



Lesson Plan

Exile and the Lost Tribes of Israel

[Link to video](#)

Materials Needed

- Colored pens and pencils
- Poster paper
- Laptop

Set Induction / Hook

Since the death of King Shlomo (Solomon), two Jewish kingdoms had lived side by side: Yisrael (Israel) (in the north) and Yehuda (Judah) (in the south). They were a divided people, There were lots of ups and downs in this period. And, although the Jewish people had some good times — economically, spiritually, militarily — they were often unfaithful to their God and they lived in a tough neighborhood. Here, we'll be focusing on a period of about 150 years, beginning in the late 8th century BCE. It was the beginning of the end for the Jews' first experience in living as an independent nation.

Lesson Objective

- **Know and understand** the events that led to the exile of the Jewish people from their homeland.
- Develop critical thinking skills by **analyzing** the moral implications of the choices made by Jewish leaders in the Diaspora
- **Reflect** on the rabbinic explanations for the cause of Jewish exile
- **Evaluate** the legacy of Tisha B'Av as a means of learning from our past mistakes
- **Create** a Facebook profile about the life of a Jewish king



Lesson Activity

Review – Did the students understand the material?

(5 minutes)

- 1.** Who dominated the Middle East in the 9th Century BCE?
 - a.** Assyrian Empire
 - b.** Ottoman Empire
 - c.** Greek Empire
 - d.** Roman Empire
- 2.** What's another name for the Northern Kingdom of Israel?
 - a.** Shomron (Samaria)
 - b.** Judea
 - c.** Israel
 - d.** Zion
- 3.** With which group did the Assyrians repopulate the Northern Kingdom after they deported 27,000 Israelites?
 - a.** Muslims
 - b.** Christians
 - c.** Samaritans
 - d.** Canaanites
- 4.** How many tribes were lost in the first diaspora?
 - a.** 8
 - b.** 10
 - c.** 12
 - d.** 18
- 5.** What did Hizkiyahu (Hezekiah) build in Jerusalem that is still a popular tourist attraction to this day?



- a. The Kotel
 - b. Robinson's Arch
 - c. Gihon Spring
 - d. [Underground water channel](#)
6. What is the saddest day of the Jewish calendar?
- a. Yom Kippur
 - b. Asara B'Tevet
 - c. Shiva Asar B'Tamuz
 - d. [Tisha B'Av](#)

Discussion Questions – 2 x 10 minutes

1. We learn from the [Book of Kings II](#) that the King of Assyria sent a message saying “Tell this to King Hezekiah of Judah: Do not let your God, on whom you are relying, mislead you into thinking that Jerusalem will not be delivered into the hands of the king of Assyria. You yourself have heard what the kings of Assyria have done to all the lands, how they have annihilated them; and can you escape?”

Were the nations that my predecessors destroyed—Gozan, Haran, Rezeph, and the Beth-edenites in Telassar—saved by their gods? Where is the king of Hamath? And the king of Arpad? And the kings of Lair, Sepharvaim, Hena, and Ivvah?”

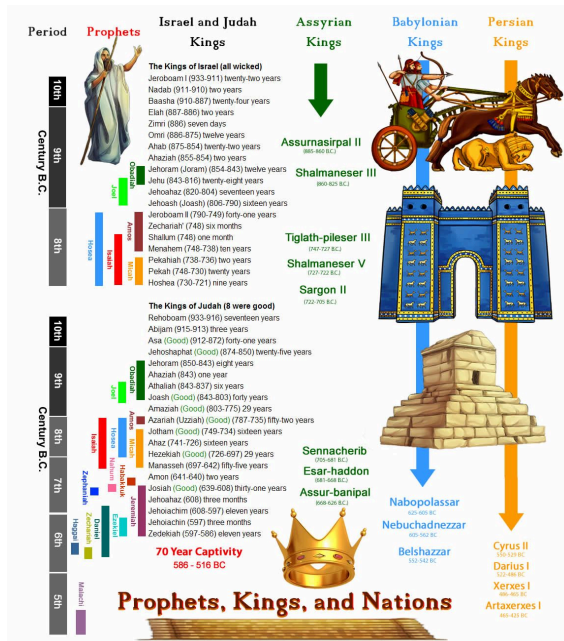
After receiving such a letter from a mighty world power, many kings of small nations would have waved the white flag of surrender. But not Hizkiyahu. What can we learn from his [response](#) to this letter about his characteristics as a king?

2. The Talmud explains: Jerusalem was destroyed on account of Kamtza and bar Kamtza. After reading this story from [Masechet Gittin](#) why do you think this parable has become such a central part of Jewish memory in understanding the cause of Jewish homelessness?

Learning Activities (20 minutes)

1. Kings of the Bible

Research one of the kings from this [pinterest](#) and create a mock Facebook profile for them outlining their likes, dislikes and comments about the politics of their time.



Reflection Questions – 10 minutes

- Throughout Jewish history there has always been a [hesitation](#) to have a [king](#) of [flesh and blood](#) as opposed to living under the rules of God with no human king to serve as an intermediary. From what you have explored today, do you think Jewish life would thrive more under the sovereignty of a human king or in diaspora under the protection or lack thereof from foreign rulers?
- Many events we learned about today are mourned by Jews around the world each year on Tisha B'Av? How does this lesson impact on the level of solidarity you feel with the Jewish people on what is meant to be the saddest day of the Jewish calendar? How do you view the day in contrast to other fast days such as Yom Kippur?



Assessment / Check for Understanding (Homework)

- Research the [10 lost tribes](#) of Israel and write a 300 word letter to Israel's Ministry of Interior explaining why you think they should have the same or fewer rights than Jews who maintained their Jewish identity throughout the Diaspora to make aliya through the Law of Return.