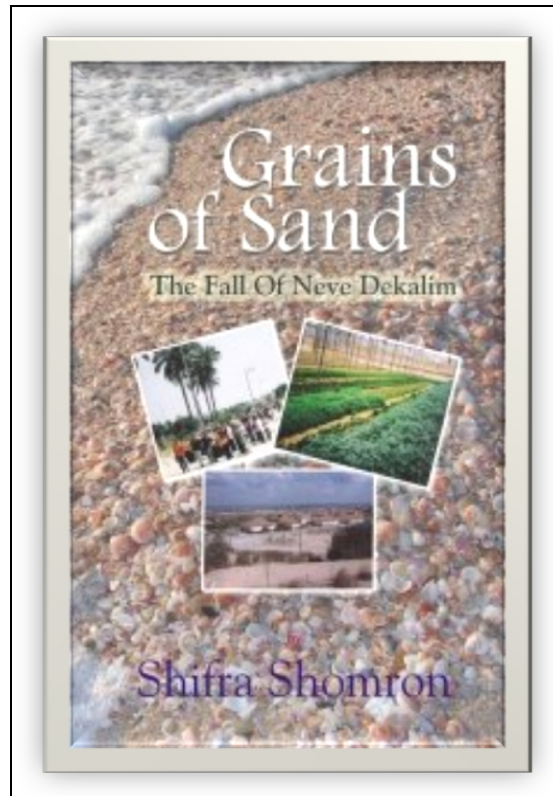


**Literature Study Guide**  
**For**  
***Grains Of Sand: The Fall Of Neve Dekalim***



The Literature Study Guide for *Grains of Sand: The Fall of Neve Dekalim* provides the user with challenging and exciting learning exercises created to enhance exploration and deepen understanding of the first published historical fiction novel on Gush Katif, [Grains Of Sand: The Fall Of Neve Dekalim](#) by Shifra Shomron. This guide includes ample material and incorporates key components for teaching literary texts in compliance with the Israeli Ministry of Education Literature Lower-Order Thinking Skills (LOTS), and Higher-Order Thinking Skills (HOTS).

The learning exercises and activities in the Literature Study Guide for *Grains of Sand: The Fall of Neve Dekalim* are suitable for the entire class or can be divided among small groups followed by a class presentation. All exercises and activities are independent of each other, giving the teacher a wide variety of options without reducing pedagogic results.

# Grains Of Sand: The Fall Of Neve Dekalim

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*Email:* [cm@mazopublishers.com](mailto:cm@mazopublishers.com)

Israel: 054-7294-565

USA: 1-815-301-3559

*Contact The Author*

*Website:* [www.grainsofsand.insightonthenews.net](http://www.grainsofsand.insightonthenews.net)

*Email:* [nevedekalim@yahoo.com](mailto:nevedekalim@yahoo.com)

*Cover Design by Frumi Chasidim*

*Background cover photograph by Or Yaakov Karni*

*Foreground cover photographs by Shifra Shomron*

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## TABLE OF CONTENTS

Title	Page
SUMMARY.....	4
About the guide, book, and author.....	4
BRIEF HISTORIC OVERVIEW OF THE GAZA REGION.....	5-7
Additional Reading.....	8
MAPS OF ISRAEL.....	9
TEACHING IDEAS ACROSS THE CURRICULUM.....	10-12
Language Arts.....	10
Reading.....	10
Writing.....	10
Social Studies.....	10
Current Events.....	11
Math.....	11
Science.....	11
Art.....	11
Research Project Ideas.....	12
UNIVERSAL THEMATIC CONNECTIONS.....	13-14
Identity.....	13
Family.....	13
Community.....	13
Betrayal.....	13
Land.....	13
Loss.....	13
Fear.....	14
Courage.....	14
Hope.....	14
CHAPTER QUESTIONS.....	15-21
COMPREHENSION (fill-in-the-blank questions).....	22
MULTIPLE CHOICE QUESTIONS.....	23-28
Part 1, <i>Neve Dekalim: The Best Kept Secret</i> .....	23
Part 2 <i>Second Intifada: Life Goes On</i> .....	24-25
Part 3, <i>In The Shadow Of Disengagement</i> .....	26-28
DISCUSSION TOPICS AND QUESTIONS.....	29
ESSAY QUESTIONS.....	30
IMPORTANT QUOTES (Who said it? And why?).....	31-34
MATCH THE FOREIGN WORD TO ITS MEANING.....	35
WORD SEARCH.....	36
CROSSWORD PUZZLE.....	37
ANSWER KEY: CHAPTER QUESTIONS.....	38-45
ANSWER KEY: COMPREHENSION (fill-in-the-blank questions).....	46
ANSWER KEY: MULTIPLE CHOICE QUESTIONS.....	46-48
Part 1, <i>Neve Dekalim: The Best Kept Secret</i> .....	46
Part 2, <i>Second Intifada: Life Goes On</i> .....	47
Part 3, <i>In The Shadow Of Disengagement</i> .....	48
ANSWER KEY: IMPORTANT QUOTES (Who said it?).....	49
ANSWER KEY: MATCH THE FOREIGN WORD TO ITS MEANING.....	49
ANSWER KEY: WORD SEARCH.....	50
ANSWER KEY: CROSSWORD PUZZLE.....	51

## SUMMARY

### About the guide

The Literature Study Guide for *Grains Of Sand: The Fall Of Neve Dekalim* provides teachers with challenging and exciting discussion topics and questions, reading comprehension exercises, quizzes (fill-in-the blank and multiple choice), essay questions, word games (crossword puzzle, word search, and match game), research project ideas, and classroom activities that encourage the student to think and evaluate the universal themes of identity, family, community, betrayal, land, loss, fear, courage, and hope. There are lessons that connect the compelling story to language arts, social studies, current events, science, math, and art curricula. The learning exercises and activities are independent of each other, giving the teacher a wide variety of options without reducing pedagogic results. In providing background information about the region, including links to interactive maps and additional reading material, this guide seeks to deepen your exploration and understanding of the historical fiction novel as well as actual events leading up to the 2005 Disengagement Plan - the Israeli unilateral withdrawal from the Jewish Gush Katif communities in the Gaza Strip.

The Literature Study Guide for *Grains Of Sand: The Fall Of Neve Dekalim* is suitable for use in the Israeli Literature program and is appropriate for EFL as well as native English-speakers, grades 7-12.

Any questions or comments about this study guide should be directed to the Publicist at [publicist.sls@gmail.com](mailto:publicist.sls@gmail.com)

### About the book

The story follows a fictitious Jewish family, faithful to the Torah, living in Israel. The parents are Yoram and Miri Yefet and their two children are Efrat and Yair. The family lives in Gush Katif and their story is told through their daughter Efrat, a 12<sup>th</sup> grade student at the local girls' religious high school.

The novel is divided into three parts. "Part I – Neve Dekalim: The Best Kept Secret" explores Neve Dekalim in its "Golden Era" before the final surge in Arab terror and before the announcement of the Disengagement Plan. "Part II – Second Intifada: Life Goes On" shows the Yefet family dealing with the sharp increase in Arab terror. "Part III – In the Shadow of Disengagement" leads up to the implementation of Prime Minister Ariel Sharon's Disengagement Plan in which Israel unilaterally withdrew the Israel Defense Forces and Israeli civilian residents.

Shifra Shomron's success in [Grains Of Sand: The Fall Of Neve Dekalim](#) is due in part to her lyrical writing style and the ring of truth in the innocence of her teenage voice.

### About the author

Shifra Shomron is an American-born teenage author who lived with her family in Neve Dekalim from 1992 until the highly-disputed, tension-filled, unilateral Israeli withdrawal Disengagement Plan from Gush Katif in 2005. She loved her life and thrived in Gush Katif, where she spent her childhood through teenage years.

Shifra Shomron's previous works, articles, and poems have appeared in several newspapers and on many websites. Her short story "Fronds in the Breeze" won first place alternate in a youth contest. She is a high school recipient of the "Letter of Academic Excellence" from the Israeli Ministry of Education. Shifra Shomron graduated from the Israeli government accelerated academic "Excellence Program" and holds a B.Ed in English and Bible Studies. She is currently employed as an English teacher.

Meet Shifra Shomron, Book Promo video [http://www.youtube.com/watch?v=4-hnSw\\_t9vA](http://www.youtube.com/watch?v=4-hnSw_t9vA)

A glimpse at the author Shifra Shomron with a personal look into the writing of her first novel, *Grains Of Sand: The Fall Of Neve Dekalim*.

*Gush Katif: A Celebration of the Settlers* <http://www.youtube.com/watch?v=GI-LmSNmOEO>

Shifra Shomron, author of the book *Grains of Sand: The Fall of Neve Dekalim*, and former resident of Gush Katif, on her perspective of the Disengagement from Gaza, and how the evacuees have been holding up.

## BRIEF HISTORIC OVERVIEW OF THE GAZA REGION

**(Please refer to the Maps of Israel section below.)**

Gaza, a port city on the border with Egypt and the Land of Israel, is strategically located between the coastal "Sea Route" and the Arabian Peninsula "Spice Route," making it of major historic and strategic importance. The Gaza region has been conquered and re-conquered many times throughout history. For whoever controls the Gaza region, be it by sea, air, or land controls a major entry into the Land of Israel as evidenced by Alexander the Great, Napoleon, General Allenby and the porous border with Egypt.

Gaza, located in the region of Biblical Gerar, is where the Jewish forefathers Abraham, Isaac, and Jacob lived and is included in the Biblical area allocated to the Tribe of Judah. It is here that Sampson slew Goliath. Later, King Solomon conquered Gaza from the Philistines, a seafaring people who invaded the region. The Maccabees later conquered, settled, and developed the area: "Not a strange land we have conquered, and not over the possessions of strangers we have ruled, but of the inheritance of our Fathers that was in the hands of the enemy for some time and was conquered unlawfully, and as for us, when we had the chance – we returned on to ourselves the inheritance of our Fathers." (*The Book of Maccabees 1:15*).

The Muslims conquered the Gaza region in the 7<sup>th</sup> century. Later, the Roman Crusaders conquered the Holy Land in 1099 and proceeded to kill, enslave, and destroy the Jewish population and desecrate its holy sites. In further efforts to remove all traces of Jewish identity to the Holy Land, the Crusaders changed the regional name from Judea, Land of the Jews, to the Roman *Palestina* (Palestine), Land of the Philistines. To this day we are able to see how successful the Romans were as it is from whence the regional Arab population of the 21<sup>st</sup> century derive their name. Important archaeological finds include the site of a Jewish synagogue dating from before the Roman conquest.

In 1250, the Mameluke Egyptian slaves conquered the region from the Crusaders and Gaza became a regional commercial center. By the 14<sup>th</sup> century, a regional population of Jews and Muslims co-existed. Their economic development was based on agriculture, animal stock and the port city. In the 15<sup>th</sup> century the Egyptian authorities began to oppress the Jews living in the Holy Land with heavy taxes and harsh living conditions. Gaza eventually became a place of refuge for Jews from other parts of the Land of Israel as well as for those expelled from Spain and Portugal.

The Ottoman Turks conquered the region in 1516 and ruled for the next 400 years. The Holy Land and its residents thrived while under Turkish sovereignty. In 1799, Napoleon unsuccessfully invaded Gaza and the residents were scattered. Sovereignty briefly changed from Ottoman Turk to Egyptian rule, returning to Ottoman Turk rule within 9 years. In 1831, while under Egyptian sovereignty, the ancient Jewish synagogue in Gaza was destroyed. Only remnants of the synagogue's mosaic floor remained and are visible to this day.

In the late 1800's, a group of religious Jews re-established and settled Gaza and the Jewish community steadily grew. Following WWI, from 1920-1948, the region was ruled by the British Mandate. The British military presence brought employment opportunities and an influx of Arab laborers entered the Holy Land seeking jobs. The British, in compliance with the Romans, called the region "Palestine." Arab hostilities into the 1920's included the riots against the Gazan Jewish community in 1921 which escalated into the infamous Arab pogrom of 1929. The British then forbade Jews from living in the Gaza region.

In the early 1930's, Jewish citrus grower Mr. Tuvia Miller bought Gazan land on the site where the ancient Talmudic Jewish town of K'far Darom stood. Under Arab conquest this Jewish town was renamed Deir and later Deir el-Balah. His groves were ravaged repeatedly during the 1936-1939 Arab riots. In August 1945, the Jewish National Fund purchased the land from Mr. Miller, on which Kibbutz K'far Darom was later established.

**Cont. on next page**

## **BRIEF HISTORIC OVERVIEW OF THE GAZA REGION cont.**

A year later in 1946, on the day after *Yom Kippur*, the Jewish Day of Atonement, the founding group from the Religious Kibbutz Movement began building Kibbutz K'far Darom. It was one of the eleven settlements, "Points of the Negev" founded overnight despite opposition from the British Mandate, with the aim of keeping the Negev region in Jewish hands in preparation for the Jewish State.

During the 1948 War of Independence, the newly founded community of K'far Darom struggled for its survival. The settlement was almost completely destroyed after three months of fierce fighting. The fighters' morale was high and they were willing to continue, but the order came from the higher ranks for immediate withdrawal. These three months gave the other forces valuable time to arrange strategies. "We knew that if K'far Darom couldn't endure, and the enemy reached [Kibbutz] Yad Mordechai, then Tel Aviv would be endangered... Only history will be able to judge accurately the contribution that K'far Darom made during the War of Independence..." (Moshe Netzer, Commander of the Second Palmach Platoon.) The Egyptians conquered Gaza and the region became known as the "Gaza Strip." Arabs fleeing the war inundated the Gaza region; Jews were banned from entering and living in the Gaza Strip.

Egypt closed the Suez Canal and the Straits of Tiran (Gulf of Aqaba) to Israel shipping leading to the 1956 Suez Campaign. The Israeli army captured Gaza and had won the battle but not the war. The international pressure from England, France, United States and the United Nations exerted on Israel rendered continuous Egyptian regional rule.

The culmination of the 1967 Six Day War saw all Biblical lands, including Gaza, back under Jewish sovereignty. In 1970, a platoon of *Nahal*, fighting pioneer youth, established K'far Darom as Nahal K'far Darom. Three years later in 1973, on the Jewish Day of Atonement, Egyptian and Syrian armed forces attacked Israel. Although other Arab nations aided and abetted Egypt and Syria, they were unable to defeat Israel. A ceasefire was brokered by the US Secretary of State, Dr. Henry Kissinger. After the 1973 Yom Kippur War, the first Jewish civilians used K'far Darom as an agricultural training base before founding communities in Gush Katif. K'far Darom was founded as a civilian community in 1989.

In 1976, the civilian Jewish Netzer Hazani moshav, farming community, was established leading to the creation of 24 additional civilian Jewish communities called Gush Katif, meaning the Harvest Bloc in English. The area grew into a thriving agricultural region, producing crops for domestic and export consumption. These included insect-free vegetables, root vegetables, organic tomatoes and peppers, and flowers using innovative farming techniques. The Jews and Arabs co-existed with Jews hiring Arabs for labor-intensive agricultural hothouse work and Jews frequenting Arab businesses. This changed in 1987 with the onset of increased Arab hostilities known as the First Intifada. While the Arabs continued working in the Jewish owned agricultural hothouses, the Jews were no longer safe to enter Arab populated Gazan locations.

In 1993, the Oslo Accords were signed between Israel and the Palestinian Liberation Organization. As part of this agreement, the Israeli Defense Forces left the Arab populated cities of the Gaza Strip and kept control over Gaza Strip's airspace, territorial waters, and borders. The Jews of Gush Katif, Gaza were once again threatened with expulsion.

By the year 2000, waves of Arab aggression accelerated throughout Israel in what was called the Second Intifada. The Jews of Gush Katif were attacked by Arab gunfire, roadside bombs, mortars, and defamed in the Israeli mass media. Eventually foreign workers, largely from Thailand, replaced Arab workers in the labor intensive agricultural hothouses.

**Cont. on next page**

## BRIEF HISTORIC OVERVIEW OF THE GAZA REGION cont.

The 2005 Disengagement Plan called for the unilateral Israeli withdrawal from the remaining Gazan Gush Katif area. Prime Minister Ariel Sharon brought his Disengagement Plan to the registered Likud political party members to vote on in a referendum. Although the Likud members voted against the Disengagement Plan, Ariel Sharon proceeded ahead. During the next two years the people of Gush Katif and supporters waged an "Orange Campaign" against the Disengagement Plan including: nonviolent demonstrations and protests, "door-to-door" to personally educate the public of the Biblical, economic, and security importance of Gush Katif, prayer vigils, a human chain extending south of Kibbutz Yad Mordechai up to Jerusalem, blocking streets, publishing articles, speaking to and interviewing in the mass media, and wearing orange-colored bracelets, T-shirts and hats etc.

The Disengagement Plan was implemented in one week with 8,000 Jewish Israeli citizens banished from their homes. Gush Katif was razed to the ground with the notable exceptions of agricultural hothouses, public buildings, and synagogues. The former two were intended for the economic viability and urban development of the Gazan Arabs. However, immediately following the Israeli withdrawal, the Arabs, as reported extensively in the mass media, proceeded to set fire to the synagogues, destroy most of the hothouses, capture IDF soldier Gilad Shalit and target Israeli cities with missiles and rockets from the ruins of Gush Katif.

Pictures of Gush Katif communities, Summer 2005

<http://www.gushkatif.net>

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*The Book of Maccabees 1:15*

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*Jews in Gaza* by Haggai Huberman, Center for Jewish Heritage in Gaza, © Tevet 5753 (1993)

*כפר דרום לדורותיו מאת א. כהן, א. י. שרייבר, א. מבצרי, עמותת כפר דרום, כפר דרום, תשנ"ה*  
*The History of K far Darom* by O. Cohen, A. Y. Schriber and A. Mivtzari Currently available in Hebrew only

*The Expulsion From Gush Katif, A Gush Katif Resource to Educate and Enlighten,*  
 Southern Hills Press © 2008

[www.gushkatifbook.com](http://www.gushkatifbook.com)

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## BRIEF HISTORIC OVERVIEW OF THE GAZA REGION cont.

### Additional Reading

"History of Gush Katif-Gaza Strip," The Jewish Agency for Israel, Department for Jewish Zionist Education  
<http://www.jafi.org.il/education/actual/conflict/disengagement/2.html#com>

Indepth: Middle East, "The Gaza Strip: A History," CBC News Online, Updated November 15, © 2005  
[http://www.cbc.ca/news/background/middleeast/gaza\\_timeline.html](http://www.cbc.ca/news/background/middleeast/gaza_timeline.html)

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 © תשס"ז/2007 נדפס בישראל

*The days of Kfar Darom 1948* by Dr. Arie Yitzhaki, Eretz Israel Publishing, P.O.B 7114, Ilania 15255, – 222  
 © 2008, printed in Jerusalem, Israel

"Two years later, Gaza evacuees still unsettled," by Marcy Oster, The Jewish Review, © September 2, 2009  
<http://www.jewishreview.org/node/48>

חיים מעל הטבע – סיפורי חיים מגוש קטיף, הוצאת ספריית נצרים, © תשס"ה 2005

A compilation of eye-witness accounts of miracles that occurred in Gush Katif, brief histories of all of the Gush Katif communities and an overview of the history of Jews in the Gaza Strip from Biblical times until the eve of the Disengagement Plan. Currently available in Hebrew only.

עזה מאת חגי הוברמן (An online version of Haggai Huberman's "Jews in Gaza" Hebrew only.)  
[http://www.tsofar.com/printVersion.asp?article\\_id=60](http://www.tsofar.com/printVersion.asp?article_id=60)

GUIDE TO THE MIDEAST PEACE PROCESS,  
 Israel Ministry of Foreign Affairs  
<http://www.mfa.gov.il/mfa/peace%20process/guide%20to%20the%20peace%20process/>

The Israeli-Palestinian Interim Agreement on the West Bank and the Gaza Strip (Oslo II) September 28, 1995  
<http://learning.seriousgames.dk/Documents/Oslo-II-agreement.aspx>

"DISENGAGEMENT GUIDE," Jerusalem Post  
<http://info.jpost.com/C005/Supplements/Disengagement/>

**"Perspectives: Major Israeli Figures | Palestinians Pullout Pros and Cons Background: Facts & Figures Timeline: Gaza history | Gaza since 1917 | Changing Face of Gaza City Gallery: Photos Bumper Stickers | Daily Photos Interactive: Map | Pullout training Reporters on the job Army preparations President's speech to nation Full coverage "**

## MAPS OF ISRAEL



Interactive: [Disengagement Map](#)

"DISENGAGEMENT 2005 SPECIAL Interactive Map," Jerusalem Post

<http://info.jpost.com/C005/Supplements/Disengagement/>

Interactive Map of Israel

[http://www.eyonisrael.com/map\\_Israel.html](http://www.eyonisrael.com/map_Israel.html)

"The Pullout from the Gaza Strip," *The New York Times*' Interactive Graphic

[http://nytimes.com/packages/html/international/2005\\_GAZAPULLOUT\\_GRAPHIC/](http://nytimes.com/packages/html/international/2005_GAZAPULLOUT_GRAPHIC/)

Detailed Map of Israel, 2005

[http://www.zionismontheweb.org/map\\_of\\_israel.htm](http://www.zionismontheweb.org/map_of_israel.htm)

A "Map of Gaza Strip showing settlements"

[http://www.lib.utexas.edu/maps/middle\\_east\\_and\\_asia/gaza\\_strip\\_1999.jpg](http://www.lib.utexas.edu/maps/middle_east_and_asia/gaza_strip_1999.jpg)

A Map "Showing Distances from Borders and Comparative Size"

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A Map of " Hamas Rocket Range December 30, 2008"

[http://www.zionism-israel.com/maps/Hamas\\_rocket\\_range\\_map.htm](http://www.zionism-israel.com/maps/Hamas_rocket_range_map.htm)

A "Map of Alarm Zone" – The Home Front Command Official Israeli Government Site

<http://www.oref.org.il/670-en/PAKAR.aspx>

A Map to "Protect Yourself Right On Time"

<http://hashmonean.com/images/pikud1.jpg>

## TEACHING IDEAS ACROSS THE CURRICULUM

The story can be approached from a language arts, social studies, math, science, or art perspective. The teacher may focus on any one or a combination and follow it through the story. Research project ideas are provided.

### Language Arts

- ◆ Ask students to learn about the Hebrew names of the main story characters: Efrat, Miri (Miriam), Yair, and Yoram. How do the names fit the personalities of the characters? Ask students to pick their own Hebrew name and explain why they chose it. Further resource information about Hebrew names is available at the link About.Com: Judaism  
[http://judaism.about.com/od/hebrewna3/Hebrew\\_Names.htm](http://judaism.about.com/od/hebrewna3/Hebrew_Names.htm)
- ◆ Many chapters in the book have dates in both Hebrew and English. Why are these dates important to the story? What is the difference in the calendars? Explain that dates give relevance to historical novels. Further calendar resource information is available at the link Judaism 101: Jewish Calendar  
<http://www.jewfaq.org/calendar.htm>
- ◆ Discuss with students why they think the author chose to write a novel and not a diary. Why didn't Shifra Shomron write a factual description of the events instead of a fictionalized version? Consider that a fictionalized version allows the author to generalize the story, to make composite characters and therefore cover more ground and to use fictional conversations that make a point not fully covered in any actual conversation etc.

### Reading

- ◆ At the end of each chapter, ask the students to make a prediction about what they think will happen next and discuss why.
- ◆ Ask students to take turns reading one of the poems. It can be done individually or in pairs. Then discuss the meaning of the poem. Try to have students relate the poem to the story or something in their own experiences. How does the poem "Grains Of Sand" at the beginning of the book influence your understanding of the plot?

### Writing

- ◆ Write a chapter. Have the students pick a chapter at random and then write a new chapter to follow.
- ◆ Re-write the last chapter. Have the students write a new ending and explain why they prefer it.
- ◆ Write a letter. Have the students write a letter to a friend telling them about the book.
- ◆ Write diary entries. Have the students pretend to be a character and write the diary entries for a week.
- ◆ Inspired by the poem "Grains Of Sand," have the student write a poem that's meaningful to them.

### Social Studies

- ◆ Promote student understanding and clarity in the historical setting of the novel with background information about Jewish and Arab presence in the Gaza Strip.
- ◆ How would this story be written in pre-State Israel or in a different historic period in the Gaza region?
- ◆ Discuss the reasons for former Prime Minister Ariel Sharon's 2005 Israeli unilateral withdrawal Disengagement Plan and the role of the Jewish residents in its implementation.
- ◆ Create a timeline of historic regional events in the Gaza region.

Cont. on next page

## TEACHING IDEAS ACROSS THE CURRICULUM cont.

### Current Events

- ◆ How much influence can children and adolescents have on their world? Did young people have any chance to change the government's decision in this case? Are there actual examples of youth making an impact on their world? For example:

Teen campaign initiatives

<http://www.associated.org/page.aspx?id=71617>

American Indian teens write rap music to bring their tribal problems to world attention

<http://www.heraldnet.com/article/20090725/NEWS01/707259896>

*"New York's First Youth Congress"*

<http://www.harlemlive.org/community/events/new-yorks-first-youth-congress.html>

*"Teens campaign leads to greener city buses"*

<http://www.post-gazette.com/pg/09232/991884-56.stm>

*"Youth against climate change"*

<http://youthagainstclimatechange.org/index.htm>

### Math

- ◆ Calculate the distances between, Gaza City, Khan Yunis and Gush Katif. Then calculate the distances between Gush Katif and the cities of Ashdod, Ashkelon, Be'er Sheva, Sderot, and Tel Aviv. Refer to maps available in this guide. This helps the reader to visualize and better understand the setting of the book.
- ◆ Calculate the distance between Gaza City and Khan Yunis and the cities of Ashdod, Ashkelon, Be'er Sheva, Sderot, and Tel Aviv. Refer to maps available in this guide. This demonstrates the vulnerability of many of Israel's major cities.
- ◆ Compare the distances between Gaza City and Khan Yunis and Gush Katif and the distances between Gaza City, Khan Yunis and the major Israeli cities mentioned in the previous project idea. This further helps the reader to visualize and better understand the setting of the book.

### Science

- ◆ The novel begins with the poem called "Grains Of Sand". How does sand keep the sea from taking over land mass? Ask students to research the composite of sand via library media center or Internet websites.

### Art

- ◆ Create a bookmark or poster. Have the student feature their favorite part or a particular event of the story.
- ◆ Create a cartoon strip. Have the student draw the sequence of events in the story. Have them include conversation.
- ◆ Create a collage using imagery from a poem in the story or from the story itself. Have the student explain their choice in color, material, and design.
- ◆ Create a regional paper-mache map. Have the student include general story information or specific details of a particular event in the story.

Cont. on next page

## **TEACHING IDEAS ACROSS THE CURRICULUM cont.**

### **Research Project Ideas**

- ◆ Compare and contrast the Israeli government's handling of the 2005 Disengagement Plan with the 1830 US Congressional "Indian Removal Act".
- ◆ Compare and contrast the 2005 Gush Katif expulsion with the 1838 Cherokee Indian's "Trail of Tears".
- ◆ What is the current situation of the former Gush Katif residents? Follow the plight of the former Gush Katif residents. Is their overall situation (health, housing, employment, etc.) better today than it was before the Disengagement Plan? Write a summary report including photographs.
- ◆ What is the current situation in the region of Gush Katif? What has become of the once flourishing and dynamic communities? Write a summary report including photographs.
- ◆ Did the unilateral withdrawal improve the quality of life for either the Israeli citizen or Gazan Arab? Did it bring peace closer to the two populations? Research the current geopolitical situation.
- ◆ How did the Disengagement Plan affect the environment? How was the rubble from the demolished Gush Katif houses removed? Was any of it able to be recycled? Were any of the building materials toxic?
- ◆ What types of crops did the farmers of Gush Katif grow? With the implementation of the Disengagement Plan, many Gush Katif farmers signed an agreement with the Economic Cooperative Foundation which transferred their agricultural hothouses to the Arab Authority in the Gaza Strip. Did this bring prosperity to the Gaza Strip as it had for the farmers of Gush Katif? What became of these agricultural hothouses? Does the Gaza Strip have the ability to be economically viable?

## UNIVERSAL THEMATIC CONNECTIONS

### Identity

- ◆ Discuss Efrat, a teenager coming of age, trying to find her identity and place in this world.
- ◆ How does she see her role and evolve throughout the story as daughter, sister, Jew, Israeli, female, settler, citizen? Have the students reflect on their identities. Identity includes understanding how we are all the same and yet, understanding how we are each unique and evolving. Encourage students to compare and contrast themselves (similarity and uniqueness) with any of the story characters.
- ◆ To what degrees does one's homeland define one's identity? How does "where you live" help you understand "who you are" as a person?

### Family

- ◆ Discuss Efrat's role in her family. How does Efrat feel toward Yair's ammunition collection?
- ◆ How do the parents, Yoram and Miri interact with their children, Efrat and Yair? Compare and contrast their parenting approach and style to that of the students' parents.

### Community

- ◆ Describe the community in which the Yefet family lives. Discuss the importance of community in the Yefet's world. Why is it important? How does it help hold them together? Compare and contrast the Yefet's community formation with that of the students.

### Betrayal

- ◆ Former Prime Minister Ariel Sharon was elected with a slogan of painful concessions but unlike his competitor, Amram Mitzna, made no mention of Gush Katif being on the butcher block. Many voted for Sharon based on this. How does the Yefet family and friends feel about this? How is this shown in each character's language? Discuss with students other instances in which politicians have acted contrary.

### Land

- ◆ Where do the events in the book take place? Why is the location controversial?
- ◆ Discuss the descriptions of the same places changing over time.
- ◆ What kind of things does each main character in the story do to keep their home and land in Gush Katif? To what end are they willing to struggle to keep Gush Katif? What does this say about their faith and beliefs?
- ◆ Have the students learn about the role of "land" in various cultures and faiths. Compare and contrast the concept of "land ownership" among other cultures such as the Bedouin and Native American Indian.

### Loss

- ◆ Many of the residents of Gush Katif have a family member or know of someone wounded or dead from Arab terror. How do Efrat and her classmates deal with such loss?
- ◆ Has terrorism affected your area? Have you or someone you know lost a friend or relative to terrorism? How did you or they cope?

**Cont. on next page**

## **UNIVERSAL THEMATIC CONNECTIONS cont.**

### **Fear**

- ◆ Discuss with the students how they cope with fear and compare and contrast it with how Efrat and Yair deal with their own and each other's fears. At what point in the novel does Efrat come to terms with her fear? How does Yair help her come to terms with it?

### **Courage**

- ◆ Discuss with the students courage. How do they define it? How did the residents of Gush Katif have the fortitude and courage to live under Arab terror and government policies they didn't agree with? What gave them the courage to continue and not flee? In which character(s) and at what point(s) do we see any of the characters lose courage and resolve? How do they cope?

### **Hope**

- ◆ Have the students form a panel to discuss all the points of hope in the story. This can include hope in the dissolution of the Disengagement Plan implementation or likewise the hope after its implementation.
- ◆ The Yefet family and fellow residents had hope that fellow citizens in the rest of Israel would see the folly of the Disengagement Plan. What kept their hope going? At what point in the novel does each Yefet family member lose their hope? How do they help each other come to terms with it?

## CHAPTER QUESTIONS

### Part I, *Neve Dekalim: The Best Kept Secret*

#### Chapter 1

1. Where does the story take place? Does this setting make the story more interesting to you? Explain.
2. List the characters and describe them.
3. How do they interact with each other?
4. How many and what kind of pets does the family have?
5. Is this a typical family in Gush Katif? Why or why not? Explain why you think the author chose to have a family with this consistency.
6. Describe the villa neighborhood. Does it sound like a neighborhood in your community?
7. What decision does Yair need to make? What does Efrat think he should do? What do you see as other possible options?

#### Chapter 2

1. Can you tell why Yoram is concerned about Yair's decision? What does he think Yair should do?
2. What does Yair decide and why?
3. Who do you think is happiest with Yair's decision and why?
4. What does Efrat study? Explain how she learns the material.
5. What is Yoram's special hobby? Describe how it looks. What does it give Yoram?
6. Can you explain why Yoram, Efrat, and Yair frequent the sand dunes?
7. What do you think might happen next?

#### Chapter 3

1. What type of exercise do each of the main characters in the story engage in and why?
2. How do Efrat and Yair spend their summer vacation?
3. What mode of transportation does the Yefet family use and why? How is any of characters transportation similar to that used by your family?
4. What makes Efrat angry? How does she think the situation can be resolved?
5. List the places mentioned in the chapter.

#### Chapter 4

1. What is Yair unhappy about in the summer schedule Efrat has made? What factors would you recommend be added to the schedule? Explain.
2. What subject does Efrat study in the library? Why do you think she is so fascinated by this? Is there a particular historic time period that fascinates you? Explain.
3. Can you explain from where Efrat would gain strength and courage to cope with future difficulties in her life?
4. What differences exist between Efrat and Yair?

#### Chapter 5

1. What does Yair's fort symbolically represent?
2. Can you explain what happens when Efrat and Yair are in the fort? What do you think could have been other outcomes?
3. What holiday is discussed in this chapter? Can you compare how you welcome in the New Year with that presented in the story?

Cont. on next page

**CHAPTER QUESTIONS cont.****Part II, Second Intifada: Life Goes On****Chapter 6**

1. Describe what happens in the story during the Succot holiday.
2. How does the Yefet family respond? With which character's response do you most closely identify? Explain.
3. What does Yair think would happen next? Is he justified in his thoughts? Explain.
4. Why doesn't Efrat's geography teacher show for class?
5. What is the students' response? How would you have felt had you been a student in the class?
6. Can you write a dialogue of what Yoram and Miri must have said to each other after receiving Efrat's phone call?
7. Why does Efrat start to keep a diary? What would you like to say Efrat?

**Chapter 7**

1. What does Efrat do at her neighbor's house? Why do you think she does this?
2. What happened in the story during the Passover holiday? Could this have happened where you live?
3. How was this tragedy similar to what happened to the geography teacher?
4. What does the teacher have her students recite at the beginning of class? Why?

**Chapter 8**

1. What does Efrat worry about and why? Do you think you would be able concentrate on your studies were you in Efrat's situation? Explain what you think gives Efrat the ability and inner strength to carry on.
2. Why does Efrat think she is in shock? How would you have acted if you had been with her?
3. Why is Efrat upset with herself? Do you agree with her priorities? Explain.
4. Can you tell why Miri wants Yoram to telephone Yair? From the story information, what do you think Yair tells Yoram? Do you think Miri speaks with Yair, too? How do you think Yair responds? Write a dialogue of how you think the telephone conversation might have been.
5. Do you know of another instance in the story where the telephone is used similarly? Can you compare your telephone use with that of the story?

**Chapter 9**

1. Why does Yoram meet Efrat after high school *ulpana* is finished for the day? Do you think she is embarrassed by his presence? How would you feel if your parent met you after school?
2. What motivates Neve Dekalim's town council vote? Do you think the results were good or bad? Explain. Why don't the agricultural communities, *moshavim* in the area have a similar vote?
3. What is a concern with Yoram's line of work? How does he resolve it? What other options do you think he could consider?
4. Describe how Efrat studies with Lipaz. How does it differ from when she studies alone? Which do you think is a more effective method to learn the material?

Cont. on next page

**CHAPTER QUESTIONS cont.****Part II, Second Intifada: Life Goes On cont.****Chapter 10**

1. Under what circumstances does the town start issuing public announcements? What do they call the residents to do? How do the residents respond? How would you respond if you were in the situation?
2. What does Yair mean by playing "tourist?" Do you think this is a good or bad thing? Explain.
3. In what way did the government's immediate home repair of mortar damage make it easier for the people of Neve Dekalim? Do you think this lulled the residents into a sort of complacency?
4. What differences exist from when gunshots were initially heard and now? Do you think you would adjust as well? What other alternative solution can you suggest?
5. What advice does Efrat's high school *ulpana* Rav give the girls before school vacation?
6. What was the main idea of the chapter? Retell the chapter in your own words.

**Chapter 11**

1. What is the argument about between Yair and his parents? Do you think that his parents are justified in their response? Explain. Could this happen in your community? If so, how do you think your parents would respond?
2. Can you see a possible compromise between Yair and his parents?
3. If you were Efrat, what questions would you ask of Yair?
4. What might have happened while Efrat was helping Yair?
5. What do you predict will happen next?

**Chapter 12**

1. What do you think about Efrat's find? Do you think it is a good thing for her to keep? Defend your position.
2. What do Yoram and Efrat encounter while on a walk in Gadid? Do you think you would react as they did?
3. Can you explain why Yair isn't with Yoram and Efrat? How do you think he feels when he learns about their day?

**Chapter 13**

1. Who does Yoram bring home for dinner and why? Is it a common practice for him to invite guests home for a Sabbath meal?
2. What do you think of their Sabbath atmosphere and meal? How is your Sabbath similar and different?
3. What do you think of the conversation around the Sabbath table? Is there something spoken of that is of particular interest to you?
4. What point does Miri make and what happens afterward? How would you have felt seated at the table? Explain.
5. Who does Yair blame for the *Intifada*?
6. Do you agree or disagree with Dror Alit has to say about the role of government and political situation? Explain.
7. Why is Yoram tense? How does he resolve it? What does Miri think about it?
8. Do you think Efrat and Dror are interested in a relationship with each other? Do you think Yoram has this in mind when he brings Dror home?
9. What do you predict happens next? Explain.

**Cont. on next page**

**CHAPTER QUESTIONS cont.****Part II, *Second Intifada: Life Goes On* cont.****Chapter 14**

1. What grades are Efrat and Yair now in?
2. List what troubles Efrat. In whom does she confide? Do you think he is helpful to her? Explain.
3. Can you explain in your own words why the Yefet family did not relocate as the *Intifada* escalated? What you would have wanted to do?

**Chapter 15**

1. Describe what happens when Efrat begins her senior year at high school *ulpana*. Is this information helpful to you or others you know? How is it similar to or different from your school?
2. What do you think is the underlying theme of teacher Miriam's memorial service? Explain.
3. From the information given in the story, can you develop an easy-to-follow guide for what to do in the event of a mortar or rocket attack on your community?
4. Do you know of other situations in which buildings were destroyed by terrorism and the response was to construct a stronger, more secure and beautiful building? Explain.

**Chapter 16**

1. What was the turning point in selecting an idea for the Chanukiah contest? Can you think of an unusual Chanukiah contest entry not mentioned in the story? Describe.
2. What do you think is revealed about Efrat's classmates?
3. Write a prediction of what you think happens next.

**Part III, *In The Shadow Of Disengagement*****Chapter 17**

1. What do you think of the culture clash between the Jewish religion with ancient Greek culture? Do you think there is a similar clash today between any cultures with western culture? Explain.
2. Which Yefet family member is the first to learn of Prime Minister Ariel Sharon's Disengagement Plan? How does he learn of it? How do you learn of current events?
3. What is the main idea of the Disengagement Plan?
4. What do you think Prime Minister Sharon means in saying, "The verdict of Netzarim is the verdict of Tel Aviv" and what do you think are its unstated implications?
5. How does the Yefet family respond? How would you respond if you were sitting in the same room with them?

**Chapter 18**

1. What do the characters think of the Disengagement Plan?
2. Do you recognize yourself in any of the characters in the chapter? To which character would you like to write a letter and what would you say?
3. To what extent do you think the media plays in swaying public opinion? Can you give an example from the chapter?
4. Mrs. Eisley says, "Excellent, with the youth impatient, the struggle will start soon." Do you think youth have any chance to change the government's decision in this case? Explain.
5. How do you think Efrat is able to concentrate on her studies and matriculation exams during terror attacks and now with the added uncertainty about her community's future existence?

**Cont. on next page**

**CHAPTER QUESTIONS cont.****Part III, *In The Shadow Of Disengagement* cont.****Chapter 19**

1. What do Yoram, Efrat, and Yair think of Miri's door-to-door idea? What do you think of the idea? Explain.
2. What differences exist between the door-to-door response Efrat and Yair received from Mr. Rafule Levran and the response Miri and Yoram received from Shuli?
3. Can you make a list in your own words reasons to keep and reasons to relinquish Gush Katif?

**Chapter 20**

1. What is the main idea of the chapter?
2. Do you agree with Efrat or Ortal? Explain.

**Chapter 21**

1. List some of the ways people plan to show opposition to the Disengagement Plan. Which do you think are effective?
2. Do you think it is a citizen's obligation or responsibility to question government decisions? Explain.

**Chapter 22**

1. Where does Efrat decide to do her National Service, *sherut leumi*? Why do you think she doesn't use it as a means by which to leave Gush Katif and live elsewhere in the country? From where do you think she gets the courage and strength to stay?
2. Can you explain why Efrat is no longer able to concentrate on her schoolwork? What does she do instead?
3. Do you think the Ministry of Education should give easier matriculation exam conditions such as extra time on tests or extra points for the students of Gush Katif? Explain.
4. Can you explain what must have happened in the Knesset committee when Ilanit spoke? What questions would you have asked her if you were a Knesset member?

**Chapter 23**

1. How effective do you think translated news articles are in the telling of the story? Explain.
2. What do you think some of motives are in the *Shabak* trying to recruit youth? Can you see any possible problems with it? Explain. Do you wonder how you might have felt had you been approached by *Shabak*?
3. What is a turning point for Miri? Did this make you feel uneasy? Can you propose a different solution?
4. Find the meaning of "silver trumpets."
5. What change do we see in Efrat? Does Yair's opinion make a difference for Efrat? Explain.

**Chapter 24**

1. This chapter is comprised of diary entries and 2 photographs. How do you think it helps make Efrat a real and believable character?
2. What do you think of Efrat doing her National Service at the local health clinic? Does it fit with your idea of what National Service is all about? Explain.
3. Do you know of another instance of a politician buying a house or apartment in a disputed area in the hope of making a difference in government policy?
4. How would you feel if soldiers told you to stay in your house? Would you listen?
5. How has Yoram's attitude toward the disengagement changed? What does he do?
6. What does Miri think of Yoram's actions?
7. How has Efrat's attitude toward the disengagement changed?

**Cont. on next page**

**CHAPTER QUESTIONS cont.****Part III, *In The Shadow Of Disengagement* cont.****Chapter 25**

1. How does Yoram learn of the SELA government Disengagement Authority compensation requirements? How do you think Miri would respond if she knew he was looking into compensation? How do you think Efrat and Yair would feel? How would you feel if you were his child?
2. How have attitudes toward the soldiers changed among the residents? Why do you think soldiers are no longer allowed to accept family hospitality?
3. What do Miri and Mrs. Eisley do? Do you think this is a good or bad thing? Explain.
4. Efrat believes that, "If Gush Katif is to be saved, it'll be by our brothers on the strong, stony hills of Judea and Shomron...they are strong like the land they live on. We resemble our land, too, sand, that molds itself to fit whoever steps on it!" How does where you live help you understand who you are as a person?
5. How does Yair feel about the Anti-Disengagement Committee? What is his attitude toward his studies?
6. Yair and Efrat play act at the dialogue Yair has with soldiers. Can you write a dialogue with a different outcome?
7. Yoram's and Efrat's attitudes towards the disengagement fluctuate. What is a turning point changing their outlook? What do they do about it?
8. What problem does Yoram have with Yair? How is it resolved? Do you agree with Yoram's solution? Explain. What questions would you like to ask of Yair?

**Chapter 26**

1. What is the prevailing attitude of the Gush Katif residents about the disengagement? Does it seem justified to you? Explain.
2. What are the thoughts behind Yair's disengagement opinion? What factors would you add to his list if you could?
3. What is Yoram's concern about Yair's thoughts?
4. On what basis does Yoram make his family decision in the event of uprooting and dispersal? Are individual needs of greater importance to Yoram than those of the community? Explain.
5. Do you think Yoram felt his decision is doing his very best for his children by providing a personal example of those values he hopes will guide them through their lives? Explain.
6. What do you think Miri, Efrat and Yair think of Yoram's decision? What questions would you like to ask of Yoram?
7. From the information given in the chapter it is remarkable Efrat is able to do so extraordinarily well in her studies. What questions would you ask of her and how would this information be useful to you?
8. Can you find the chapter passage(s) from where the title of the book may have come? Do you think it sheds any light on any particular aspect of the story? Explain.
9. What does Efrat predict if the Disengagement Plan is implemented? What do you see as other outcomes? Can you compare Efrat's prediction with what actually came to pass?
10. How is the change in the acacia tree symbolic of the fate of the Gush Katif residents?
11. Can you tell what might have happened had the Gush Katif residents and "guests" at the Gush Katif hotel cooperated with each other? What factors would you change about the event at the Gush Katif hotel if you could? Explain.

**Cont. on next page**

**CHAPTER QUESTIONS cont.****Part III, *In The Shadow Of Disengagement* cont.****Chapter 27**

1. Compare Efrat and Yair's attitudes towards the Disengagement Plan. With whom do you more closely identify? Explain. Efrat thinks she and her community will be uprooted and displaced. Yair thinks it still might be prevented.
2. What questions would you ask of the rabbis?
3. Why do the Eisleys invite guests to stay with them? What does Yair think of them? How would you have handled it if you were Yair?
4. What happens when residents receive mail from the SELA Disengagement Authority? Would you participate? Explain. Can you see something like this happening in your community?
5. What new factor do you think suggests Neve Dekalim is not united? Families are bringing in ocean freight containers to store their belongings. What does Efrat say her Rav says about it? Do you agree or disagree. Explain.
6. Do you think if everyone stays together to the end that it might weaken the government's ability to proceed with the implementation of the Disengagement Plan?
7. Describe in your own words what happens at K'far Maimon. Do you think it is a success or a failure? Explain.
8. How do you feel when Yair sees Efrat crying and he goes to comfort her? What do you want to say to Efrat and Yair?

**Chapter 28**

1. Why do Efrat and Yair collect sand? Why do you think they don't tell their parents?
2. Up until the end what are residents of Gush Katif planning?
3. Yoram has hope at the end of the story. What does he say?
4. If you could have a different ending, what would you write?
5. What would you say is the overall message(s) of the book?

**COMPREHENSION**

Directions: Fill in the blank with the word that best completes the sentence.

The \_\_\_\_\_ Yefet family, parents \_\_\_\_\_ and \_\_\_\_\_  
 fictional Tom Miri musical Dan  
 Debbie crazy Yoram Sarah

and their two children \_\_\_\_\_ and \_\_\_\_\_ live an \_\_\_\_\_  
 Rachel Ben easy Efrat Yair  
 ordinary Becky Ariel ancient

life in \_\_\_\_\_, \_\_\_\_\_. The \_\_\_\_\_ is in \_\_\_\_\_ and  
 Neve Dekalim India son prison Little Rock  
 America daughter college Shiloh  
 Israel cousin high school

tells the \_\_\_\_\_. A loud crackling sound of \_\_\_\_\_ and the  
 journal popcorn fantasy  
 gun shots story fire

\_\_\_\_\_ starts. We learn of \_\_\_\_\_ attacks against the \_\_\_\_\_  
 disengagement heart Manhattan expulsion poison gas  
 Gush Katif Intifada terror Chelm

residents. The Prime Minister \_\_\_\_\_ declares the \_\_\_\_\_ Plan  
 Ariel Sharon Dialogue Benjamin ben Eliezer  
 Dental Tony Blair Disengagement

to \_\_\_\_\_ the \_\_\_\_\_ citizens. We learn why the \_\_\_\_\_  
 unite New York residents expel Israeli  
 musicians invite Egyptian merchants

\_\_\_\_\_, what they \_\_\_\_\_, and how they \_\_\_\_\_.  
 shop wear cope struggle buy  
 eat play think dance

Their life continues filled with daily activities, studies, and work while under \_\_\_\_\_  
 fed ground siege  
 until (complete the sentence) \_\_\_\_\_

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## MULTIPLE CHOICE QUESTIONS

### Part 1, *Neve Dekalim: The Best Kept Secret*

Directions: Circle the correct answer.

- 1) At the beginning of the story Efrat is presented as someone who
  - a) takes little interest in events around her.
  - b) cares about her family, studies, and environment.
  - c) enjoys shopping, movies, and dancing.
- 2) As a family the Yefets are
  - a) quarrelsome, disagreeable, and nagging.
  - b) likable, pleasant, supportive.
  - c) likable, pleasant, and boring.
- 3) The fact that Yoram maintains and rearranges an outdoor terrarium is significant because
  - a) it parallels the loss of control in his life.
  - b) it shows boredom with his life.
  - c) it shows his mean streak.
- 4) Efrat and Yair's relationship is
  - a) strained, difficult, and unfulfilled.
  - b) close, caring, and mutually satisfying.
  - c) neither a or b
- 5) Gush Katif communities had
  - a) camels roaming the undeveloped roads.
  - b) flimsy houses, undeveloped roads, and barren.
  - c) beautiful homes, buildings, and educational institutions.
- 6) Miri and others took brisk walks to
  - a) prepare for the Maccabi Olympics.
  - b) socialize and keep fit.
  - c) help with security.
- 7) Efrat's anger is because
  - a) her community needs an army escort to walk to the beach.
  - b) government officials have lost their direction and purpose.
  - c) both a and b

Cont. on next page

**MULTIPLE CHOICE QUESTIONS cont.****Part 2, Second Intifada: Life Goes On**

**Directions: Circle the correct answer.**

- 1) When the Yefet family initially hear gun shots they are
  - a) waiting for an army response.
  - b) scared and anxious.
  - c) both a and b
- 2) Yair initially thinks the Israel Defense Force army
  - a) has the situation under control.
  - b) is restrained.
  - c) is caught unawares.
- 3) Efrat was escorted home because
  - a) of a teacher strike.
  - b) of a terror attack.
  - c) of Arab infiltration into her community.
- 4) That Efrat waited in "cold sunshine" is significant because
  - a) a) it symbolizes the injured, death, and the living.
  - b) it shows an emptiness paralleling the terror attack.
  - c) both a and b
- 5) When Efrat starts to keep a diary it is a sign that
  - a) she is living in a dangerous and worrisome situation.
  - b) she is coping with life by recording her thoughts and the events around her.
  - c) both a and b
- 6) Upon hearing that the Israel Defense Force has retaliated by purposely bombing empty buildings, Yoram and Miri
  - a) question their leadership's ability and capabilities.
  - b) feel proud of their leadership and its decisions.
  - c) celebrate.
- 7) Yoram's work has made him
  - a) comfortable, satisfied, and happy.
  - b) uncomfortable, dissatisfied, and worried.
  - c) search for other employment opportunities.

**Cont. on next page**

**MULTIPLE CHOICE QUESTIONS cont.****Part 2, *Second Intifada: Life Goes On* cont.**

- 8) Living on the front lines of war initially made Yair feel
- a) excited.
  - b) nervous.
  - c) scared.
- 9) Efrat is an \_\_\_\_\_ Yair's hidden ammunition.
- a) informant on
  - b) accomplice to
  - c) alarmist over
- 10) Yoram's anger is a result of
- a) his employment.
  - b) Yair's hobby.
  - c) Yair's grades.
- 11) Efrat and Yoram find a live
- a) baby turtle.
  - b) mortar.
  - c) kassam rocket.
- 12) Miri is hospitable to Dror because
- a) he is a relative.
  - b) he is a soldier.
  - c) he is a government official.
- 13) Upon hearing gunshots, Dror reminds the Yefet family
- a) army operations are defensive in nature and not offensive measures.
  - b) soldiers are doing their best for civilians to continue with daily activities.
  - c) both a and b
- 14) Efrat worries over
- a) matriculation exams.
  - b) terror attacks.
  - c) army restraint.
  - d) community destruction.
  - e) all of the above

**Cont. on next page**

## MULTIPLE CHOICE QUESTIONS cont.

### Part 3, *In The Shadow Of Disengagement*

**Directions: Circle the correct answer.**

- 1) Yoram reads in the newspaper that Prime Minister Ariel Sharon announced at the Herzliya Conference that he plans to
  - a) find an Arab partner to give Gaza sovereignty.
  - b) unilaterally withdraw from the Jewish communities in the Gaza Strip in the absence of Arab cooperation.
  - c) expel the Jewish residents from Gush Katif in the Gaza Strip.
  - d) both b and c
  
- 2) The Yefet family, their community and others struggle to keep Gush Katif Herzliya Herzliya
  - a) to reclaim and settle a Biblical claim.
  - b) to prevent the creation of a terror base.
  - c) both a and b
  
- 3) On hearing Miri's thoughts, Yoram
  - a) thinks the Gush Katif residents will accept the Disengagement Plan.
  - b) thinks a few demonstrations and an eventual struggle will be needed.
  - c) doesn't know what to think.
  
- 4) Miri and Yoram are interested in a national referendum because
  - a) Israel is a democratic country.
  - b) of media and court bias against Gush Katif and the residents.
  - c) both a and b
  
- 5) Mrs. Eisley is interested in speaking with Yair
  - a) to learn what the youth are thinking.
  - b) to learn how his clarinet lessons are progressing.
  - c) about a surprise party for his parents.
  
- 6) Mrs. Eisley reminds Yair
  - a) with the youth impatient, there will be a rebellion.
  - b) with the youth impatient, the struggle will start soon.
  - c) with the youth impatient, he has to be careful.

**Cont. on next page**

**MULTIPLE CHOICE QUESTIONS cont.****PART 3, *In The Shadow Of Disengagement* cont.**

- 7) Efrat and Yair remind each other that Gush Katif is crucial for
- a) Biblical reasons.
  - b) security reasons.
  - c) economic reasons.
  - d) all of the above
- 8) Gush Katif farmers specialize in growing
- a) oranges.
  - b) organic fruit and vegetables.
  - c) insect-free vegetables.
- 9) The Yefet family, along with many Gush Katif residents, go "face-to-face" in order to
- a) distribute pamphlets, discs, and product samples.
  - b) sell cookies.
  - c) discuss the endangered Gush Katif communities.
  - d) both a and c
- 10) The struggle to keep Gush Katif includes
- a) distributing flyers, peaceful demonstrations, sounding silver trumpets.
  - b) prayer vigils and wearing orange bracelets, T-shirts, and hats.
  - c) civil disobedience.
  - d) both a and b
- 11) Mrs Easley is angry with Miri because
- a) she stops their nightly exercise walk.
  - b) she doesn't support wearing an orange Star of David.
  - c) she doesn't like her cooking.
- 12) Efrat is certain
- a) the government is against them.
  - b) the media is against them.
  - c) the courts are against them.
  - d) all of the above

**Cont. on next page**

**MULTIPLE CHOICE QUESTIONS cont.****PART 3, *In The Shadow Of Disengagement* cont.**

- 13) Efrat decides her National Service
- a) is important to do in Gush Katif.
  - b) is a respectful and meaningful way to leave Gush Katif.
  - c) is a waste of time.
- 14) According to Yair, man
- a) is in charge of his own destiny.
  - b) is responsible and accountable for his own actions.
  - c) is obligated to follow army orders.
- 15) Efrat claims Gush Katif residents resemble sand because
- a) they mold themselves to fit whoever steps on them.
  - b) they are small and easily swept away.
  - c) they prevent serious damage to the country.
  - d) all of the above
- 16) Yoram has hope that
- a) Gush Katif will be rebuilt one day.
  - b) Miri's cooking will improve.
  - c) crop insect- infestation will be minimal.

## DISCUSSION TOPICS AND QUESTIONS

- 1) Why is *Grains Of Sand: The Fall Of Neve Dekalim* a symbolic title for the story?  
How does it relate to a particular passage or passages in the story or as a whole?
- 2) Where did the events in the book take place? Why is the location controversial?
- 3) How does the setting add to the book? Does it make the story more interesting?
- 4) How does the "Grains Of Sand" poem at the beginning of the book influence your understanding of the plot?
- 5) Why did the author feel it necessary to write this novel? What issues troubled her?
- 6) Discuss why you think the author chose to write a novel and not a diary?  
Why didn't she just write a factual description of the events instead of a fictionalized version?
- 7) How do composite characters and fictional conversations allow the author to generalize the story?
- 8) In what ways do the characters give you a better understanding of the diversity of the people of Gush Katif?
- 9) In what way are the characters real and believable in the story? Do you recognize in them aspects of yourself or someone you know?
- 10) What is Efrat's role in the story?
- 11) How might the story be different if told through a different character in the story?
- 12) To which character would you like to write and what would you say?
- 13) How is family life shown?
- 14) What picture do you get from the story of teenagers in society?
- 15) How are societal responsibilities seen in conjunction with family loyalties?
- 16) How do we see the inner turmoil, growth and development of different characters?
- 17) In which character does the reader see the most change?
- 18) What is the role of minor characters in the story?
- 19) There is an adage that "you are as strong as your weakest link." Do you think this quote is applicable to the story? Explain.
- 20) If you could have a different ending, what would it be?
- 21) What would you say is the overall message(s) of the book?

## ESSAY QUESTIONS

- 1) What is the relevance of the title of the book to the story? Is it an appropriate choice? Explain.
- 2) Discuss the theme of identity in the story. To what degree does one's homeland define one's identity? How does "where you live" help you understand "who you are" as a person?
- 3) List the main characters in the story and describe them. Which character would you choose for a friend? Why? What type of present would you gift him/her? Explain.
- 4) What problems does one of the main characters have? How is it resolved?
- 5) How do the characters attitudes and perceptions towards the Disengagement Plan change as the story develops?
- 6) Did certain parts of the book make you feel uneasy? Did you find yourself rethinking these scenes? Can you see a different solution to them?
- 7) The Gush Katif residents hold the Israel Defense Force in high esteem before the Disengagement. Their men serve in the elite army combat units and soldiers were invited to family Sabbath and holiday meals. How do you think the government's decision to use the army to forcibly remove the residents affect their view of the army?
- 8) Do you wonder how or why an event in the story happened or what you would have felt or done had you been there? Did this lead to a new appreciation or awareness of things in your life that you might not have otherwise considered?
- 9) *Grains Of Sand: The Fall Of Neve Dekalim* is a story about broken dreams, loss, grief, and hope. It is a deeply felt plea for citizens to take responsibility for the society in which they live and the government policies under which they live. How effective are citizens in making their world a better place to live? Be sure to give examples.
- 10) *Grains Of Sand: The Fall Of Neve Dekalim* is a story concerned with the role of government and the consequences of its power in peoples life. What do you think about this?
- 11) How would this story be different if written by another character in the book?
- 12) If you could have a different ending, what would you write?
- 13) What do you think Efrat would say if she visited your classroom?
- 14) Several terms are used to describe the Disengagement Plan in the mass media. Compare and contrast the differences between the words disengagement, expulsion, eviction, and evacuation. Was the Disengagement Plan an expulsion, eviction or evacuation? Defend your position.
- 15) Was there a viable alternative solution to the Israeli unilateral withdrawal Disengagement Plan? What would you propose if you had the necessary resources and access to world leaders?

## IMPORTANT QUOTES (Who said it? And why?)

1. "Tiny grains of sand. So light and so small, any breeze can uproot them and cause them to fly distances away. Yet these same grains prevent a mighty sea from flooding the country."
  - a. Who said it? \_\_\_\_\_
  - b. Why is it relevant?  
\_\_\_\_\_  
\_\_\_\_\_
  
2. "What is the matter with our leadership?" "Our children are being sniped and killed, and we retaliate by bombing empty buildings?"
  - a. Who said it? \_\_\_\_\_
  - b. Why is it important?  
\_\_\_\_\_  
\_\_\_\_\_
  
3. "You have no idea how little the average Israeli knows or cares about Gush Katif. For all they know, we're fifteen caravans in the middle of the desert with camels on our front lawns."
  - a. Who said it? \_\_\_\_\_
  - b. Why is it important?  
\_\_\_\_\_  
\_\_\_\_\_
  
4. "It doesn't seem possible that all the synagogues, houses, gardens and shuls and schools will be destroyed! That this lovely oasis will be reduced to dry grains of sand! So there'll have to be a miracle to save Gush Katif."
  - a. Who said it? \_\_\_\_\_
  - b. Why is it important?  
\_\_\_\_\_  
\_\_\_\_\_
  
5. "See, Efrat, that's what happens when you read too much - it fries your brains!"
  - a. Who said it? \_\_\_\_\_
  - b. Why is it important?  
\_\_\_\_\_  
\_\_\_\_\_

Cont. on next page

**IMPORTANT QUOTES (Who said it? And why?) cont.**

6. "I want to have a beautiful garden in time for the celebration feast we'll have when the Disengagement fails!"

a. Who said it? \_\_\_\_\_

b. What are its implications?

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7. "The more people who know the truth, the more people applying pressure against this expulsion plan via demonstrations and, perhaps, a referendum in the future."

a. Who said it? \_\_\_\_\_

b. Why is it important?

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8. "What do you think of 'Crime' Minister Sharon's crazy plan?"

a. Who said it? \_\_\_\_\_

b. What is its significance?

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9. "We, too, are grains of sand, small and weak. The government can move us yet we prevent the Arabs from flooding the country with mortars and kassam rockets. When we are out of here and the army is out, too, the Arabs will bring explosives in from Egypt without anyone to hinder them."

a. Who said it? \_\_\_\_\_

b. What does it foretell?

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10. "For me, my home comes first and my exams come second. My exams are important to me - otherwise I wouldn't bother coming to classes..."

a. Who said it? \_\_\_\_\_

b. Why is it important?

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**Cont. on next page**

**IMPORTANT QUOTES (Who said it? And why?) cont.**

11. "Excellent, with the youth impatient, the struggle will start soon."

- a. Who said it? \_\_\_\_\_
- b. Why is it significant?

\_\_\_\_\_

\_\_\_\_\_

12. "What do we even have knowledge of that the *Shabak* are so eager to learn from us? As if a teenager here knows any deep dark secrets?!"

- a. Who said it? \_\_\_\_\_
- b. Why is it important?

\_\_\_\_\_

\_\_\_\_\_

13. "I can only assume that, like us, the government has gotten used to Gush Katif being bombed. And since it's pretty rare that a Gush Katif resident gets injured, the government ignores it."

- a. Who said it? \_\_\_\_\_
- b. Why is it important?

\_\_\_\_\_

\_\_\_\_\_

14. "If Gush Katif is to be saved, it'll be by our brothers living on the strong, stony hills of Judea and Shomron. Their youth are used to struggling against the army and police and they are strong like the land they live on. We resemble our land too, sand that molds itself to fit whoever steps on it!"

- a. Who said it? \_\_\_\_\_
- b. Why is it important?

\_\_\_\_\_

\_\_\_\_\_

15. "My dear, if we don't all do everything in our power to prevent Prime Minister Sharon's expulsion plan, then you won't have any hothouses left to check lettuce in."

- a. Who said it? \_\_\_\_\_
- b. Why is it important?

\_\_\_\_\_

\_\_\_\_\_

**Cont. on next page**

**IMPORTANT QUOTES (Who said it? And why?) cont.**

16. "Because you are a man and you, only you are responsible for what you do."

a. Who said it? \_\_\_\_\_

b. Why is it relevant?

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17. "It's hard to be human, harder still to be a Jew, and even harder to be a Jew in Gush Katif in the month of *Sivan* 5765 (June 2005)."

a. Who said it? \_\_\_\_\_

b. Why is it relevant?

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18. "You two will rebuild it one day. I don't know how many years it will take, but one day..."

a. Who said it? \_\_\_\_\_

b. Why is it important?

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19. "The verdict of Netzarim is like the verdict of Tel Aviv."

a. Who said it? \_\_\_\_\_

b. Why is it important?

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**MATCH THE FOREIGN WORD TO ITS MEANING (words appear in the book)**

Gush Katif	_____	1 Free of Jews
Klezmer	_____	2 Name of person and White Broom plant
Lecha Dodi	_____	3 Blessing recited over bread
Shiur	_____	4 Rabbi
Minyan	_____	5 Bloc of Jewish communities in the Gaza Strip
Aba	_____	6 Skullcap
Shabbat	_____	7 Lesson
Ima	_____	8 Potato pancake
Judenrein	_____	9 Name of Arab uprising
Kippa	_____	10 Expression of support
Latke	_____	11 Mother
Yishar Koach	_____	12 Community center
Siddur	_____	13 Jews who immigrate to Israel
Intifada	_____	14 Ashkenazic Jewish folk music
Kiddish	_____	15 Heat wave
Moshav	_____	16 Religious boys' high school
Hamotzei	_____	17 Father
Hamsin	_____	18 Mystical song to welcome, usher in the Sabbath
Shul	_____	19 Repentance
Matnas	_____	20 Blessing recited over wine on the Sabbath
Olim	_____	21 Quorum of 10 adult Jewish men for prayer
Sabra	_____	22 Prayer book
Rav	_____	23 Synagogue
Yeshiva	_____	24 Agricultural cooperative community
Midrachov	_____	25 Religious girls' high school
Rotem	_____	26 Jew born in Israel
Ulpana	_____	27 Pedestrian mall
Tshuva	_____	28 Sabbath

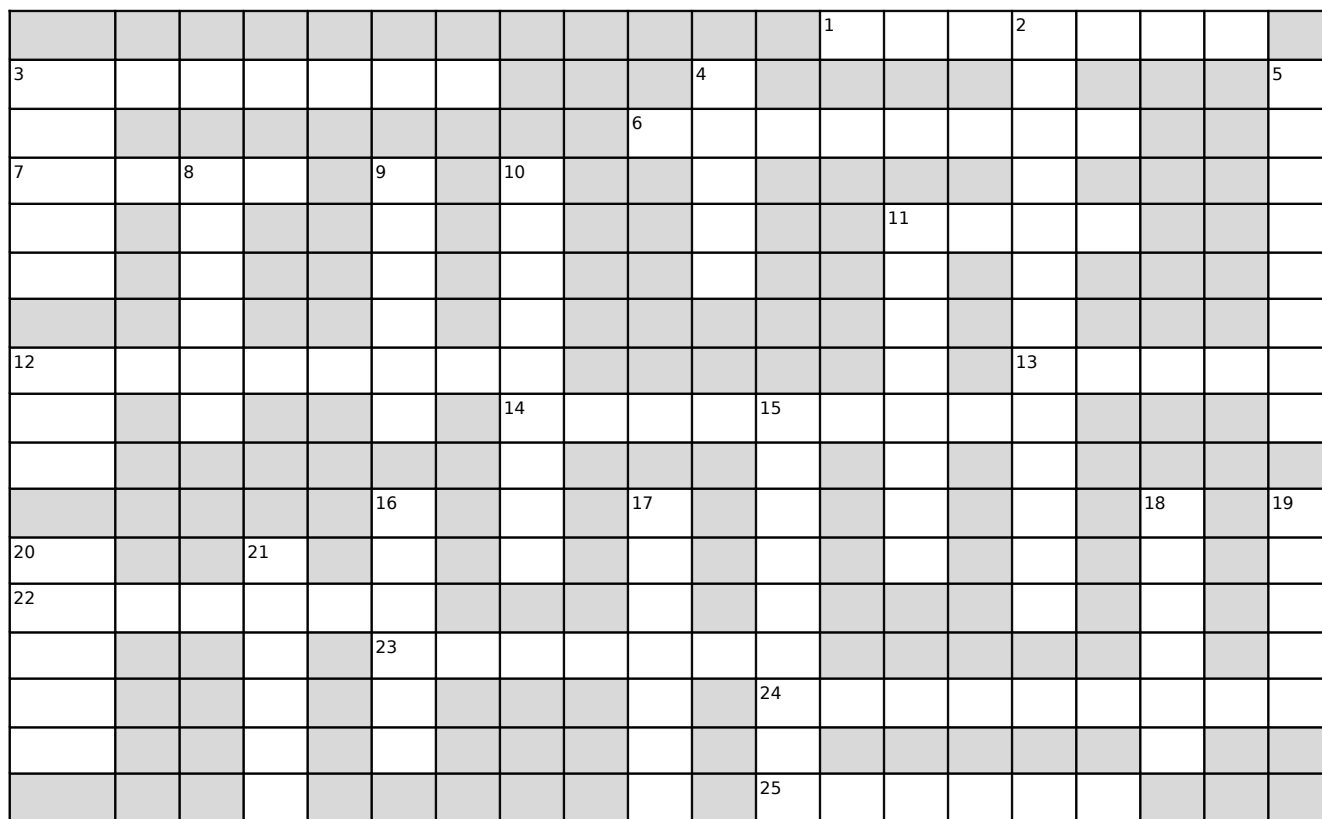
## WORD SEARCH

N P Y I L A N D E J R Z T Y E Q K R C D Y O J T I  
 J R R Y O L C T X H Z N D X L R C E H Q Q M P K S  
 P I E S O L D I E R E Y P Y T I N U M M O C R F R  
 M Z N S I K W Y Z M X U Q K Y A M A G K W L V A A  
 I I E O A J O S E J L E M R W Y S A B L G S M S E  
 Y S E Q D U X G I S Q V A Z W B V Y F N D X N L L  
 M A R Y T M A N I E A I D N A S Z X O L A E R V V  
 M R G H O G G O U X D M O B X G V T P R Z E J L Y  
 G H O R N H N Q C A L Y R X P G Y A S I A M P Y I  
 Q F T E I F P X K M W F T F Y T Z H T M C M K S I  
 K A S J U C R V S S E Q A B H X Q I H Z A W B K P  
 R I T Z F W U G R T Q W G Z H I C C D B P S Z R I  
 D Y F G C P O L A F I T B S I F L H M J K N V R R  
 E S O M P A R D T S H D O G O U J R W O J S B X B  
 J F K A M A S O A U Q C D E F Q B B Y P Q E A H E  
 E F R A T O U R T E R E C J H U X H U H I A K K X  
 N Z N I F K I B S E A E A I C A C A L Y W S L O S  
 Y W B I W H M C L A S Y Z M E Z P I O T I H R G X  
 H T O K F C H B E Z T T R D Q G Y J O F A E J H E  
 S H I O E N L N W M P N A B B Q F F H P D L R D I  
 W E B R D E M O N S T R A T I O N P C J T L O V N  
 U F A Q U C G L L I W Z Z Q Q V Y J S T S S C X N  
 N L Q A G C X O N A X Z O L K J X E I R B R X S X  
 N N W O J S E C M X M C Y K R T P Y X V K R L Z T  
 M Q W X R G T S P E I Y W V E C I Y T E L D W W F

ACACIA	LAND
AGRICULTURE	MIRI
ARMY	MORTAR
CITIZENS	PROTEST
COMMUNITY	SAND
DEMONSTRATION	SCHOOL
DIARY	SEA
DISENGAGEMENT	SEASHELLS
EFRAT	SECURITY
EXAMS	SOLDIER
EXPULSION	YAIR
FAMILY	YORAM
GREENERY	YOUTH
ISRAEL	

## CROSSWORD PUZZLE

based on "Puzzle made at puzzle-maker.com"



### ACROSS

- 1 Fighter
- 3 Neve \_\_\_\_\_
- 6 Plastic shed for growing vegetables
- 7 Group of soldiers
- 11 Grains of \_\_\_\_\_
- 12 Found on the marine floor
- 13 Community in Gush Katif
- 14 Jewish house of worship
- 22 Religious girls high school
- 23 Religious boys high school
- 24 Violence against civilians for political ends
- 25 Group of relatives

### DOWN

- 2 Israeli unilateral withdrawal
- 3 Personal journal
- 4 Teen
- 5 Arab uprising
- 8 Short-range rocket
- 9 Spare-winged bird
- 10 forced removal
- 11 Protest, fight
- 12 Mediterranean \_\_\_\_\_
- 15 Jewish communities in the Gaza Strip
- 16 Earnest request to G-d
- 17 Person owing allegiance and entitled to the protection of a sovereign state
- 18 \_\_\_\_\_ tree
- 19 K'far \_\_\_\_\_
- 20 Sandy hills
- 21 Medium-range rocket

## ANSWER KEY: CHAPTER QUESTIONS

### Part 1, *Neve Dekalim: The Best Kept Secret*

#### Chapter 1

1. The story takes place in Neve Dekalim, Gush Katif. Answers will vary.
2. Yoram: husband, father, middle-age, medium height, green eyes, pragmatic, works inspecting vegetables for bug infestation  
Miri: wife, mother, pretty, petite, pretty, optimistic, works as a home-maker  
Efrat: daughter, sister, long wavy brown hair worn in a pony tail, brown eyes, not naturally patient, and nicknamed "Effie" by her father. Efrat is a studious, high achiever high school *ulpana* student  
Yair: son, brother, and plays the clarinet. Yair is an average high school student and kid.
3. The Yefets are a cooperative, warm, friendly, mutually respectful, and loving. Family. Efrat and Yair are best friends.
4. The Yefet family has three dogs named Beastie, Beauty, and Rufus.
5. This is not a typical religious family in Gush Katif. The Yefets have two children whereas most families have many children and don't have pet dogs (especially in the house). Answers will vary.
6. The villa neighborhood has large and beautiful houses, tall hedges, and brick paths. At night the short electric street lights allow for ample star visibility. Answers will vary.
7. Yair needs to decide where to attend *Yeshiva* next year. Efrat thinks he should attend the *Lomed* Yeshiva because he'll be more independent and make new friends. Answers will vary.

#### Chapter 2

1. Yoram is concerned about Yair's decision because he is concerned his son may make a decision he may later regret. Yoram thinks Yair should attend the local Katif Yeshiva.
2. Yair decides to learn at the Katif Yeshiva because he was accepted there unconditionally.
3. Answers will vary.
4. Efrat studies about the Second Temple period. Efrat learns the material by reading both the chapter and her school notes out loud. She understands the material such that she is able to place herself into the event.
5. Yoram's special hobby is to keep an outdoor terrarium. The terrarium has a stream made of smooth white pebbles, plants, and small hills. It holds reptiles including turtles and chameleons. In being able to maintain and rearrange the terrarium, Yoram achieves a sense of control in his life which he might not otherwise feel.
6. Yoram, Efrat, and Yair frequent the sand dunes to walk the dogs, study different animal tracks, and look for reptiles to add to the outdoor terrarium as well as for insects to feed the reptiles.
7. Answers will vary.

Cont on next page

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part 1, Neve Dekalim: The Best Kept Secret cont.**

#### **Chapter 3**

1. Miri takes brisk nightly exercise walks to socialize and lose weight; Yoram, Efrat, and Yair jog to keep up with Beauty.
2. Efrat and Yair spend their summer vacation doing homework, sports, and at the beach. Yair also builds a fort.
3. The Yefet family does not own a car because they find it expensive and claim they won't walk were they car owners. Yoram bicycles to work. The Yefet family takes the bus or hitchhikes when traveling outside of Gush Katif. Efrat and Yair walk to school. Answers will vary.
4. Efrat is angry that she can't walk from Neve Dekalim to the sea without an army escort. She thinks the situation will be resolved when government officials are G-d fearing
5. The communities of B'dolach, Ganei Tal, Gush Katif, Katif, Netzer Hazani, and Neve Dekalim are locations listed in the chapter as is the beach.

#### **Chapter 4**

1. Yair is unhappy that Efrat's summer schedule has too many library hours. Answers will vary.
2. Efrat studies the pre-State National Military Organization and Freedom Fighters of Israel. Answers will vary.
3. Efrat is strengthened and gains courage to cope with future difficulties in her life by remembering those who fought for and sacrificed their lives for Israel's independence as well as from her Torah values instilled in her.
4. Efrat is a more studious and serious person than Yair. Yair builds forts whereas Efrat is more cerebral.

#### **Chapter 5**

1. Yair's fort symbolically represents his childhood.
2. Efrat and Yair bring a picnic lunch and game or book to the fort. She is comfortable and at peace with herself and life. While in the fort they are children at play and without responsibilities. Answers will vary.
3. The Jewish New Year, *Rosh HaShana* is discussed in this chapter. Answers will vary.

### **Part II, Second Intifada: Life Goes On**

#### **Chapter 6**

1. During the Succot holiday gunshots are fired and what becomes known as the Second Intifada begins.
2. Answers will vary.
3. Yair thinks that the IDF will respond and have the situation under control. Answers will vary.
4. Efrat's geography teacher Miriam has been murdered in a road side bombing attack that targeted the school bus in which she and school children traveled to the Neve Dekalim
5. Upon hearing what fate has befallen their geography teacher, many students cry but Efrat is stoic. Rachel tears and discards the special class activities that she, Efrat, and Reut made. Answers will vary.
6. Answers will vary.
7. Efrat starts to keep a diary as a way to cope with the difficult situations under which she is now living. Answers will vary.

**Cont. on next page**

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part II, Second Intifada: Life Goes On cont.**

#### **Chapter 7**

1. Efrat waters her neighbor's garden. Answers will vary.
2. A number of terror attacks happen during the Passover holiday in general and a suicide bomber at a hotel in particular. Answers will vary.
3. The hotel suicide bombing and school bus attack are similar in that civilians were targeted in both terrorist attacks.
4. The teacher has her students recite Psalms requesting a speedy and complete recovery for the victims of Arab terror.

#### **Chapter 8**

1. Efrat worries about her upcoming math test because she feels ill-prepared. Answers will vary.
2. Efrat thinks she is in shock because she is shaking as well as counting her fingers and toes. Answers will vary.
3. Efrat is upset with herself for being more concerned with her studies than with the situation around her. Answers will vary.
4. Answers will vary.
5. We read in Chapter 6 that Efrat phones home from the high school *ulpana* in need of her parents to escort her home. Answers will vary.

#### **Chapter 9**

1. Yoram meets Efrat after her school is finished for the day because he is concerned about her safety with unsupervised Arab workers in the residential area. Answers will vary.
2. The town council's vote is motivated by Arab infiltration attempts, the Intifada. Answers will vary. The agricultural communities, *moshavim* don't have a similar vote because they are labor intensive communities and don't have other workers with whom to replace the Arabs
3. Yoram is concerned about his personal safety at work. He resolves this by working with a partner and never alone. Answers will vary.
4. When studying with Lipaz, Efrat explains the material twice and then Lipaz repeats it out loud so Efrat can further clarify when needed. When studying by herself Efrat reads the material out loud. With history, she sometimes visualizes herself in the historical situation while with math she solves problems. Answers will vary.

#### **Chapter 10**

1. The town begins issuing public announcements because mortars are being shot into the community. The announcements tell the residents to enter protective areas. This is usually a nearby bomb shelter. Initially the residents follow instructions but with time eventually ignore them. Answers will vary.
2. After they hear the announcement to return to routine, residents learn where the mortar(s) fell, and like tourists take a look at the destruction and hunt for souvenirs. Answers will vary.
3. The residents could enter a state of denial by the government immediately repairing property damage caused from mortars. Answers will vary.
4. Neve Dekalim residents were initially scared, alarmed and even excited when gunshots were heard and now they ignore it. Answers will vary.
5. The *ulpana* Rav advises the girls not to rely on miracles.
6. The main idea seen in this chapter is that things aren't always as they seem. Answers will vary.

**Cont. on next page**

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part II, Second Intifada: Life Goes On cont.**

#### **Chapter 11**

1. Yair and his parents argue over him having live ammunition. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

#### **Chapter 12**

1. Answers will vary.
2. Yoram and Efrat encounter an unexploded rocket while on a walk in Gadid. Answers will vary.
3. Yair is at a dental appointment and shopping for a new pair of sandals with his mother. Answers will vary.

#### **Chapter 13**

1. Yoram brings home a dinner guest soldier named Dror Alit who hasn't a place to eat otherwise. Giving hospitality to guests is a Torah commandment. As such Yoram welcomes the opportunity to offer his hospitality.
2. Answers will vary
3. Answers will vary
4. Miri points out that Neve Dekalim is their home and the center of their life. Answers will vary
5. Yair blames the government for the *Intifada*.
6. Answers will vary
7. Yoram is tense because Yair is banging on the table. Yoram is concerned he won't hear if a mortar falls. Yoram resolves his concern by prohibiting Yair from further banging. Miri thinks the banging is nice accompaniment to their singing.
8. Answers will vary.
9. Answers will vary.

#### **Chapter 14**

1. Efrat is in 12<sup>th</sup> grade and Yair is in 10<sup>th</sup> grade.
2. Efrat is troubled about: her the upcoming and final high school year, finding a National service *sherut leumi* position, terror attacks, and death. Efrat confides in Yair. Answers will vary.
3. Answers will vary.

#### **Chapter 15**

1. The high school seniors become role models for the younger students. Efrat's senior year subjects change with biology class more intense and citizenship class studied for the first time. Some seniors feel they can sleep through or skip class. Several girls now have their driver licenses. The twelfth graders start thinking about the upcoming play. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.

**Cont. on next page**

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part II, *Second Intifada: Life Goes On cont.***

#### **Chapter 16**

1. The turning point in selecting an idea for the Chanuka contest occurs when classmate Shosh asks if the class wants to express an idea and make a meaningful point or just do something cute. Answers will vary.
2. Answers will vary.
3. Answers will vary.

### **Part III, *In The Shadow Of Disengagement***

#### **Chapter 17**

1. Answers will vary.
2. Yoram is the first Yefet family member to learn of Prime Minister Ariel Sharon's Disengagement Plan. Yoram learns about it in the newspaper. Answers will vary
3. The main idea of the Disengagement Plan is that given the absence of an Arab peace partner, Israel will unilaterally withdraw from the Gaza Strip and part of the northern Shomron.
4. Answers will vary.
5. The Yefet family responds to the news of the Disengagement Plan with Yair and Miri thinking there will be a struggle. Miri further expects the Yesha Council to eventually organize demonstrations. Yoram agrees with Miri adding the demonstrations will be peaceful. Efrat is in denial and goes to bed. Answers will vary.

#### **Chapter 18**

1. Yoram thinks the Disengagement Plan is possible. Miri thinks it is important to go door-to-door explaining the importance of keeping Gush Katif... Yair will join the struggle to prevent the Disengagement Plan from happening. Efrat's thoughts aren't revealed, Mrs. Easley is angry about the Disengagement Plan and Mr. Easley doesn't think the Disengagement Plan will happen.
2. Answers will vary.
3. Answers will vary. Mr. Easley speaks of the media being distracted by the Disengagement Plan instead of covering the Prime Minister Ariel Sharon's role in the Greek Island Affair.
4. Answers will vary.
5. The Yefet family responds by taking part in youth group activities, high school activities, walks in the sand dunes with the dogs, writing diary entries to let off steam etc.

#### **Chapter 19**

1. Yoram prefers to work but resigns himself to participating in Miri's door-to-door- idea. Efrat doesn't want to miss school but resigns herself to going door-to-door with Yair. Yair is agreeable to going door-to-door as long as he and Efrat are a team. Answers will vary.
2. Mr. Rafule Levran is welcoming and supportive of Gush Katif. He enjoys the conversation with Efrat and Yair and helps to further educate and encourage them. Shuli is initially pro-Disengagement. She is upset and tearful by what Yoram and Miri have to say and show her. In the end Shuli is angry at the media who she feels mislead the public and asks for extra pamphlets supportive of Gush Katif.
3. Answers will vary.

**Cont. on next page**

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part III, *In The Shadow of Disengagement* cont.**

#### **Chapter 20**

1. The main idea of the chapter is the orange Star of David initiative.
2. Answers will vary.

#### **Chapter 21**

1. Some of the ways by which people plan to show opposition to the Disengagement Plan include: demonstrations, marches, a human chain to Jerusalem, blocking streets, bringing thousands of Jews into Gush Katif. Efrat, along with her classmates plant vines by the basketball court, which is also a form of opposing the Disengagement Plan. Answers will vary.
2. Answers will vary.

#### **Chapter 22**

1. Efrat decides to do her National Service, *sherut leumi* in Neve Dekalim. Answers will vary. Efrat gets her courage and strength from her deep rooted Torah beliefs and from remembering those who fought for and sacrificed their lives for Israel's independence.
2. Answers will vary. Efrat is no longer able to concentrate on her school work as she finds life overwhelming living in a war zone coupled by discussion of the Disengagement Plan at home, school, and in the media etc. Efrat escapes this reality by reading books, listening to Celtic music, and taking walks in the sand dunes.
3. Answers will vary.
4. Answers will vary.

#### **Chapter 23**

1. Answers will vary
2. Answers will vary
3. The turning point for Miri is when she learns that the government plans to disinter and rebury the graves in the Gush Katif cemetery. Answers will vary.
4. It is a commandment to blow "silver trumpets" in times of danger and war.
5. Efrat has lost hope, become cynical and sunk into despair. She doesn't see the point in either blowing the "silver trumpets" or reciting Psalms. Yair makes her feel ashamed of herself by pointing out to her that while they don't know what will help nullify the Disengagement Plan, they do know G-d commands the "silver trumpets" be blown at such a dangerous time as this.

#### **Chapter 24**

1. Answers will vary.
2. Answers will vary.
3. Answers will vary. (Ariel Sharon purchased an apartment in the Old City eastern section of Jerusalem in the 1980s as a political statement).
4. Answers will vary.
5. Yoram is now convinced the disengagement will happen. He shows this in stopping to watering his lawn.
6. Miri doesn't agree with Yoram and insists he continue watering the trees and hedge noting they take years to grow while grass can be replanted in no time at all.
7. Efrat is now feeling helpless, apathetic, and convinced the disengagement will happen. She thinks only a large rebellion will stop it.

**Cont. on next page**

## ANSWER KEY: CHAPTER QUESTIONS cont.

### Part III, *In The Shadow of Disengagement* cont.

#### Chapter 25

1. Yoram learns of the SELA government Disengagement Authority compensation requirements on the Internet. Miri will be outraged because she considers SELA evil and wants nothing to do with the organization. Likewise, Yair. Efrat would probably be accepting of her father's decision. Answers will vary.
2. The residents no longer put the same value on army service now that it will be used as a tool to expel them. Answers will vary. (IDF soldiers are no longer permitted to accept hospitality from the residents allowing them to distance themselves from the residents and thereby easier for them to follow their IDF instructions).
3. Miri and Mrs. Easley bake cakes and take them to the soldiers at the Kissufim junction where they try to talk the soldiers out of following disengagement orders. Answers will vary.
4. Answers will vary.
5. Yair feels the Anti-Disengagement Committee is too moderate. Yair isn't concerned about his studies and feels he can always retake his exams the following year if he isn't satisfied with his marks.
6. Answers will vary.
7. The turning point affecting Yoram and Efrat's attitude occurs when over 400 people are arrested for blocking roads throughout the country. Hope is restored as Efrat realizes that this means at least 1000 people blocked roads and truly care. Yoram resumes watering his lawn looking forward to the disengagement failing.
8. Yoram has a problem with Yair when Yair participates in a demonstration without parental permission. Yoram and Miri think Yair is at his *yeshiva* until they receive a phone call from Yair telling them he was among those blocking roads, has been arrested and is now in a Jerusalem jail. It is resolved when Yair is released the following morning and arrives home with cellphone in need of recharging and Yoram telling his son he'll join him next time. Answers will vary.

#### Chapter 26

1. The prevailing attitude among Gush Katif residents is one of hope and expectation of a miracle. Answers will vary.
2. Yair is hopeful soldiers will refuse orders, more people will block roads, and more people will come to Gush Katif. He recognizes that the army is prepared to implement the Disengagement Plan and the media is enthusiastic to see it happen. While not relying on a miracle, he thinks it might happen. Answers will vary.
3. Yoram is concerned that Yair shouldn't "be all shocked and broken up if it does happen."
4. Yoram makes decision for the family based on his feeling of responsibility as head of the family. He refuses to go to a either a tent or hotel for an indefinite period of time pointing out he has the family and dogs to look after and is no youngster to expose himself to a tent... Answers will vary.
5. Answers will vary.
6. Miri is in agreement with Yoram's decision. Efrat hates to hear any and all talk about or related to the disengagement. Yair doesn't say. Answers will vary.
7. Answers will vary.
8. There are several chapter passages from where the title may have come including "Tiny grains of sand. So light and so small... We, too, are grains of sand..." Answers will vary.
9. Efrat predicts that the Arabs will bring in ammunition and explosives from Egypt and aim rockets deeper into Israel cities if the Disengagement Plan is implemented. Answers will vary. Efrat's prediction came to pass with rockets fired from Gaza actually reaching the Israeli cities of Ashkelon, Ashdod, and Yavne.
10. The acacia tree and the changes in it are symbolic of the fate of the Gush Katif residents in that its roots, like those of the residents of Gush Katif, are deep in the land. Likewise, the tree loses its vigor and leaves turn brown foreshadowing the imminent expulsion.
11. Answers will vary.

Cont. on next page

## **ANSWER KEY: CHAPTER QUESTIONS cont.**

### **Part III, *In The Shadow of Disengagement* cont.**

#### **Chapter 27**

1. In short, the difference in Efrat and Yair's attitudes toward the Disengagement Plan is that Efrat has lost faith in the cause whereas Yair thinks it still might be prevented. Answers will vary.
2. Answers will vary.
3. The Eisleys invite guests to stay with them in answer to the call by the Anti-Disengagement Committee's call to the public to do so. In general Yair is bitter, angry, and resentful towards the visitors. He feels the Eisley's guests, and visitors in general, are tourists for a summer camp-like experience in Gush Katif. He wants no part of them feeling it's too little too late. Answers will vary.
4. The residents have a public burning with mailings from the SELA government Disengagement Authority Committee. Answers will vary.
5. Those families bringing in ocean freight containers to store their belongings is a new factor suggesting Neve Dekalim is not united. Efrat says her Rav neither blames nor judges them. He is proud of those who stayed held fast throughout. Answers will vary.
6. Answers will vary.
7. Answers will vary. (In short, the media reported an estimated 60,000 people made their way to K'far Maimon where they were confined for 3 days before dispersing...). Answers will vary.
8. Answers will vary.

#### **Chapter 28**

1. Efrat and Yair collect sand for a memoir. Answers will vary.
2. The Gush Katif residents are planning a Redemption feast up until implementation of the Disengagement Plan.
3. Yoram shows hope at the end of the story in saying to Efrat and Yair regarding Neve Dekalim in particular and Gush Katif in general, "You two will rebuild it one day..."
4. Answers will vary.
5. Answers will vary.

## ANSWER KEY: COMPREHENSION

**Directions:** Fill in the blank with the word that best completes the sentence.

The fictional Yefet family, parents Miri and Yoram and their two children Efrat and Yair live an ordinary life in Neve Dekalim, Israel. The daughter is in high school and tells the story. A loud crackling sound of gun shots and the Intifada starts. We learn of terror attacks against the Gush Katif residents. The Prime Minister Ariel Sharon declares the Disengagement Plan to expel the Israeli citizens. We learn why the residents struggle, what they think, and how they cope. Their life continues filled with daily activities, studies, and work while under siege until the "Orange Campaign" took hold to increase public awareness of the importance of Gush Katif from a Biblical, security, and agricultural perspective. This included making a "human chain" extending from south of Kibbutz Yad Mordechai up to the Western Wall in Jerusalem, non-violent demonstrations, protests, going door-to-door meeting people face-to-face, and wearing supportive orange bracelets and T-shirts. Though called for by the public, there was no public referendum. Former Prime Minister Sharon managed to pull off his unilateral withdrawal Disengagement Plan calling for the forced removal and expulsion of all Israeli citizens living in Gush Katif.

## ANSWER KEY: MULTIPLE CHOICE QUESTIONS

### Part 1, Neve Dekalim: The Best Kept Secret

- 1) At the beginning of the story Efrat is presented as someone who
  - b) cares about her family, studies, and environment.
- 2) As a family, the Yefets are
  - b) likable, pleasant, supportive.
- 3) The fact that Yoram maintains and rearranges an outdoor terrarium is significant because
  - a) it parallels the loss of control in his life.
- 4) Efrat and Yair's relationship is
  - b) close, caring, and mutually satisfying.
- 5) Gush Katif communities had
  - c) beautiful homes, modern buildings, and educational institutions.
- 6) Miri and others took brisk walks to
  - b) socialize and keep fit.
- 7) Efrat's anger is because
  - c) both a and b

Cont. on next page

**ANSWER KEY: MULTIPLE CHOICE QUESTIONS cont.****Part 2, *Second Intifada: Life Goes On***

- 1) When the Yefet family initially hear gun shots they are
  - b) scared and anxious.
- 2) Yair initially thinks the Israel Defense Force army
  - a) has the situation under control..
- 3) Efrat was escorted home because
  - b) of a terror attack.
- 4) That Efrat waited in "cold sunshine" is significant because .
  - c) both a and b
- 5) When Efrat starts to keep a diary it is a sign that.
  - d) all of the above
- 6) Upon hearing that the Israel Defense Force has retaliated by purposely bombing empty buildings, Yoram and Miri
  - a) question their leadership's ability and capabilities.
- 7) Yoram's work has made him
  - b) uncomfortable, dissatisfied, and worried.
- 8) Living on the front lines of war initially made Yair feel
  - a) excited.
- 9) Efrat is an \_\_\_\_\_ Yair's hidden ammunition.
  - b) accomplice to
- 10) Yoram's anger is a result of
  - b) Yair's hobby.
- 11) Efrat and Yoram find a live
  - c) kassam rocket.
- 12) Miri is hospitable to Dror because.
  - b) he is a soldier.
- 13) Upon hearing gunshots, Dror reminds the Yefet family .
  - c) both a and b.
- 14) Efrat worries over
  - e) all of the above

**Cont. on next page**

**ANSWER KEY: MULTIPLE CHOICE QUESTIONS cont.****Part 3, *In The Shadow Of Disengagement***

- 1) Yoram reads in the newspaper that Prime Minister Ariel Sharon announced at the Herzliya Conference that he plans to
  - d) both b and c
- 2) The Yefet family, their community and others struggle to keep Gush Katif
  - c) both a and b
- 3) On hearing Miri's thoughts, Yoram
  - b) thinks a few demonstrations and an eventual struggle will be needed.
- 4) Miri and Yoram are interested in a national referendum because
  - c) both a and b
- 5) Mrs. Eisley is interested in speaking with Yair
  - a) to learn what the youth are thinking.
- 6) Mrs. Eisley reminds Yair that
  - b) with the youth impatient, the struggle will start soon.
- 7) Efrat and Yair remind each other that Gush Katif is crucial for
  - d) all of the above
- 8) Gush Katif farmers specialize in growing
  - c) insect-free vegetables.
- 9) The Yefet family, along with many Gush Katif residents, go "face-to-face" in order to
  - d) both a and c
- 10) The struggle to keep Gush Katif includes
  - d) a and b
- 11) Mrs Eisley is angry with Miri because
  - b) she doesn't support wearing an orange Star of David.
- 12) Efrat is certain
  - d) all of the above
- 13) Efrat decides her National Service
  - a) is important to do in Gush Katif.
- 14) According to Yair, man
  - b) is responsible and accountable for his own actions.
- 15) Efrat claims Gush Katif residents resemble sand because
  - d) all of the above.
- 16) Yoram has hope that
  - a) Gush Katif will be rebuilt one day.

## ANSWER KEY: IMPORTANT QUOTES (Who said it? And why?)

(This answer key is only for the question Who said it? The importance, relevance, and significance of each quote are open to interpretation).

- |   |                             |                       |
|---|-----------------------------|-----------------------|
| 1) Efrat, Chapter 26                        | 7) Miri, Chapter 19         | 13) Yair, Chapter 10  |
| 2) Yoram, Chapter 6                         | 8) Mrs. Easley, Chapter 18  | 14) Efrat, Chapter 25 |
| 3) Mrs. Easley, Chapter 18                  | 9) Efrat, Chapter 26        | 15) Miri, Chapter 19  |
| 4) Efrat, Chapter 25                        | 10) Ilanit, Chapter 22      | 16) Yair, Chapter 25  |
| 5) Yair, Chapter 1                          | 11) Mrs. Easley, Chapter 18 | 17) Efrat, Chapter 26 |
| 6) Yoram, Chapter 25                        | 12) Efrat, Chapter 23       | 18) Yoram, Chapter 28 |
| 19) Prime Minister Ariel Sharon, Chapter 17 |                             |                       |

## ANSWER KEY: MATCH THE FOREIGN WORD TO ITS MEANING

Gush Katif	<u>5</u>	Bloc of Jewish communities in the Gaza Strip
Klezmer	<u>14</u>	Ashkenazic Jewish folk music
Lecha Dodi	<u>18</u>	Mystical song to welcome, usher in the Sabbath
Shiur	<u>7</u>	Lesson
Minyan	<u>21</u>	Quorum of 10 adult Jewish men for prayer
Aba	<u>17</u>	Father
Shabbat	<u>28</u>	Sabbath
Ima	<u>11</u>	Mother
Judenrein	<u>1</u>	Free of Jews
Kippa	<u>6</u>	Skullcap
Latke	<u>8</u>	Potato pancake
Yishar Koach	<u>10</u>	Expression of support
Siddur	<u>22</u>	Payer book
Intifada	<u>9</u>	Name of Arab uprising
Kiddish	<u>20</u>	Blessing recited over wine on the Sabbath
Moshav	<u>24</u>	Agricultural cooperative community
Hamotzei	<u>3</u>	Blessing recited over bread
Hamsin	<u>15</u>	Heat wave
Shul	<u>23</u>	Synagogue
Matnas	<u>12</u>	Community center
Olim	<u>13</u>	Jews who immigrate to Israel
Sabra	<u>26</u>	Jew born in Israel
Rav	<u>4</u>	Rabbi
Yeshiva	<u>16</u>	Religious boys' high school
Midrachov	<u>27</u>	Pedestrian mall
Rotem	<u>2</u>	Name of person and White Broom plant
Ulpana	<u>25</u>	Religious girls' high school
Tshuva	<u>19</u>	Repentance

## ANSWER KEY: WORD SEARCH

(Different colors are solely for clarity in finding the word and have no other meaning).

N P Y I L A N D E J R Z T Y E Q K R C D Y O J T I  
 J R R Y O L C T X H Z N D X L R C E H Q Q M P K S  
 P I E S O L D I E R E Y P Y T I N U M M O C R F R  
 M Z N S I K W Y Z M X U Q K Y A M A G K W L V A A  
 I I E O A J O S E J L E M R W Y S A B L G S M S E  
 Y S E Q D U X G I S Q V A Z W B V Y F N D X N L L  
 M A R Y T M A N I E A I D N A S Z X O L A E R V V  
 M R G H O G G O U X D M O B X G V T P R Z E J L Y  
 G H O R N H N Q C A L Y R X P G Y A S I A M P Y I  
 Q F T E I F P X K M W F T F Y T Z H T M C M K S I  
 K A S J U C R V S S E Q A B H X Q I H Z A W B K P  
 R I T Z F W U G R T Q W G Z H I C C D B P S Z R I  
 D Y F G C P O L A F I T B S I F L H M J K N V R R  
 E S O M P A R D T S H D O G O U J R W O J S B X B  
 J F K A M A S O A U Q C D E F Q B B Y P Q E A H E  
 E F R A T O U R T E R E C J H U X H U H I A K K X  
 N Z N I F K I B S E A E A I C A C A L Y W S L O S  
 Y W B I W H M C L A S Y Z M E Z P I O T I H R G X  
 H T O K F C H B E Z T T R D Q G Y J O F A E J H E  
 S H I O E N L N W M P N A B B Q F F H P D L R D I  
 W E B R D E M O N S T R A T I O N P C J T L O V N  
 U F A Q U C G L L I W Z Z Q Q V Y J S T S S C X N  
 N L Q A G C X O N A X Z O L K J X E I R B R X S X  
 N N W O J S E C M X M C Y K R T P Y X V K R L Z T  
 M Q W X R G T S P E I Y W V E C I Y T E L D W W F

ACACIA

AGRICULTURE

ARMY

CITIZENS

COMMUNITY

DEMONSTRATION

DIARY

DISENGAGEMENT

EFRAT

EXAMS

EXPULSION

FAMILY

GREENERY

ISRAEL

LAND

MIRI

MORTAR

PROTEST

SAND

SCHOOL

SEA

SEASHELLS

SECURITY

SOLDIER

YAIR

YORAM

YOUTH

