immigration stories to share as modeled in the sample email to parents.

Chapter 1 Lesson 3

Who Is a Jew? It's Complicated

Essential Question: How does someone prove they are Jewish to make *aliyah* under the Law of Return?

Learning Objectives: Students will be able to:

- List some of the many ways people identify as Jewish.
- Identify the challenges of having to prove Jewish identity to make *aliyah*.
- Explain the perspectives of both the Israeli government and potential immigrants about the *aliyah* process.

Activities

Who Is a Jew? (10 minutes)

Invite a volunteer to read “Who Is a Jew?” at the top of page 20.

Ask students:

How would you feel if someone asked you to prove that you are Jewish? *(Possible answers might include: frustration at not being trusted, concern that I am not “Jewish enough” to meet government standards; proud and happy to share my background.)*

Ask for two other volunteers, one to read aloud “But What Makes Someone Jewish?” and one to read “What Does the Jewish State Do?” (also on page 20). Ask students to answer the following questions with a partner.

- Why do you think the Israeli government has rules about proving Jewishness?
- Is this a good or bad idea, and why? *(As a Jewish state, the government wants to ensure that the needs of Jews are given priority in the immigration process; there are many rules in Israel affecting Jews that depend on Jewish status, such as the ability of Jews to get married in Israel. Others might argue that we have an obligation to help others, whether or not they are Jewish.)*

Getting Your Driver's License (5 minutes)

Before completing the next activity, it will be helpful for students to understand the idea of documentation. Using computers or cell phones, ask students to go to the website for the Department of Motor Vehicles in your state. Say:

Imagine you are preparing to apply for a driver's license. What documentation would you need to bring with you to the Department of Motor Vehicles?

List their findings on the board. Then ask:

If somebody asked you to prove you are Jewish, what kind of documents could you present as proof?

Write their answers to this question on the board. Keep the list posted as they complete the following activity.

Proving Jewishness (20 minutes)

Have students pair up. One student will play an immigrant who is hoping to become an Israeli citizen under the Law of Return. The other will play an Israeli government official who is conducting the interview to determine whether the immigrant can make *aliyah*. Before you begin, the person playing the immigrant should decide which country he or she is from and what his or her Jewish connection is. Students can use the table on page 21 of their books to document their role play.

(Possible questions from the government official might include:

- *Were any of your great-grandparents Jewish? If so, what evidence do you have?*
- *Do you have a document, like a bar or bat mitzvah certificate, that shows your ongoing Jewish practice?*
- *What objects do you have in your home that can prove your commitment to Jewish practice?*
- *Do you have a relationship with your community rabbi? Would your rabbi be willing to testify that your family is Jewish?*
- *Do you have a copy of your parents' ketubah (Jewish wedding contract)?*
- *What Jewish education, if any, have you received?*
- *Do you have a certificate from your brit (circumcision) or simchat bat (ceremony to welcome Jewish girls into the Covenant)?*
- *Can you read or speak Hebrew?*
- *Can you recite the Mah Nishtanah (Four Questions at the Passover seder)?*
- *If you converted, do you have the necessary paperwork? Who conducted your conversion? Same questions apply if your mother converted.*
- *Do you have a passport from your home country? Does it indicate your religion?*
- *Are you married to someone who is Jewish?*
- *Do you have a picture of the gravestone of an ancestor that was Jewish? How are you related?*

The answers to these questions will obviously vary depending on the stories students have created for this activity. Potential challenges the immigrant might face include:

- Parents lived somewhere where a Jewish wedding wasn't possible or the k'tubah had to be left behind when fleeing a dangerous situation.
- Immigrant may have lived somewhere where it wasn't safe to get a Jewish education. Or, the government official might feel the education wasn't rigorous enough.
- Immigrant may not have a relationship with a rabbi.
- Immigrant's parents may not have had the option or the resources for a brit, simchat bat, or bar/bat mitzvah.
- Immigrant may not have enough Jewish education to speak Hebrew or know the Mah Nishtanah.)

After they have completed their role play, ask students:

- How did it feel to be the government official? (like I was interrogating someone who had done nothing wrong, frustrating to follow rules I may not personally agree with, proud to be a part of the process allowing people to make aliyah)
- How did it feel to be the immigrant? (like I wasn't trusted that I am who I say I am, like my Judaism isn't "valid" enough, still excited at the prospect of moving to Israel)

Building Activity: Immigration History

If you assigned the Building Activity called "Immigration History" in the previous lesson, ask students to share their relatives' stories. If you've asked students to dress in costume or bring in personal objects or photos, give them a few additional minutes to prepare. Here are some of the questions students might have discussed with close family members:

- When did our family come here?
- Where did they emigrate from?
- Why did they emigrate?
- What were their first impressions of life here?

Mark a world map or do a tally on the board showing the countries from which students' families emigrated. Discuss the reasons why they emigrated, and compare their reasons to those that students learned from "The People Who Come" on pages 14 through 17 in their books. (Family members might have emigrated for greater economic opportunities, to join family members who had emigrated earlier, because of war, anti-Semitism, for medical assistance, etc. Among the reasons in their book that Karen, Roman, Esther, and Marc or their families emigrated are Zionism/religious beliefs, persecution/anti-Semitism, economic considerations, and famine.)

Building Activity: Invite an Immigrant

Has someone in your community immigrated to your town or city from another country? Do you know someone who has made *aliyah*? Invite them to speak to your class about their own

experiences, either in person or via video chat. Ask the education director, clergy, or Jewish Federation for suggestions of whom to contact.

Reflections: Talk about It! (10 minutes)

Discuss these three questions as a group:

- 1** Compare the different types of immigrant experiences that you learned about. In what ways were they similar? Different? *(Immigrants came from many different countries and spoke different languages. Many immigrants faced some challenges when they arrived in Israel as they acclimated to their new home. Some had an easier time than others adjusting to their new homes.)*
- 2** Which of the stories on pages 14 through 17 did you connect with the most? *(When I read about the immigrants, I felt compassion for them: the challenges some of the immigrants faced were very difficult, they were nervous about moving to a new country. Their stories reminded me of stories I have heard in my own family. I related to Karen's story because her life is most similar to mine.)*
- 3** Why do you think people from around the world choose to immigrate to Israel? *(Some immigrants came because of their love for Israel, a belief in Zionism, or a strong Jewish identity, while others came to escape anti-Semitism or challenging living conditions elsewhere. Some may have come to be closer to family or friends who are already in Israel.)*

Additional Resources

The following activities and information can supplement the lessons or be used on their own to enrich learning about Israel as a home for people from all over the world.

First Day in the *Merkaz K'litah*: An Activity About Home

By Marc Rosenstein

In this activity, you will simulate the welcoming reception for a group of new families arriving at an absorption center (*merkaz k'litah*). Groups of students will play the roles of families from different countries of origin. You could invite parents or older students to join you for the simulation. This activity has the potential to be much more elaborate, with students coming prepared with costumes, photos or other props.

- Introduce the concept of home by having students tell each other about their homes and share what is important to them about their home. Does “home” mean the same thing as “house?”
- Tell students that they are part of a family that decided to move to Israel and they have just arrived at a hostel for new families, the *merkaz k'litah*, where they will live for a few months in a small apartment until they get settled. Their neighbors are families from other places around the world. They are at the welcome party the center is holding for all new arrivals. Divide the group into small groups of three to five students. Assign each an Identity Card (see following page).
- Give each group a few minutes to read over their assigned card and decide who will play what role in the family (parent, child, grandparent). Have them consider the following questions:
 - 1 What language do you speak? What’s it like in the land you came from?
 - 2 Why did you decide to leave your come and come live in Israel?
 - 3 What about Israel (the land, climate, etc.) reminds you of the land you left behind? What’s the biggest difference?
 - 4 What will you miss most about the place you left behind?
 - 5 What are you most happy to leave behind?
 - 6 What are you worried about in Israel?
 - 7 What are you looking forward to in Israel?

- Assemble the full group in a circle with families sitting together. You are the social director and allow each group to introduce themselves. Give each family a few chances to speak, rather than long presentations from each group. Have each family point out their country of origin on a world map. Use questions to help students imagine the experience of immigration, the motivation of Jews from various places to uproot and move to Israel, and the “costs” (finding a new job, being isolated from friends and family who stayed behind, learning a new language, new foods, feeling different, etc.) and “benefits” (finding Jewish friends, being in a secure majority, escaping anti-Semitism, etc.) of such a decision for different family members.
- After each family has shared its experience, discuss the language problem. Ask them how, in real life, they would be able to have this party. Consider having the families communicate using only the Hebrew they know and sign language. Hebrew is a binding force among Jews from all corners.
- Have students step out of their roles and discuss: What do these very different Jews have in common? (*Jewish holidays, Shabbat, Hebrew, belief in God, love of Israel, history*)
- Write *Am Yisrael Chai* on the board. Ask the students to step back into their roles at the absorption center party. Sing the song together as a group to celebrate their new friends and new home.

Source: From CHAI Israel Strand Curriculum Core, URJ Press

Identity Cards

Country: *Russia*

Language spoken in original country: *Russian. Many older individuals also spoke Yiddish.*

How to say “hello” in this language: *Privyet*

Location: *Eastern Europe and Northern Asia*

Climate and geography: *Russia is the biggest country in the world. There is a wide variation of climate and landscape, including glaciers, deserts, mountains, and plains.*

Traditional food from this country: *Borscht (beet soup)*

Jewish population in this country: *179,500*

Background on Jewish life in this country: *Jews migrated to modern-day Russian in the Middle Ages. In the late 1800s, Jews were badly persecuted, and many fled to other countries. In the 20th century, the Communist government there persecuted Jews but would not allow them to leave Russia. Since 1991, when the Communist government ended, many Jews have left Russia for Israel, the United States, Europe, and Canada.*

From Israel...It's Complicated Teacher Resource Guide, ©Behrman House

Country: *Iraq*

Language spoken in original country: *Arabic*

How to say "hello" in this language: *Marhaba*

Location: *The Middle East*

Climate and geography: *Iraq is mainly composed of desert with some farmland and mountains*

Traditional food from this country: *Kubeh (dumplings filled with meat)*

Jewish population in this country: *Fewer than 100*

Background on Jewish life in this country: *Abraham was born in a city in modern-day Iraq. After the First Temple was destroyed in Jerusalem more than 2,500 years ago, many Jews were taken captive to Babylonia (modern-day Iraq). Jews have lived there ever since. After the establishment of the State of Israel in 1948, most Iraqi Jews emigrated.*

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Country: *Argentina*

Language spoken in original country: *Spanish*

How to say "hello" in this language: *Buenos dias*

Location: *South America*

Climate and geography: *Argentina includes huge wide, flat plains; mountains, big rivers, and a long seacoast. Summers are hot.*

Traditional food from this country: *Carne asado (roasted meat)*

Jewish population in this country: *184,500*

Background on Jewish life in this country: *Large populations of Jews started moving to Argentina in the 1800s. Jews there have sometimes suffered persecution. There is a large, well-educated community in Argentina, but in recent decades many Jews have immigrated to the United States and Israel.*

From Israel...It's Complicated Teacher Resource Guide, ©Behrman House

Country: *United States*

Language spoken in original country: *English*

Location: *North America*

Climate and geography: *There is wide variation of climate and landscape, including glaciers, deserts, forests, mountains, and plains.*

Traditional ethnic food from this country: *Bagels*

Jewish population in this country: *5,275,000*

Background on Jewish life in this country: *Jews first came to North America in 1654.*

Ever since, there have been waves of Jewish immigration to the United States from all over the world.

From Israel...It's Complicated Teacher Resource Guide, ©Behrman House

Country: *India*

Language spoken in original country: *Hindi and English*

How to say "hello" in this language: *Nah-mas-tay (Hindi)*

Location: *South Asia*

Climate and geography: *India is composed of mountains, jungles, deserts, and a long coastline. Northern India is warm, and southern India enjoys a tropical climate.*

Traditional ethnic food from this country: *Mango chutney*

Jewish population in this country: *5,000*

Background on Jewish life in this country: *It is unclear when Jews first moved to India, but it was centuries ago. A Jewish population grew as India was ruled by England in the 18th and early 19th centuries. Since the 1940s, many Indian Jews have moved to Israel, the United States, and England.*

From Israel...It's Complicated Teacher Resource Guide, ©Behrman House

The Law of Return

The Law of Return 5710 (1950)*

- 1 Every Jew has the right to come to this country as an *oleh***.
- 2 (a) *Aliyah* shall be by *oleh*'s visa.
(b) An *oleh*'s visa shall be granted to every Jew who has expressed his desire to settle in Israel, unless the Minister of Immigration is satisfied that the applicant
 - (1) is engaged in an activity directed against the Jewish people; or
 - (2) is likely to endanger public health or the security of the State.
- 3 (a) A Jew who has come to Israel and subsequent to his arrival has expressed his desire to settle in Israel may, while still in Israel, receive an *oleh*'s certificate.
(b) The restrictions specified in section 2(b) shall apply also to the grant of an *oleh*'s certificate, but a person shall not be regarded as endangering public health on account of an illness contracted after his arrival in Israel.
- 4 Every Jew who has immigrated into this country before the coming into force of this Law, and every Jew who was born in this country, whether before or after the coming into force of this Law, shall be deemed to be a person who has come to this country as an *oleh* under this Law.
- 5 The Minister of Immigration is charged with the implementation of this Law and may make regulations as to any matter relating to such implementation and also as to the grant of an *oleh*'s visas and *oleh*'s certificate to minors up to the age of 18 years.

DAVID BEN-GURION
Prime Minister

MOSHE SHAPIRA
Minister of Immigration

YOSEF SPRINZAK
Acting President of the State
Chairman of the Knesset

* Passed by the Knesset on the 20th Tammuz, 5710 (5th July, 1950)

** Translator's Note: *Aliyah* means immigration of Jews, and *oleh* (plural: *olim*) means a Jew immigrating, into Israel.

Source: The State of Israel, kneset.gov

Law of Return, Amendment 5714 (1954)*

Amendment of
section 2(b)

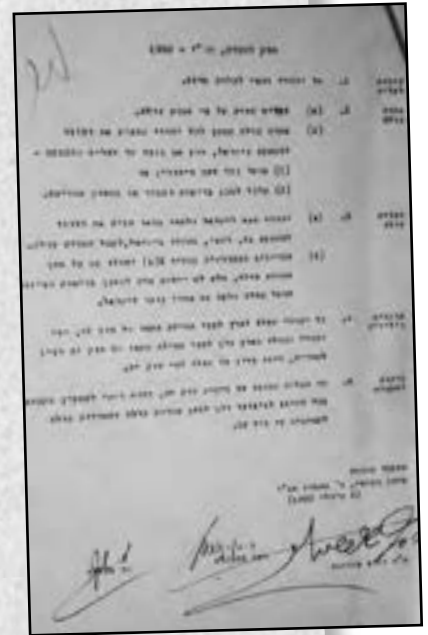
1. In section 2 (b) of the Law of Return, 5710–1950 –
 - (1) the full stop at the end of paragraph (2) shall be replaced by a semi-colon, and the word “or” shall be inserted thereafter ;
 - (2) the following paragraph shall be inserted after paragraph (2):
“(3) is a person with a criminal past, likely to endanger public welfare.”

Amendment of
sections 2 and 5

2. In sections 2 and 5 of the Law, the words “the Minister of Immigration” shall be replaced by the words “the Minister of the Interior”.

* Passed by the Knesset on the 24th Av, 5714 (23rd August, 1954)

Source: The State of Israel, kneset.gov



Law of Return, Amendment No. 2 5730 (1970)*

Addition of sections 4A and 4B 1. In the Law of Return, 5710-1950, the following sections shall be inserted after section 4:

“Rights of members of family

4A. (a) The rights of a Jew under this Law and the rights of an oleh under the Nationality Law, 5712-1952, as well as the rights of an oleh under any other enactment, are also vested in a child and a grandchild of a Jew, the spouse of a Jew, the spouse of a child of a Jew and the spouse of a grandchild of a Jew, except for a person who has been a Jew and has voluntarily changed his religion.

(b) It shall be immaterial whether or not a Jew by whose right a right under subsection (a) is claimed is still alive and whether or not he has immigrated to Israel.

(c) The restrictions and conditions prescribed in respect of a Jew or an oleh by or under this Law or by the enactments referred to in subsection (a) shall also apply to a person who claims a right under subsection (a).

Definition

4B. For the purposes of this Law, “Jew” means a person who was born of a Jewish mother or has become converted to Judaism and who is not a member of another religion.”

Amendment of section 5

2. In section 5 of the Law of Return, 5710-1950, the following shall be added at the end: “Regulations for the purposes of sections 4A and 4B require the approval of the Constitution, Legislation and Juridical Committee of the Knesset.”

Amendment of the Population Registry Law, 5725-1965

3. In the Population Registry Law, 5725-1965, the following section shall be inserted after section 3:

“Power of registration and definition

3A. (a) A person shall not be registered as a Jew by ethnic affiliation or religion if a notification under this Law or another entry in the Registry or a public document indicates that he is not a Jew, so long as the said notification, entry or document has not been controverted to the satisfaction of the Chief Registration Officer or so long as declaratory judgment of a competent court or tribunal has not otherwise determined.

(b) For the purposes of this Law and of any registration or document thereunder, “Jew” has the same meaning as in section 4B of the Law of Return, 5710-1950.

(c) This section shall not derogate from a registration effected before its coming into force.”

GOLDA MEIR
Prime Minister
Acting Minister of the Interior

SHNEUR ZALMAN SHAZAR
President of the State

* Passed by the Knesset on 2nd Adar Bet, 5730 (10th March, 1970)

Source: The State of Israel, kneset.gov



By the Numbers

Jewish Immigration to Palestine and United States 1881-1928

Years	Palestine	United States
1881-1903	25,000	861,103
1904-1914	40,000	1,194,497
1919-1923	35,000	236,571
1924-1928	67,000	43,681
TOTALS	167,000	2,335,852

Sources: Immigration to Palestine: Jewish Agency for Israel,
www.jewishagency.org/historical-aliyah/content/28841
Immigration to the United States: American Jewish Year Book 77 (1977), p. 319



By the Numbers

Immigration to Israel, by Country of Origin 1948–1951

Country	Number of Immigrants	Country	Number of Immigrants
Iraq	123,371	Afghanistan	2,303
Romania	117,950	India	2,176
Poland	106,414	Greece	2,131
Yemen	48,315	United Kingdom	1,907
Bulgaria	37,260	United States	1,711
Turkey	34,547	Netherlands	1,077
Libya	30,792	Italy	1,035
Morocco	28,263	Argentina	904
Iran	21,910	South Africa	666
Czechoslovakia	18,788	China	504
Egypt, Sudan	16,024	Brazil	304
Hungary	14,324	Canada	236
Tunisia	13,293	Lebanon	235
Germany	8,210	Switzerland	131
USSR (Ukraine/Russia)	8,163	Australia, New Zealand	119
Yugoslavia	7,661	Spain	80
Algeria	3,810	Uruguay	66
France	3,050	Mexico	48
Syria	2,678	Chile	48
Austria	2,632	Ethiopia	10

Source: Israel Central Bureau of Statistics