



# JERICHO

activity book

this book belongs to:

\_\_\_\_\_

start date:

\_\_\_\_\_



# A little word from us before you start exploring!

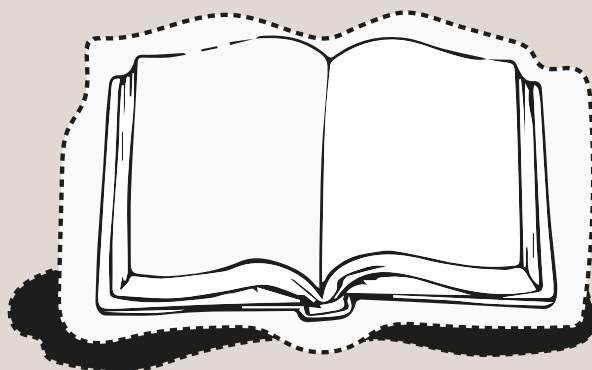
## **Who are we?**

We are five students from the University of Arts Utrecht in the Netherlands. We are third year students, studying graphic design, illustration and photography. We are very interested in humanitarian issues related to cultural diversity and backgrounds.

## **The reason of creating this book:**

Bart Wagemakers, lecturer History at Institute Archimedes of the University of Applied Sciences Utrecht, gave us the assignment to create a digital or physical platform where you can learn about your own cultural heritage and surroundings. We chose to design a book in which interaction is most important. We wanted to create an experience where you will learn the importance of Jericho's heritage.

There are four different modules in the book, these elements have been put together by students of the University of Applied Sciences Utrecht. This book goes along with these modules, on a creative and interactive level.



# Meet the creators!

**Ronja Bosgraaf** (illustration student)  
worked on design.

**Sarissa de Groot** (photography student)  
worked on research and design.

**Aziz Kawak** (photography student)  
worked on developing concepts, along with  
researching and translating assignments.  
With his Arabic background he was an  
important consultant on cultural matters.

**Moniek van de Pas** (illustration student)  
worked on concept development and  
design.

**Petra Verkade** (graphic design student)  
worked on design and was the contact  
person for teachers and Bart Wagemakers.

**Special thanks to:** Bart Wagemakers,  
Lecturer History at Institute Archimedes of  
the University of Applied Sciences Utrecht,  
Coen Balkestein, Annelies Sinke and Tonnie  
Jobse, teachers at University of Arts Utrecht.



HAVE FUN!

# 03

## Geography

- 5. Topography Jericho 🌐
- 6+7. Salts in the soil 🌐
- 8+9. Atlas of the future 🌐
- 10. Green fingers 🌐🌐
- 11. Wild life spotters 🌐🌐
- 12+13. Pressed flowers 🌐🌐
- 15+16. 30 Seconds of Geography 🌐✂️

# 19

## Archaeology

- 20+21 What did the bird of prey eat? 🌐🌐
- 22+23. A tell cake 🌐🌐
- 24+25 Stories behind the relics 🌐
- 26+27. Archaeological work methods 🌐🌐
- 28+29. Archaeologist wanted 🌐🌐
- 30+31. Message in a bottle 🌐🌐
- 32. Mend the relic 🌐✂️
- 33. Endgame archaeology 🌐✂️



# 35


## History



- 36+37. Design your own pattern 🌐🌐
- 38+39. Become a potter 🌐
- 40-43. Cooking from the past 🌐🌐
- 44. History's newspaper 🌐
- 45. Writing from the past 🌐
- 47. Endgame history 🌐✂️

# 49

## Cultural heritage

50+51. Micro cultural heritage.  


52+53. Become a poet. 

54+55. Contemporary ruins.  

57+59. Endgame cultural heritage.  

# 61

## Closing assignment

61+62. Time to show 

# 64

## Cutting pages

64-78. Cutting pages



Geography



Archaeology



History



Cultural  
Heritage



Cut and paste



Write



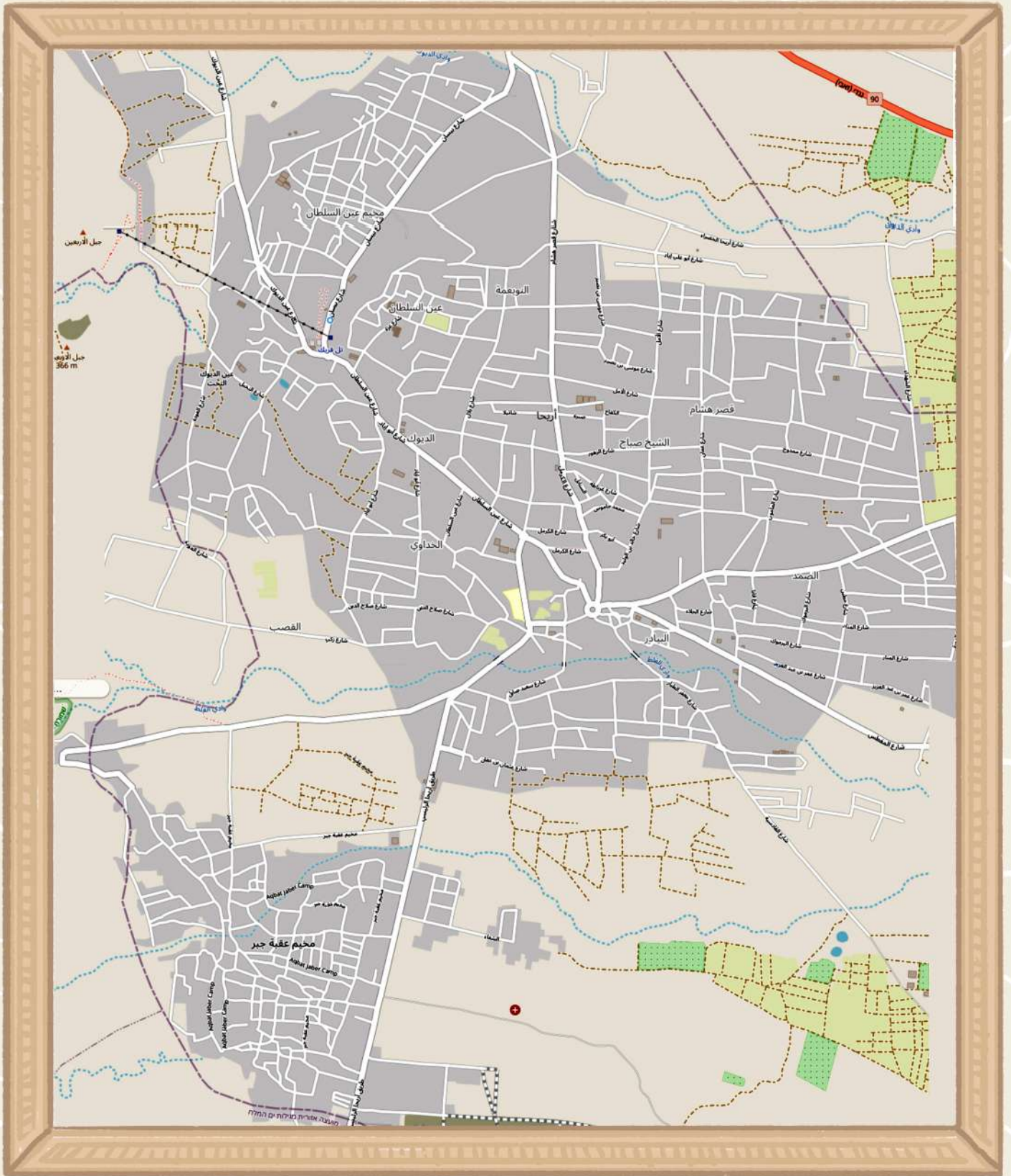
Outside

# GEOGRAPHY

Geography is the study of the environment of human beings. It is a scientifically field that devotes its studies to flora and fauna, animals, landscapes, the earth and other planets. Besides this nature-focused side of geography, there also is a more sociological approach. This side focuses on the relationship between humans and the earth. Think about subjects such as economies, interactions with the environment or cultures. Jericho is one of the deepest located cities on planet earth! Isn't that amazing? So much to discover! There is also beautiful flora and fauna to find in Jericho. You are going to discover and experience all these wonderful geographical aspects of Jericho yourself.







## YOUR JERICHO

Here you have a detailed map of Jericho. Think about places in Jericho that you know well. Where do you live? Where is your school situated? Mark the buildings, streets and areas that you visit frequently.

# SALTS IN THE SOIL

The temperature is rising all over the world, including in Jericho. This increase in heat causes salinization of the soil. What does this mean? You are going to research this in this assignment!

## Tools:

For this assignment you need a pan or kettle, tea bags, sugar cubes, your activity book and a pen or pencil.



**Question D:**  
How does irrigation lead to salinization of agricultural land?

## Step by step plan:

- Step 1:** Boil the water,
- Step 2:** Place a tea bag in the boiling water while the water keeps boiling,
- Step 3:** Dip a sugar cube half in the boiled tea water and place it on the table,
- Step 4:** The sugar cube dries up, but the color remains different.

## Question A:

What colour is the water after it has boiled for a long time?

## Question B:

What changes the colour of the water?

## Question C:

Can you explain how the salinization process in the Dead Sea region works? Think of the sugar cube!"

**Answer A:**



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**Answer D:**

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**Answer B:**

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**Answer C:**

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# ATLAS OF THE FUTURE



In this assignment you will play the architect of Jericho! What do you think the city will look like in 2040? Are new parks being created? Will there be water filter factories, or will there be a huge number of windmills for green energy? Write and describe what changes you think the city will make and colour the circle next to the text, make sure you use different colours! Colour in the areas where you think each change will take place in Jericho!

At the end of the assignment you can discuss with the class what the future vision of everyone is for Jericho. Discuss and get inspired!



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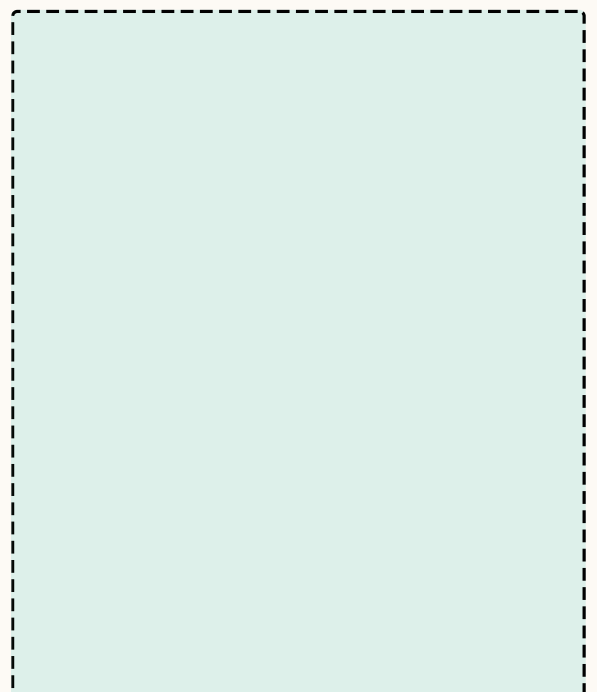


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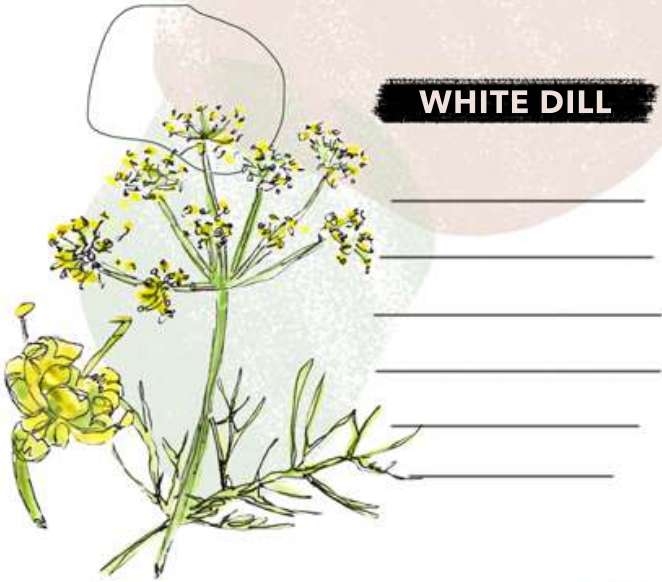
**SLOGAN OF YOUR JERICHO!**  
**SLOGAN OF YOUR JERICHO!**



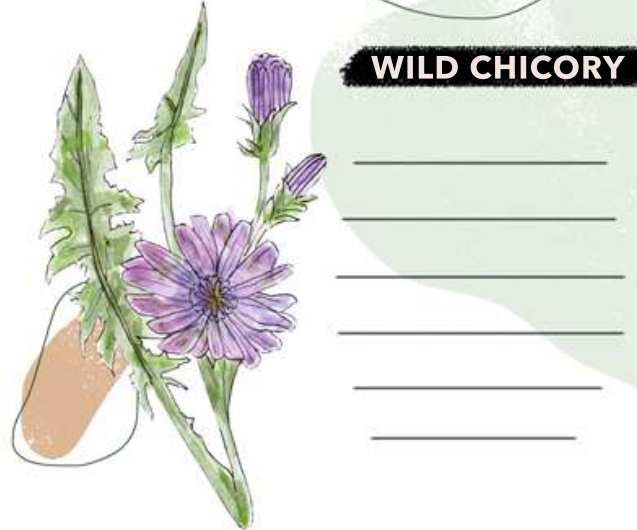
# GREEN FINGERS

During this assignment you will observe your own environment! You need to go outside and look for different flowers and plants in Jericho. There are several plant species found in Jericho, and a small selection of them are illustrated for you. When you have found one of the plants, write down when and where you've found the plant!

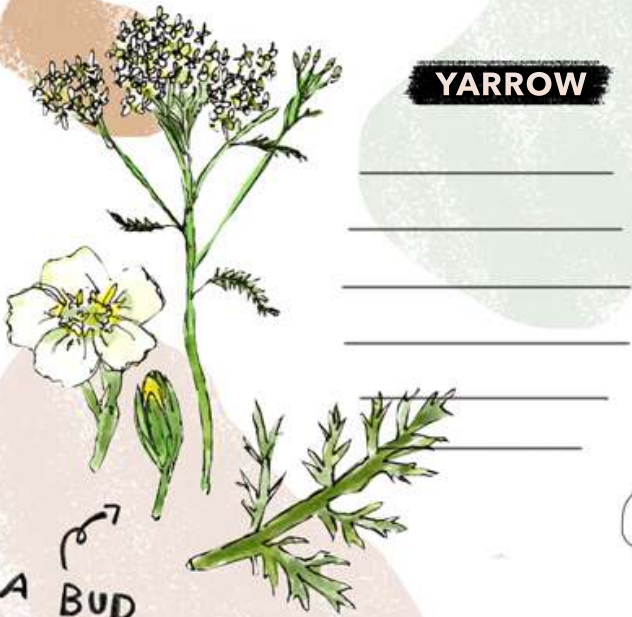
**WHITE DILL**



**WILD CHICORY**

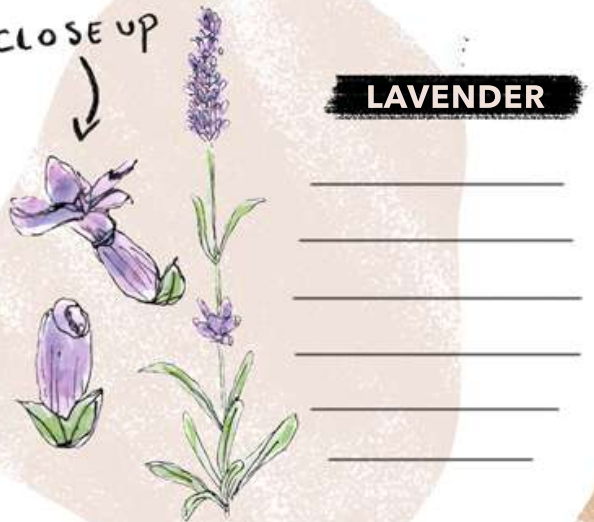


**YARROW**



CLOSE UP

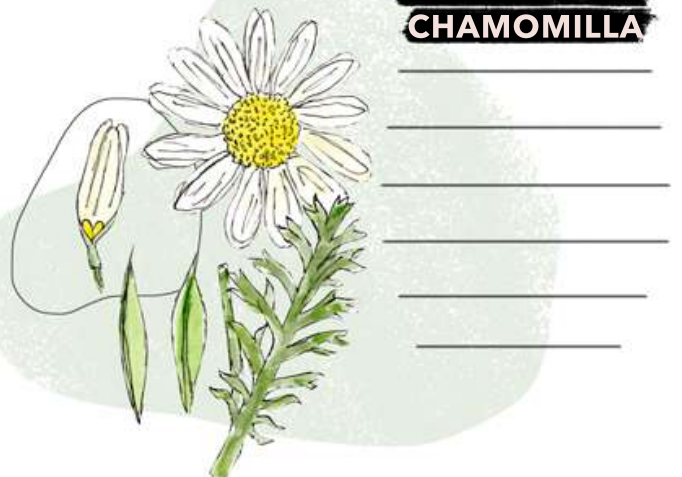
**LAVENDER**



**WHITE WORMWOOD**



**MATRICARIA  
CHAMOMILLA**



# WILDLIFE SPOTTER

The wild life! In Jericho you can find a lot of different animals, big and small. Have you ever spotted an animal? Perhaps this assignment can help you to become a real animal spotter! In this assignment you will find mammals, flying animals and benthic animals. Which ones can you find? Space has been made for you to take notes on the animal, such as its behaviour and when or where it has been spotted.



**EASTERN CARPENTER BEE**

Four horizontal lines for taking notes on the Eastern Carpenter Bee.



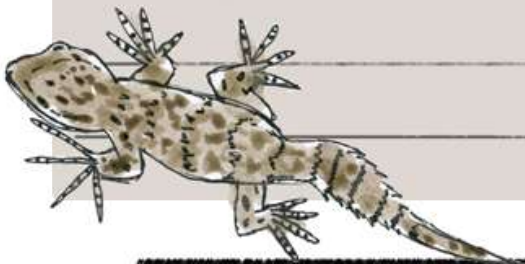
**BLACK KITE**

Four horizontal lines for taking notes on the Black Kite.



**KOTSCGY GECKO**

Four horizontal lines for taking notes on the Kotscgy Gecko.



**WEASEL**

Four horizontal lines for taking notes on the Weasel.



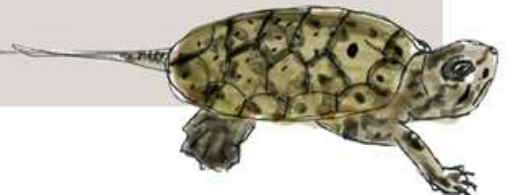
**EUROPEAN HEDGEHOG**

Four horizontal lines for taking notes on the European Hedgehog.



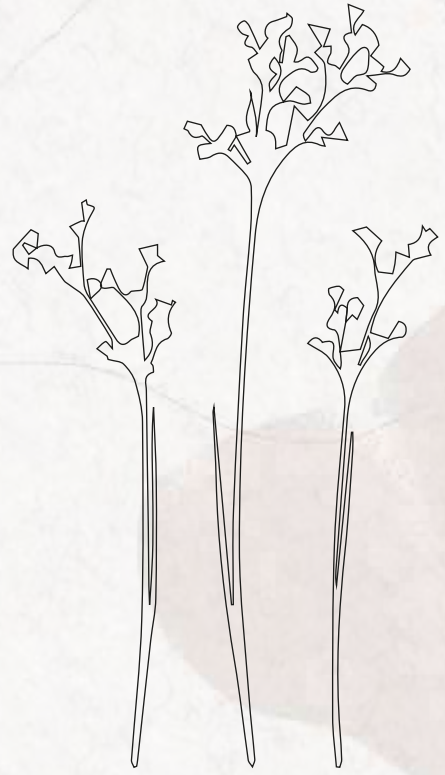
**CASPIAN TURTLE**

Four horizontal lines for taking notes on the Caspian Turtle.





**yarrow**



**white dill**

**Place your find on the silhouette of the plant.**



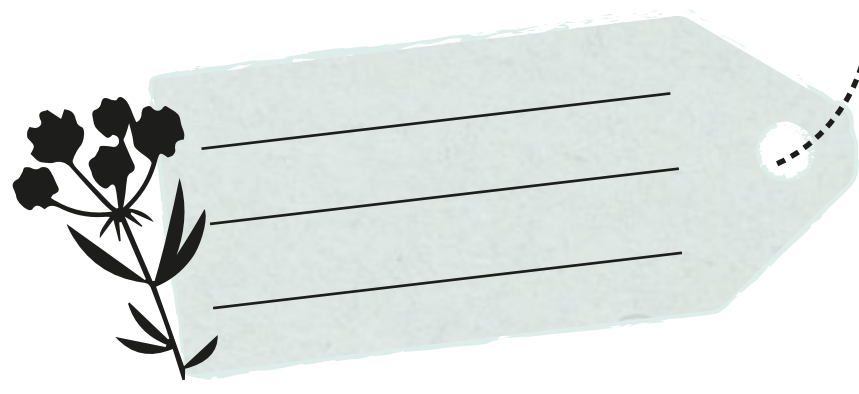
**lavender**



**chamomile**



**Collect more information about the found flower or plant and write it on the cards down below!**





# 30 SECONDS OF

Cut the cards to play the game!

## GEOGRAPHY

### How to play the 30 seconds game:

Make a team with 4 players. Each round, each team has 30 seconds to explain the four different words on the cards to the other teammate(s). The teammate(s) have to guess the word the other person is explaining. The team with the most correct answers after all the cards have been played, wins!

**AGRICULTURE**

**DEAD SEA-LEVEL**

**AQUEDUCT**

**CITY OF PALMS**

**JERUSALEM**

**NABI MUSA - MOSQUE**

**JORDAN VALLEY**

**NAHR AL-URDUN**

**CLIMATE CHANGE**

**TECTONIC PLATES**

**CONTINENT**

**EARTHQUAKE**

**WADI QELT**

**LEAF**

**LAVENDEL**

**SALINIZATION**

**PANGEA**

**ARID CLIMATE**

**PALM TREES**

**AIN ES-SULTAN**

**AQUIFER**

**IRRIGATION**

**QANAT**

**JORDAN RIVER**

**MOUNTAIN-AQUIFER**

**WATER SOURCE**

**CITY OF THE-GIANTS**

**WADI NUEIMA**

**CHAMOMILE**

**BETHLEHEM**

**MAMMALS**

**FENNEL**



**How to make a  
30 seconds card:**

Make a list of four words that has something to do with geography. Divide the words between the different cards, every card has to contain four words.

After playing the cards for a while switch them with another group and play again.

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
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# ARCHAEOLOGY

Archaeology is the study of the past by looking for the remains and objects left by the people who lived at a certain place long ago. These remains can include old coins, tools, buildings, and inscriptions. Archaeologists use these remains to understand how people lived. In many countries, governments and other groups of people protect important archaeological sites so they will not be destroyed and visitors can always come and see them.





Z O Z  
Z O Z  
Z O Z



**WHAT DID THE BIRD EAT?**



Z O Z  
Z O Z  
Z O Z



Z O Z  
Z O Z

Predator birds are carnivorous. This means they consume meat. They hunt on little prays like small rodents, insects or birds. Some predator birds like vultures even eat carrion. They fly around and spot a carrion on the ground to subsequently eat the remains. Their stomachs are pretty amazing. They can process meat that's way over due and would be toxic for other animals. But something all predator birds have in common, is that there are some materials their stomachs can't process. Some examples of what they can't process are dried hair, bones and certain vegetation. The predator bird saves these and creates a pellet with them. He leaves the little balls behind for curious researchers to inspect them. By dissecting these pellets, you can find out a lot of information on the life of the these predator birds. What does the diet of this bird consist of? Where does this kind of prey live?



WHAT DID YOU FIND IN YOUR PELLETT? DRAW YOUR FINDS AND WRITE ABOUT THEM!



# A TELL



CAKE  
**CAKE**  
CAKE  
CAKE



## WHAT YOU NEED

### CAKE:

115 grams unsalted butter,  
softened, plus more for  
cake pan

250 grams all-purpose  
flour

1 tablespoon baking  
powder

1/2 teaspoon fine salt

300 grams granulated  
sugar

3 large eggs

250 ml whole milk

1 teaspoon pure vanilla  
extract

Food colouring in four  
colours

### FROSTING:

230 grams unsalted butter,  
softened to room  
temperature

350 grams powdered sugar

2-3 tablespoons heavy  
whipping cream

1 teaspoon vanilla extract

## HOW TO?

1. Preheat oven to 175 °C degrees. Butter four round cake pans and line the bottoms with parchment paper, butter parchment as well. Put the dry ingredients except the sugar in a bowl and whisk until combined. Then mix the eggs with the sugar until they are incorporated. Then add the other wet ingredients and mix well. Add the dry mixture in small parts to the wet mixture. Do this one part at a time, mix and then add the next. Mix until your batter is smooth in consistency.

2. Divide the batter in 4 equal parts. Add one colour to each of the 4 bowls. A little goes a long way. Put the batter into the pan and bake the layers separately. Each cake needs to be in the oven for about 35 minutes.

3. While your cake is in the oven you can prepare your frosting. In a bowl whisk the butter until smooth. Add the powdered sugar in small parts at a time then mix until well combined. Next add in your heavy cream and vanilla extract. Mix well and the frosting is done! Put in refrigerator to preserve.

4. The cake is done? Do the test and insert a toothpick into the cake, if it comes out clean, it's done! Let the cakes cool down. When the cakes are cooled down, you can go to the next step.

5. Your cakes are cooled? Then it's time to stack the layers. First lay down the bottom layer (keep in mind, this represents the oldest layer in a tell). On the top of this layer put a generous amount of frosting and spread it until the layer is covered. Then put the next one on top and continue until you have built your layered tell cake!

# STORIES BEHIND RELICS

A lot of important artefacts have been found by archaeologists in Tell es-Sultan and Hisham's Palace. Here are a few relics and their significance to our understanding of what happened in Jericho.

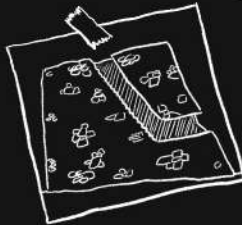


Arrow heads found at Tell es-Sultan; in this period the people of Jericho started to grow crops and to domesticate animals. The arrowheads made of flint and found during the excavations of Kathleen Kenyon in the 1950s show that hunting in this period still supplemented food production.



Thumb-impressed mudbricks; they are of sun-dried, unbaked clay, hand-made without use of moulds. In shape they are elongated with rounded ends, rather like flattened cigars. The upper surface has a herringbone pattern of impressions of the brick-masters' thumbs, to provide a keying for the mud-mortar in which they are set. The whole forms a structure which it is still quite hard to work to demolish, and it is a very difficult task to extract a single intact brick.

Round tower at Tell es-Sultan: the round tower was discovered by the team of Kathleen Kenyon in the 1950s and was attached to the town wall. This unique oversized building was five times bigger than the houses in the town. The tower had a diameter of 8.5 meters and a height of about 8 meter. It was higher than the town wall and its basic purpose was the defense of the town from its top, reached by an internal staircase accessible through a passage at the ground floor.



Hisham's Palace mosaics: The tree of life, is a naturalist mosaic portrayal of the strong overpowering the weak. The lion eating the gazelle, may be seen in situ; a metaphor of caliph Al-Walid ibn Yazid's own victimisation for his very human vulnerabilities.



pottery vessel in the shape of a man's head; found by archaeologist John Garstang in a tomb during his excavation at Tell es-Sultan in the 1930s; it represents the head of a bearded man, almost life size; the hairs of his barbiche beard are indicated by pin-holes, and there are traces of paint around the eyes and at the back of the neck. The ears are drawn out sideways to serve as handles.





Painted plaster head: found by the excavation team of John Garstang in the 1930s at Tell es-Sultan. This piece was found in a group of three. Next to this male figure, also a figure of a woman and child was found. The male figure was much taller than the other two. The clay was unbaked, though no doubt sun-dried. The hair and beard are represented by reddish-brown radiating lines, and the eyes are fashioned of selected seashells, which were presumably inserted from behind, as the clay which represents the eyelids shows no signs of any joins.



The star window of Hisham's Palace: the famous star used to be a window in the pediment of the eastern wall of the upper floor. It was found during the archaeological campaigns of Dimitri Baramki and Robert Hamilton between 1935 and 1948. When it was found, the construction was broken into many pieces, but it was rebuilt and placed in the centre of the palace courtyard.



Umayyad painted jar found at Hisham's Palace and which is exhibited at the site museum at Hisham's Palace.



Statue of an Umayyad caliph: the statue of an Umayyad caliph, probably Caliph Al-Walid (the founder of the palace), was standing in a niche in the palace façade and is fully dressed with a sword in his hand, covered with golden brown hair and black eyes.

# THE THREE PHASES OF ARCHAEOLOGY

An archaeological expedition usually has three different phases. First archaeologists need to select a place to dig (planning), then they actually dig (digging) and finally they need to record their findings (documenting). On a separate page you will find different equipment an archaeologist uses today or used in the past. Cut out the pieces and glue them in the phase they belong to.

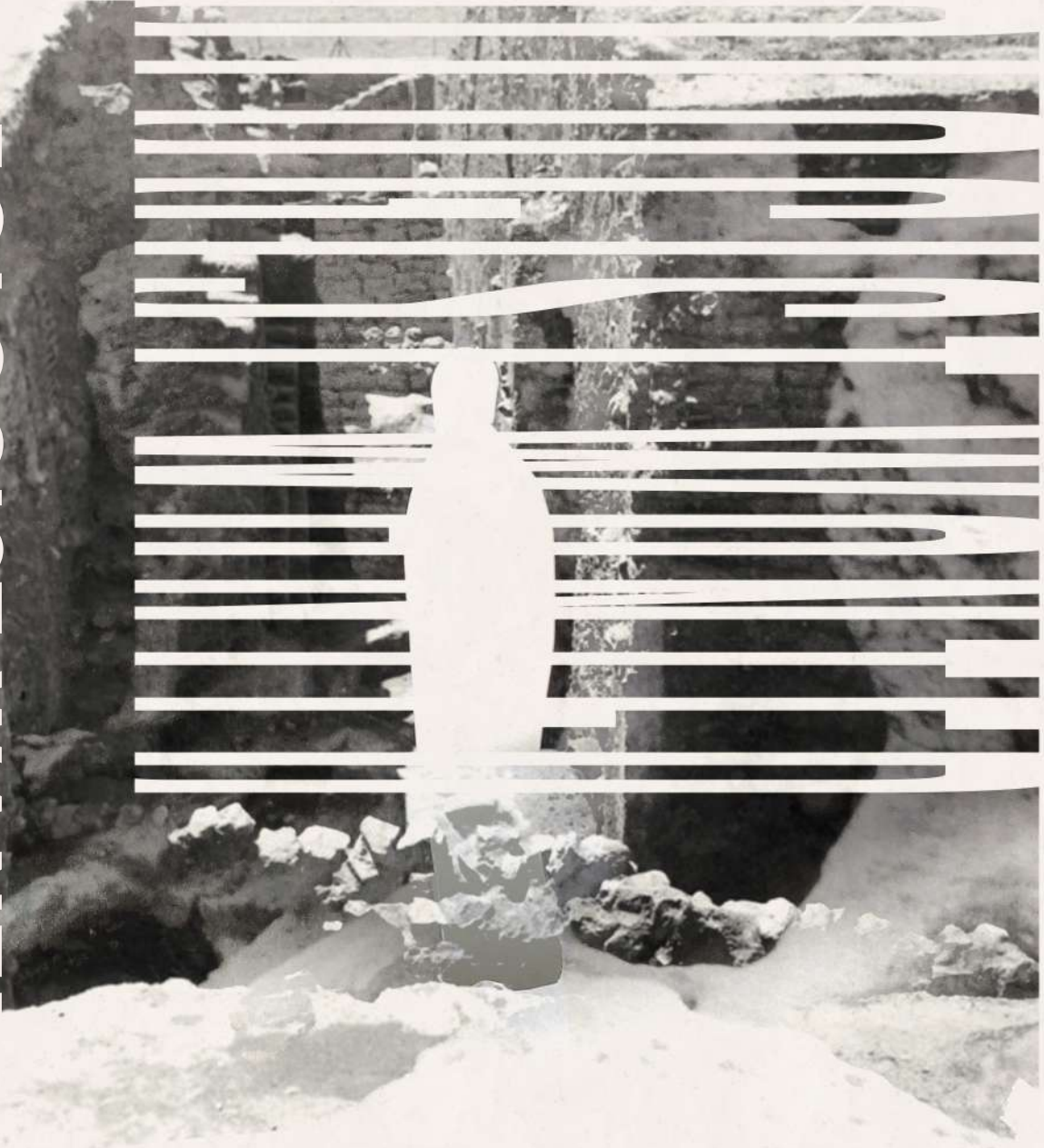
**planning**

**digging**

**documenting**

**YOU?**

**ARCHAEOLOGIST WANTED**



You are all going to apply as an archaeologist. The teacher is going to take you to a spot where there are some interesting finds in the ground. With some tools you're going to carefully search for these treasures. If you found something, you can draw it, describe it with words or take a picture of it and put in the evidence frame.. A piece of evidence is needed to become a successful archaeologist. Use the knowledge you obtained during the archaeology lessons. Good luck!

# CERTIFICATE OF PARTICIPATION

THIS CERTIFICATE IS PRESENTED TO  
NEWLY EMPLOYED ARCHAEOLOGIST:

EVIDENCE PROVIDED FOR APPLICATION:



YOUR SIGNATURE HERE:

\_\_\_\_\_  
  
\_\_\_\_\_



# MESSAGE IN A BOTTLE

You're going to make a message in a bottle for the archaeologist!

What is it that you want to let the archaeologist know? Do you want to tell him a funny story? Make a drawing? Write a letter? The sky is the limit! Cut out the frame and give it to your teacher. The teacher can put your creations in a glass jar or bottle. You will bury the bottle together. Many years from now when cars are flying and houses are built in the sky... Far into the future one archaeologist will find and see all of your inspiring messages!

The other frame is to copy your message: draw or write down what you put in the jar. In this way you can always remember what you left behind.







# MEND THE BROKEN RELIC

When an archaeologist finds an artefact, it is often broken into thousands of pieces, which they then need to glue back together again. Here you can do the same! Use scissors to cut out the pieces from the separate page and puzzle this artefact back together.

# ENDGAME

Cut out the cards  
and write your  
answers on the  
other side.

## ARCHAEOLOGY



**1.**

Why is the area of Palestine so fertile?

**2.**

What is a "tell"?

**3.**

What is an excavation?

**4.**

Name a tool an archaeologist uses during an excavation.

**5.**

What is the first thing an archaeologist does when an object is found?

**6.**

In what ways can archaeologists trace ancient settlements?

**7.**

What is relative dating?

**8.**

What is the aim of an archaeologist?





# HISTORY

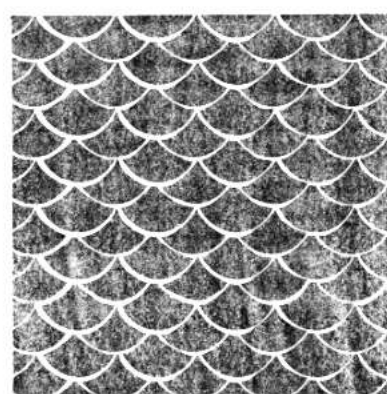
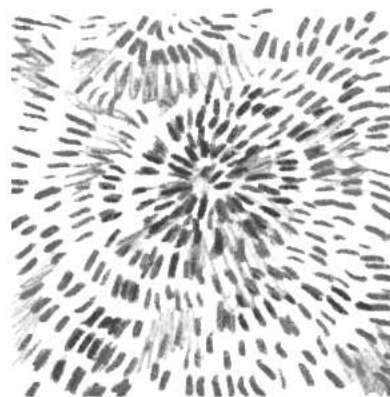
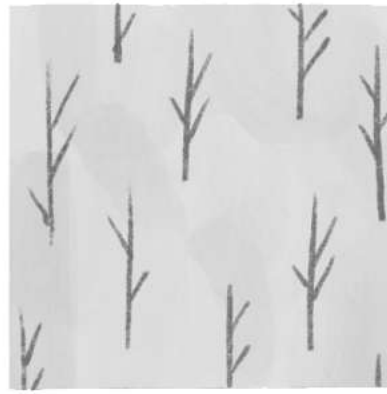
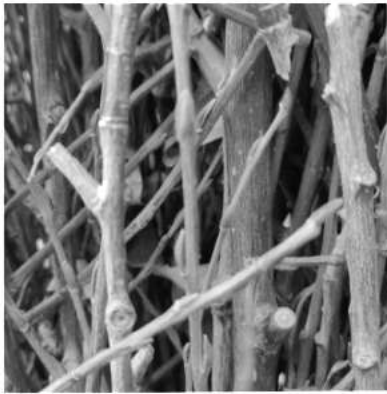
History is the study of the past. There are several ways to find out what happened in the past. For instance, people can read written sources from the past (like letters, documents and newspapers) or have a look at unwritten sources (like pottery, tools, and human or animal remains).

A person who studies the written sources is called a historian. A person who studies the material remnants of ancient cultures is called an archaeologist. An anthropologist focus on humans, human behavior and society in the past and present.

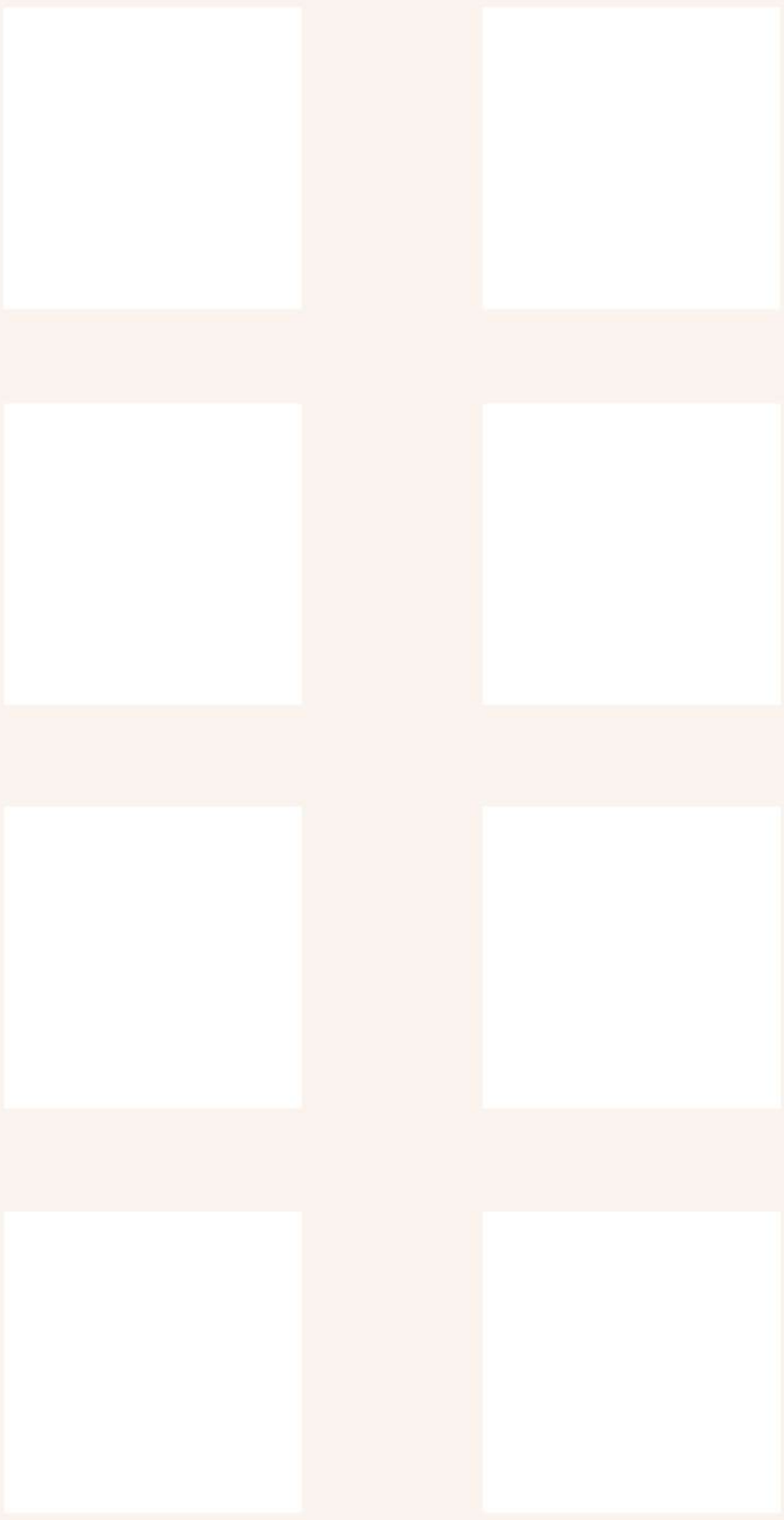
People can also learn about the past by talking to people who remember things that happened in the past.



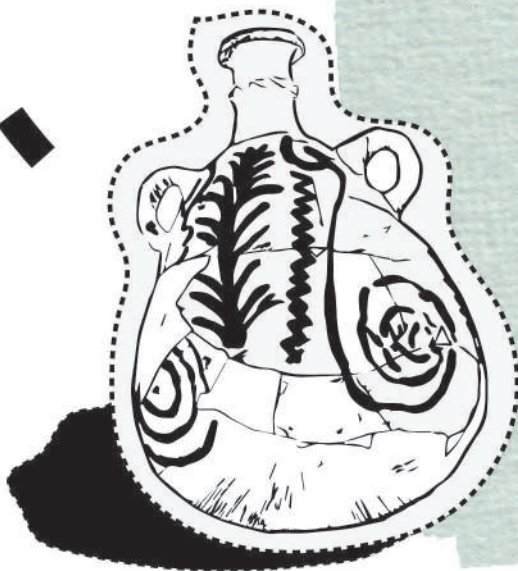
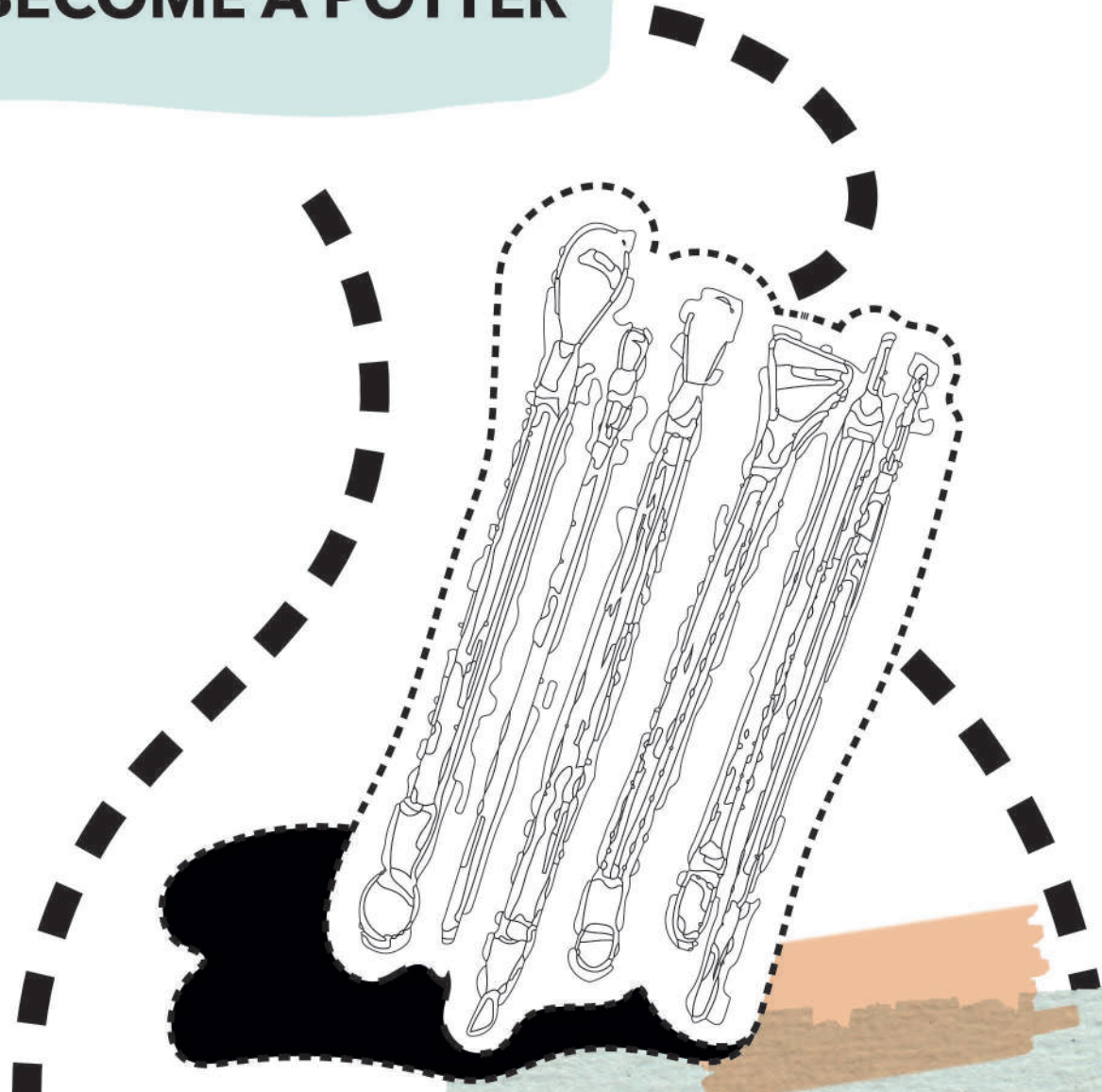
Our world is filled with interesting shapes and forms everywhere. Did you ever notice the bees have a nice yellow and black striped pattern? The sky is flecked with clouds? Or maybe your grandparents have the most beautiful patterned carpet in their living room? Patterns are to be found anywhere. You're going to design your own pattern. Take your activity book and walk around the school or your house, or walk through the nature to find shapes that are beautiful or meaningful. This could be a nice flower, a spoon you have at home, the tires of a car or maybe you like the pattern that's found on a fence. Sketch the shapes you find and make a pattern out of them by repeating the shape. You can choose your own materials! And you can use the examples below as inspiration.



# DESIGN YOUR OWN PATTERN



# BECOME A POTTER



Put on the apron to prevent getting filthy clothes. In your book, there is room to sketch before you get started with the clay. Choose one of your sketches to continue with. Take a lump of clay and try to make the shape of a pot. After you made a pot you can decorate the pot with patterns or drawings using your knife. When your done decorating your pot you can put it in the oven to heat it up. If you cannot use an oven you could also let the clay dry in the open air, but it takes longer to dry.



Time to sketch!

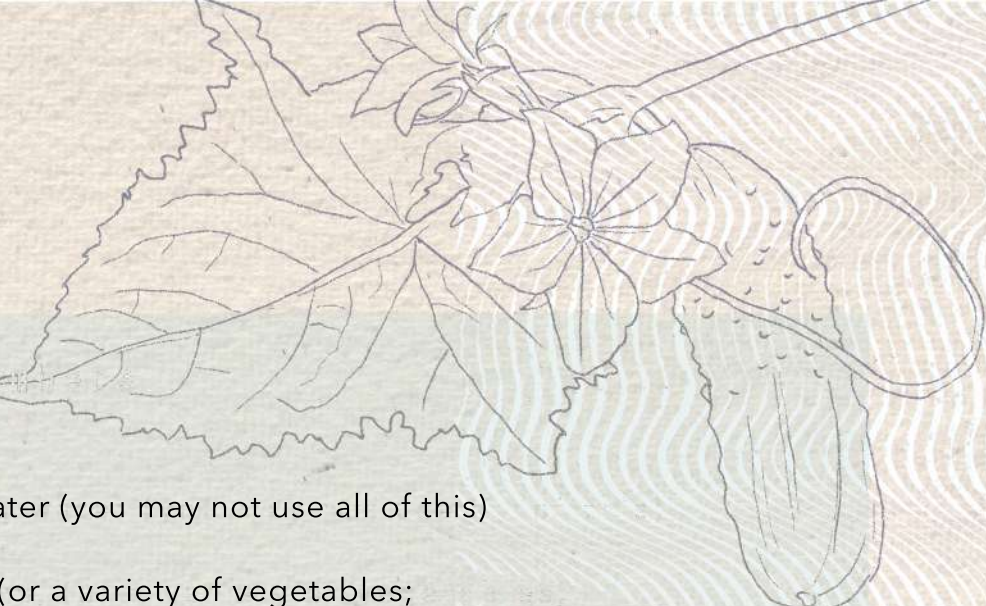
**Tools:**  
Clay  
Apron  
Knife

Time to sketch!



## **COOKING FROM THE PAST**

On these pages you can find recipes that people from Jericho used to make. Try and make them yourself, maybe with some help from your parents, your friends or siblings!



## Pickled cucumbers

### Ingredients

- 500ml drinking water (you may not use all of this)
- 1 tbsp sea salt
- 500g cucumbers, (or a variety of vegetables; turnips, carrots, onions...)
- 1 liter jar, sterilised and dried
- 100ml apple vinegar
- 4 garlic cloves, smashed
- 1 bay leaf
- 1 hot pepper, sliced lengthwise in half  
(will yield very spicy results, for less spicy do not slice)
- Dried dill flowers and celery leaves, added to the bottom

### Instructions

1. Mix the water with the salt and bring to a boil, stirring until the salt is completely dissolved. You can test for the correct salt amounts by placing an egg into the cooled solution. If the egg floats, you've got the right amount of salt. A starting rule we follow in my household is 1 tbsp of sea salt for every half litre.
2. Once the solution has cooled, place half the garlic cloves and the bay leaves at the bottom of the jar. If you are adding dill and celery leaves, then add them here.
3. Place the cucumbers into the jar, vertically, as close to each other as possible.
4. Once a full circle is reached, add the sliced hot pepper and continue filling with cucumbers.
5. Add the rest of the garlic.
6. Cover the jar with the cooled solution, leaving two inches to seal off with the apple vinegar and completely submerge the cucumbers.
7. Cover and leave it to sit in a cool, dry place. The pickles will be ready within 5 days and will last sealed for about a year, if they're not consumed within days, that is.

## Pickled Green Olives Mediterranean Style

Preparation time: 90 min

### Ingredients:

- 4 kilograms green olives
- 10 large lemons or limes
- 200 grams chili peppers
- 1 1/3 cup freshly squeezed lemon juice; keep skin
- 1 1/3 cup olive oil
- 8 cups water
- 2/3 cup coarse salt
- Pickling jars with a total capacity of 8 liters

### How to make Pickled Green Olives:

Select freshly harvested, un-bruised green olives for pickling. Large olive fruit variety is the best for pickling, but other varieties work as well.

Place the olives in the sink basin or large bowl and wash well. Discard bruised and rotten fruit.

With a knife, make 2 diagonal cuts on each fruit. Cut deep until the knife reaches the seed. You can also crack the olives by crushing them with a heavy tool.

Place the olives in a large glass or plastic bowl. Fill with cold water to cover all the olives. Set aside for 4 hours. After that, discard the water, and fill the bowl again with cold water to cover the olives. Leave for 4 additional hours before you discard the water.

After you've soaked the olives for 8 hours, changing the water half-time, your olives are now ready to be pickled.

Heat 500 ml of water until boiling point. Switch off the fire, add the salt and mix well to dissolve. Add remaining 1,3 L of water and mix. Set aside to cool. What you made is called brine. You will notice that the brine is salty enough that a raw egg will float to the top.

Chop the 10 lemons (pulp and skin), into medium sized slices. You can also use limes.

Chop the hot green peppers into large chunks. The amount called for in the recipe gives a nice, hot, tangy flavor that is not overwhelmingly spicy.

Place the washed and drained green olives in a large bowl. Add the fresh lemon juice (remember not to discard the skins), the olive oil, sliced lemons and sliced peppers.

Using your hands mix all the ingredients well. Fill the olives- lemon-pepper mix into the pickling jars pressing well on the olives. Once you filled the jars, you will notice that the bowl that you mixed the olives in contains a lot of brine. Don't discard it!

Add the water brine (it should have cooled by now) to the lemon-oil brine left in the bowl. Mix with spoon.

With the bottom of a cup, press the olives in the jars down. Pour the brine mixture onto jars filled with olives until all the fruit is covered. The amount of brine you prepared should be just right.

Remember the lemon skins from the lemon juice, slice them into large pieces and place on top of the pickled olives to cover. You can also use vine leaves.

Tightly close the jars and store until olives are ready. You know the green olives are ready when the fruit changes color and you stop seeing any bubbles in the marinade. Green olives that were soaked in water for a shorter period than 8 hours will need to be marinated for a longer period to remove the bitterness before the pickled green olives are ready for consumption. Pickled green olives that were not soaked in water at all, need about 5 - 6 months to be ready.

## Za'atar Recipe

### Ingredients

- 1/4 cup Sumac
- 3 tbsp Dried Thyme
- 2 tbsp Sesame Seeds
- 2 tbsp Dried Oregano
- 1 tsp Sea Salt
- 1 tsp Marjoram

### How to make Za'atar:

1. Dry roast sesame seeds till slightly browned.
  2. Mix all the ingredients in a blender and blend to make a smooth powder.
  3. Store in an airtight container for up to 15 days.
- You can store zaatar in an airtight glass jar for upto 3 months in a cool and dry place.

## Labneh Recipe

### Ingredients

- 12 ounces of your favorite yogurt
- a small pinch of salt
- 1/4 teaspoon fresh lemon juice
- 3 tablespoons good olive oil
- 1 tablespoon za'atar

### How to make Labneh:

1. Line a fine strainer with a few layers of cheesecloth and set over a bowl.

In another bowl, combine yogurt, salt, and lemon juice. Stir to incorporate. Spoon yogurt mixture into the cheesecloth-lined strainer and fold layers of cheesecloth over the yogurt to cover completely. Transfer yogurt (and strainer and bowl) to the refrigerator for 12-24 hours. After 12 hours, the yogurt mixture will have thickened into standard labneh; after 24 hours, it will have thickened further, into the extra-stiff labneh that you can buy in tubes at Jerusalem markets. When making it at home, I favor extra-thick labneh.

Remove strained labneh from the fridge, unfold cheesecloth, and transfer labneh to a serving bowl. Use the back of a spoon to make a swirly pattern in the top of the labneh. Drizzle the oil over the labneh and sprinkle with za'atar.

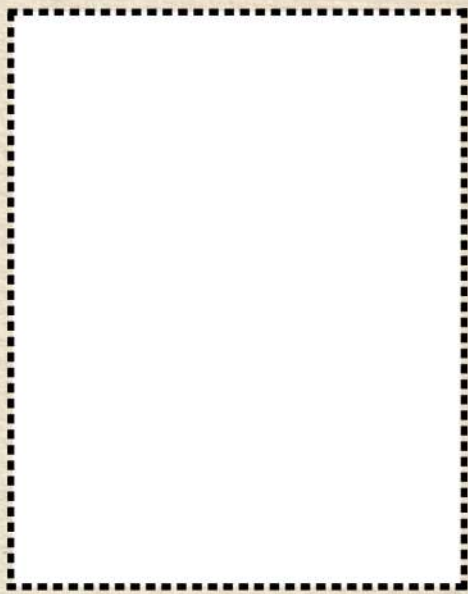
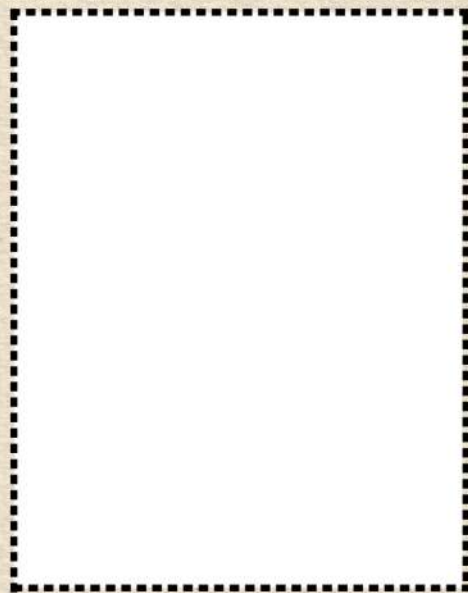
# HISTORY'S NEWSPAPER

ISSUE NO. 1

DATE:

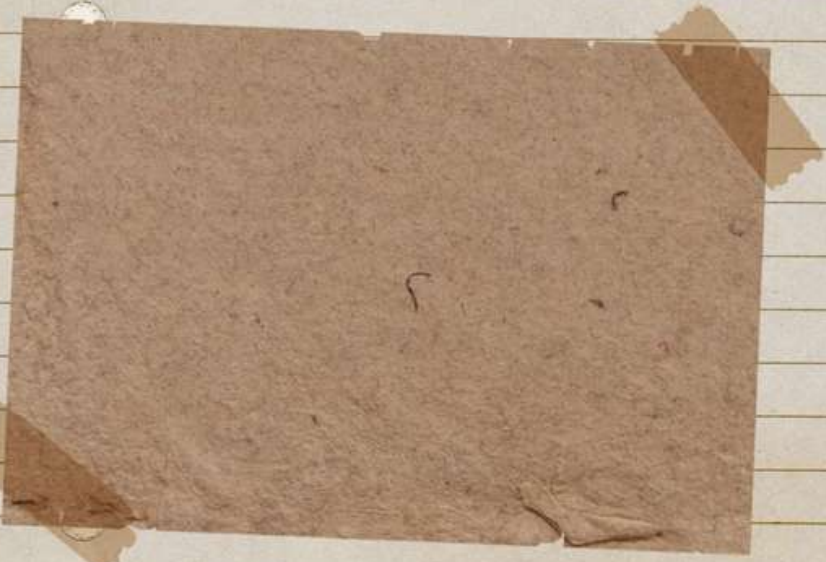
PRICELESS

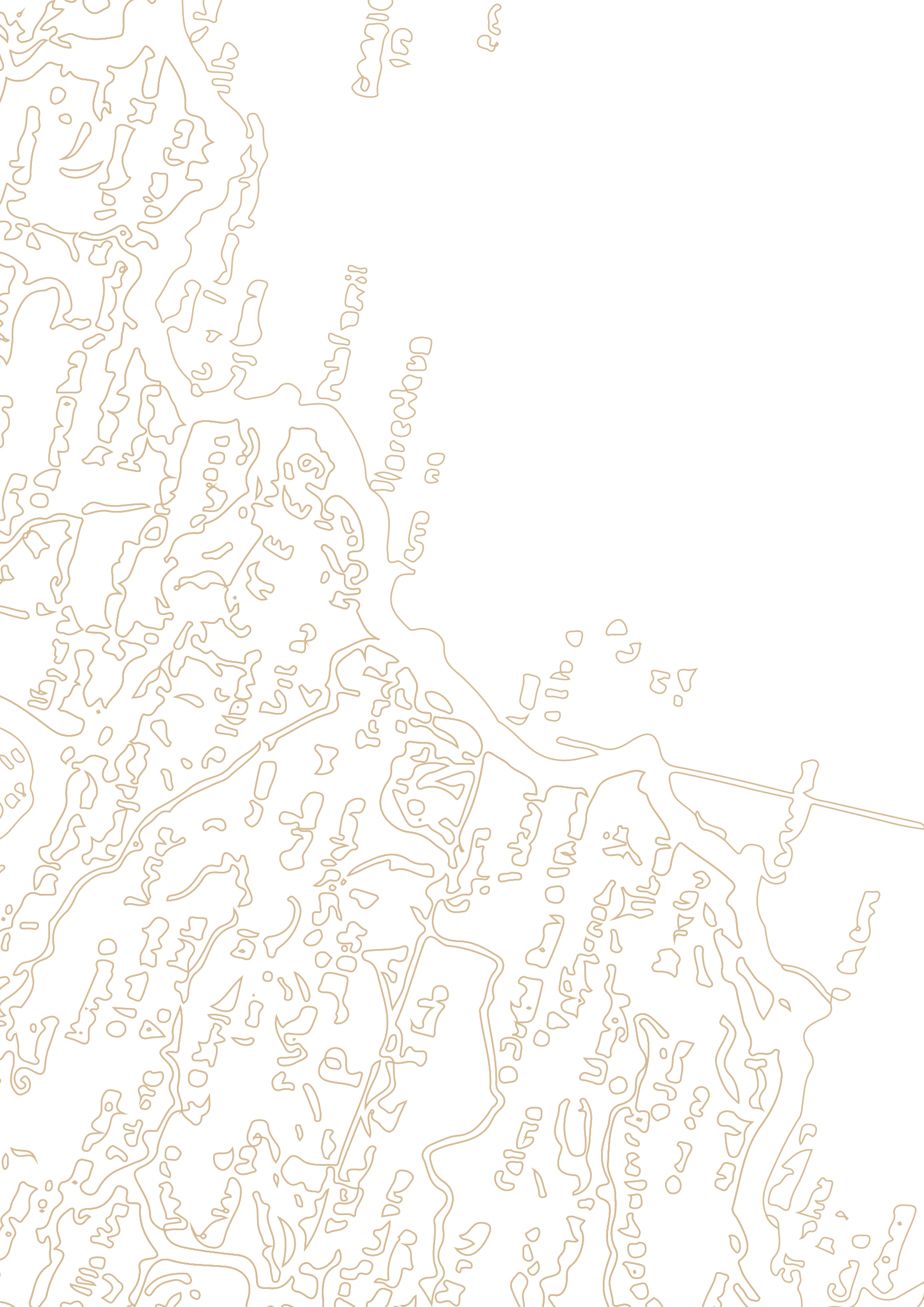
The past ... how deep can you dive into this? With this assignment you go back into the past, together with your father, mother, grandfather, grandmother or your neighbour! Take an interview about what life in Jericho used to be like, have a look into some of the old family photo albums and use this information to make a newspaper article about the past!



# WRITING FROM THE PAST

If you lived in Jericho in the past, what would you do? What kind of work would you do, how would you and your family live and what would you eat? Make a diary page from the past and add drawings or pictures to make it seem real. Use your imagination!







# ENDGAME

Cut out the cards  
and write your  
answers on the  
other side.

## HISTORY



**1.**

Name 3 things the hunter-gatherers had to take on their travels.

**2.**

Name an aspect (other than access to water) that a settlement needs.

**3.**

When did the Umayyad period start?

**4.**

Why were decorations so important to the Umayyads?

**5.**

Name three elements that you have seen in the mosaic 'the tree of life'







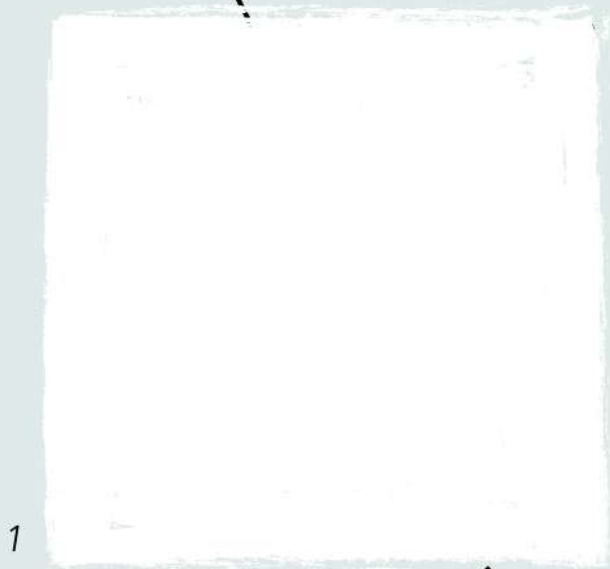
# CULTURAL HERITAGE

Cultural heritage is the legacy of artifacts and attributes of a group or culture. This is inherited from past generations and holds an importance. In Jericho there is a lot of cultural heritage. One well-known example is Tell es-Sultan. Cultural heritage comes in several shapes and forms. It could be a monument, book, work of art or building. It could also be something intangible like a tradition, language, knowledge or folklore. Lastly cultural heritage could also be a forest, an ecosystem or other sights in nature. In this chapter you will think about your own cultural heritage, become a poet and create your own protection system for cultural heritage sites. In the end there's another quiz to test your freshly acquired knowledge on the topic.

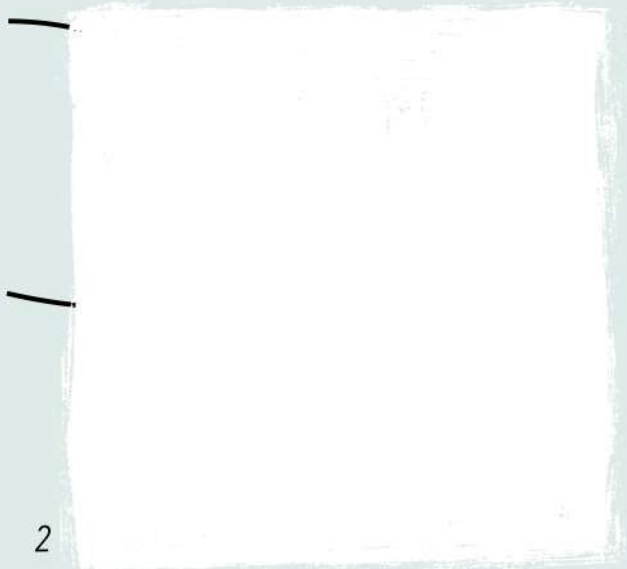


# MICRO CULTURAL HERITAGE

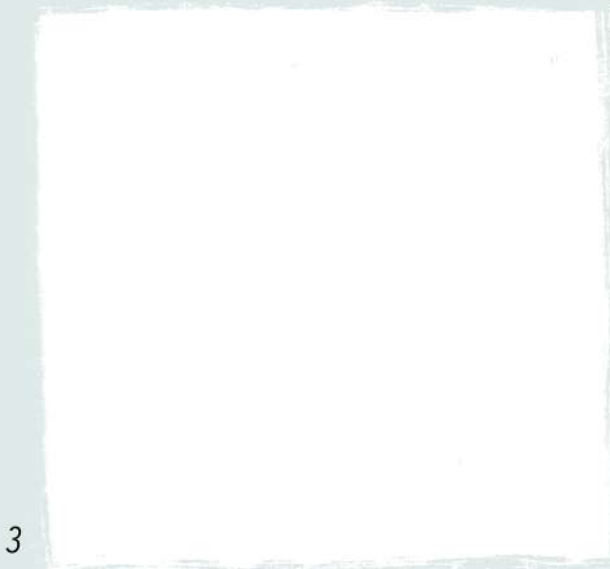
Jericho has a lot important and interesting cultural heritage. But on personal level, you all also have your own cultural heritage. You're all surrounded by objects that hold a lot of stories. These stories tell something about your origin, history or culture. Search for objects at home, at family or friends that are very important to you and could tell something about you and your background. Choose four objects and draw them in the white squares. You can also make a picture, print it and adhere it in the squares. After you've draw them (or adhered the pictures), you can write about the objects at the assigned space. Why did you choose these objects? What do they tell about you and your background?



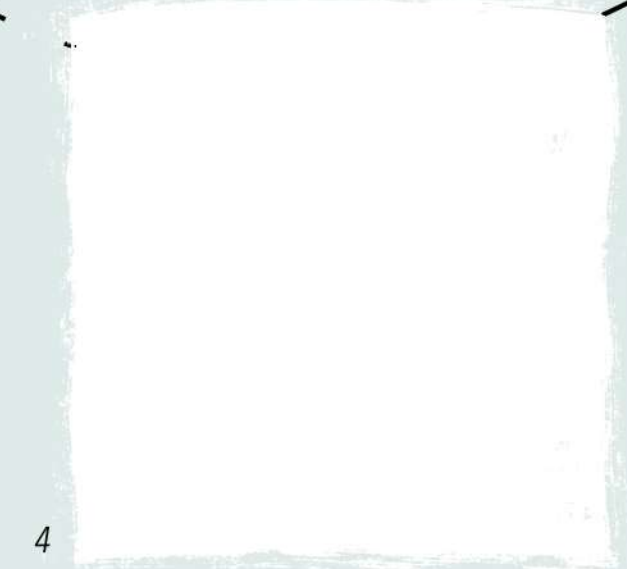
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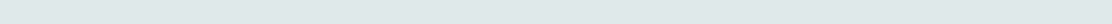


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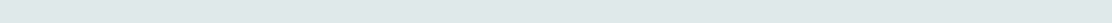
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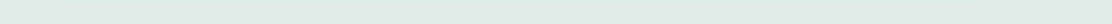
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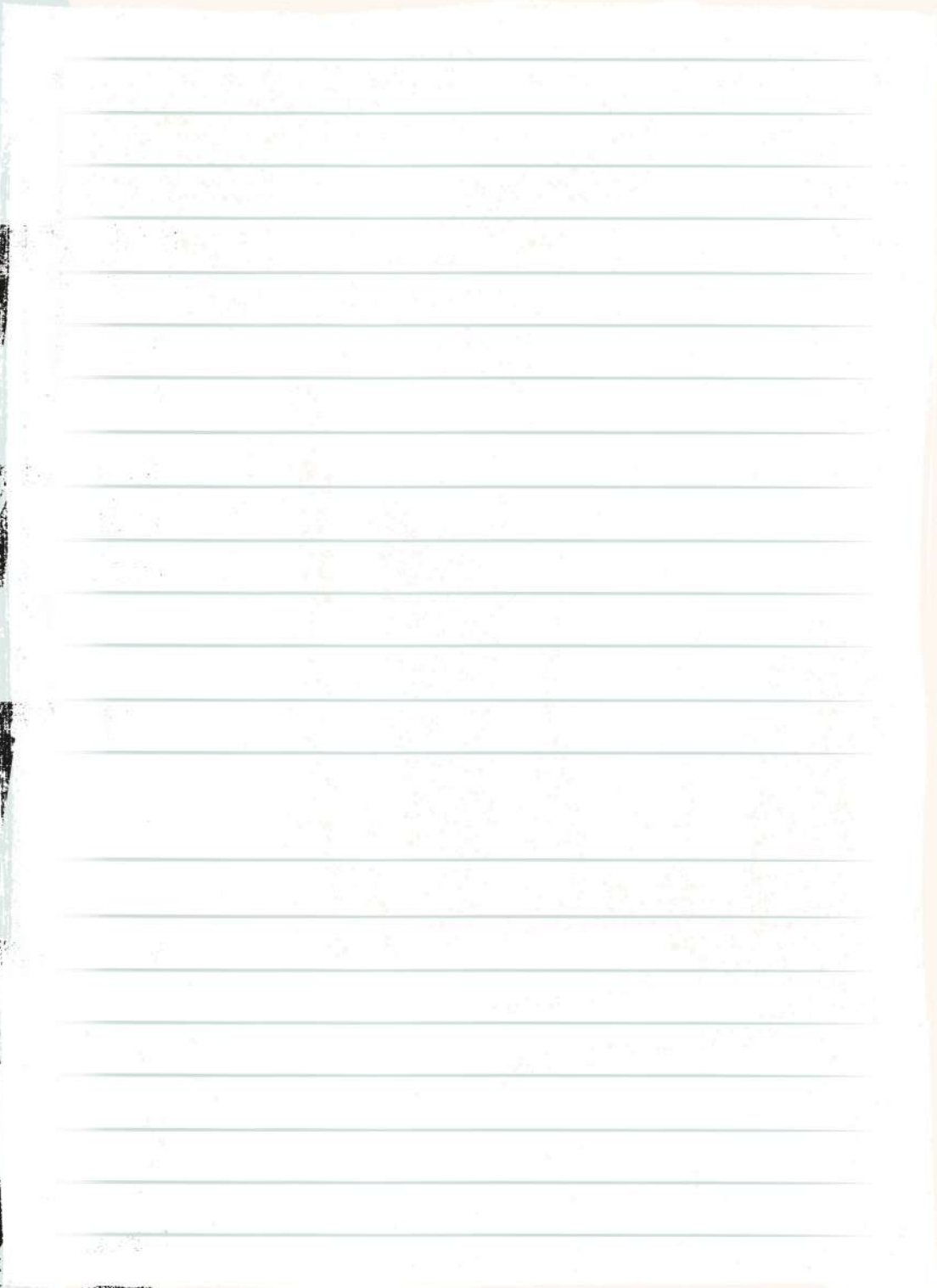
become a poet

**Mahmoud Darwish: I Come From There**

*I come from there and I have memories  
Born as mortals are, I have a mother  
And a house with many windows,  
I have brothers, friends,  
And a prison cell with a cold window.  
Mine is the wave, snatched by sea-gulls,  
I have my own view,  
And an extra blade of grass.  
Mine is the moon at the far edge of the words,  
And the bounty of birds,  
And the immortal olive tree.  
I walked this land before the swords.  
Turned its living body into a laden table.  
I come from there. I render the sky unto her mother  
When the sky weeps for her mother.  
And I weep to make myself known  
To a returning cloud.  
I learnt all the words worthy of the court of blood  
So that I could break the rule!  
I learnt all the words and broke them up  
To make a single word: Homeland...*

**E  
A  
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E** **WR  
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WR  
WR**  
**WRITE WR**

Poetry is a form of cultural heritage. In Palestine poetry is very important. It is a way of expression where people combine words in a certain manner that it becomes meaningful to them. One short poem with its different connotations can mean more than a million words written in a book. Read the poem of Mahmoud Darwish as inspiration and then write your own poem. It can be about everything. About your dog, about family, your favourite food, something you find annoying, the weather, your feelings... everything is possible. Try to be creative in the use of words. When you're done and want to: you can share the poem by reading it out loud in front of the class.



*your turn* ↗

# CONTEMPORARY RUINS

If archaeologists would excavate the remains of present Jericho, what would they look like? Cut out the images from the separate page in any way or shape you want and stick them down so you can envision the excavated ruins of the city. If you miss certain images that you think should be there, print them or draw them in as well.







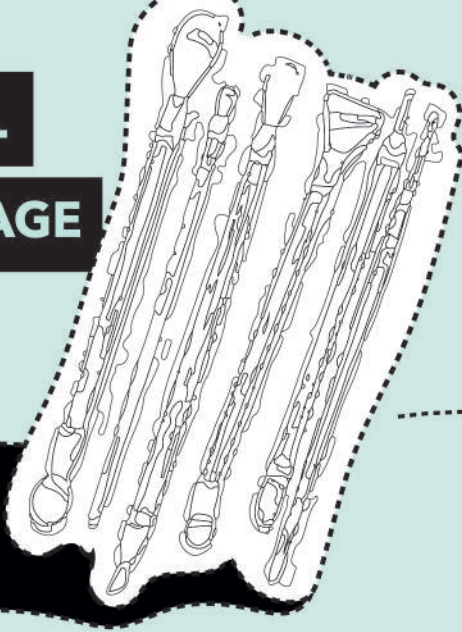


# ENDGAME

Cut out the cards and write your answers on the other side.

**CULTURAL**

**HERITAGE**



**1.**

A tradition belongs to which type of cultural heritage?

**2.**

When was the World Heritage List established?

**3.**

Who is the founder of the World Heritage List?

**7.**

Name a way to protect cultural heritage.

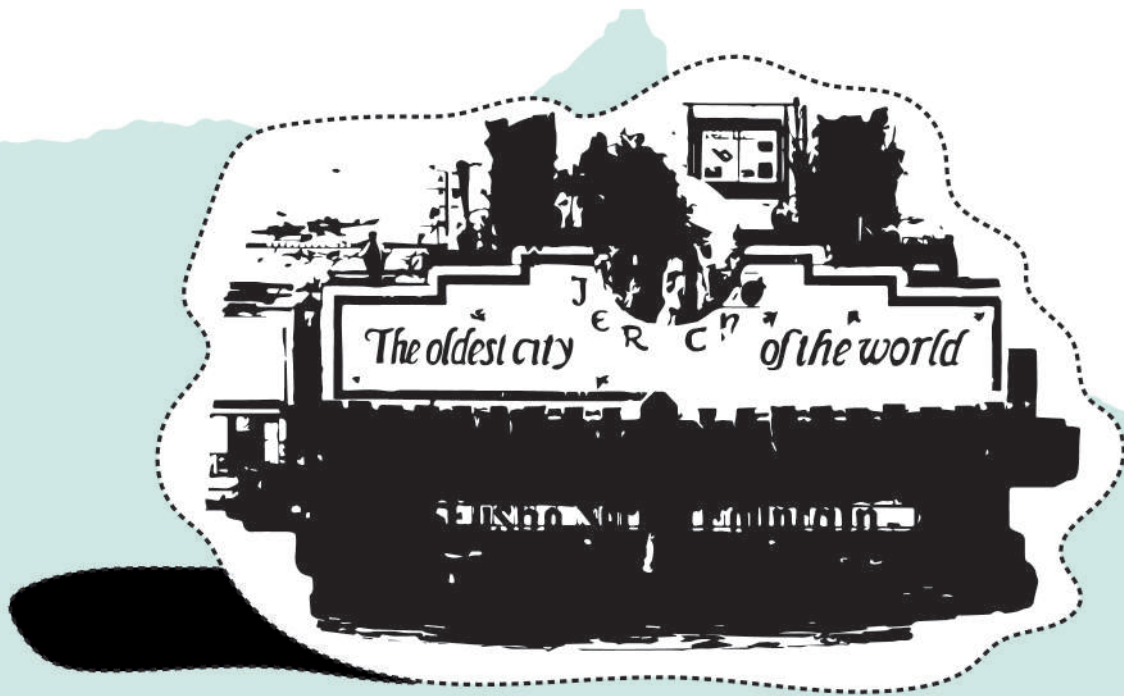
**8.**

Name an archaeological excavation in Jericho.

**9.**

Give the definition of cultural heritage.





**4.**

Name the list containing locations that are being investigated to put on the World Heritage List.

**5.**

Mention a danger to cultural heritage.

**6.**

What is the name of the list with endangered cultural heritage?

**10.**

True or false: there is a checklist for cultural heritage.

**11.**

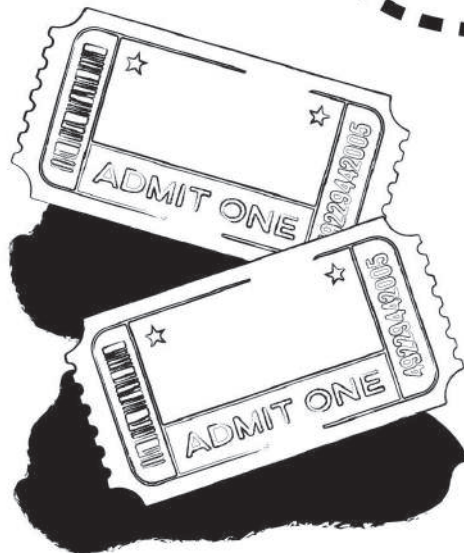
What does "natural heritage" stand for?





**TIME  
TO**

**SHOW!**



Write your own play based on a historical story about Jericho. Use your knowledge and imagination!

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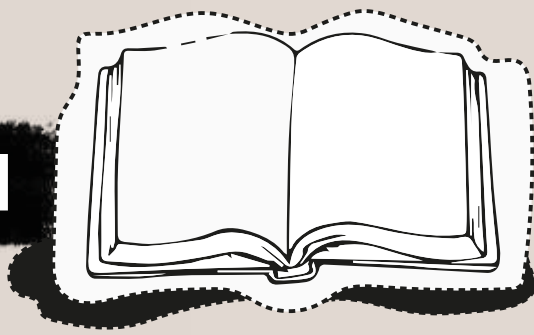
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# COLOPHON



## Jericho activity book

- Ronja Bosgraaf
- Sarissa de Groot
- Aziz Kawak
- Moniek van de Pas
- Petra Verkade

### Partners:

- Al-Istiqlal University, NPAPH Project,
- Palestinian Ministry of Education,
- Palestinian Ministry of Tourism and Antiquities,
- UNESCO, University of Applied Sciences Utrecht,
- University of the Arts Utrecht, UNRWA.

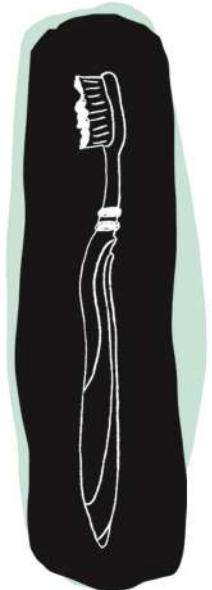
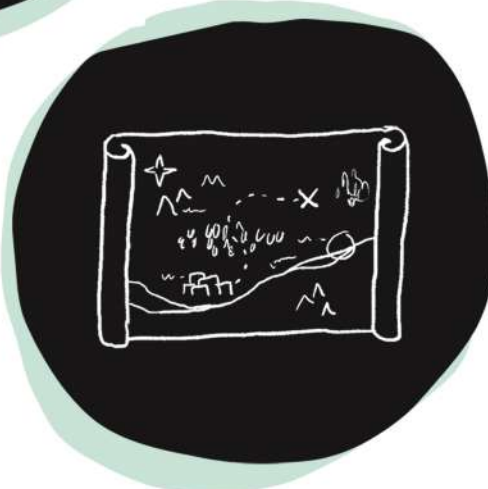


# CUTTING PAGES

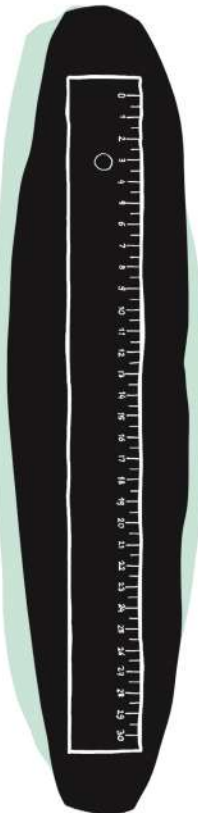
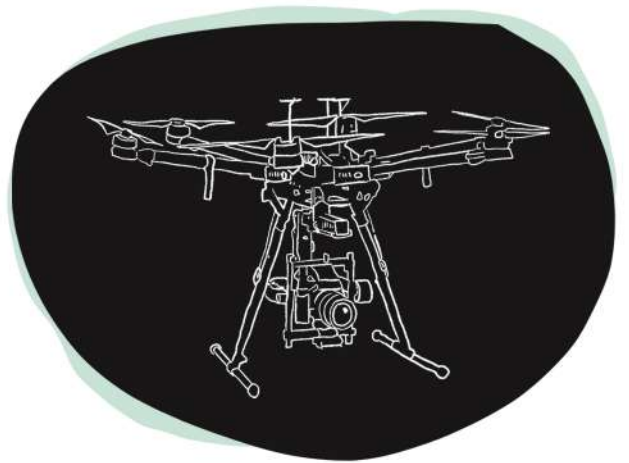
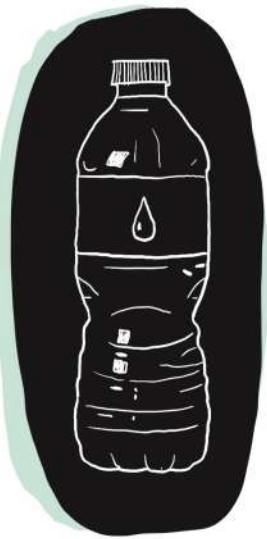
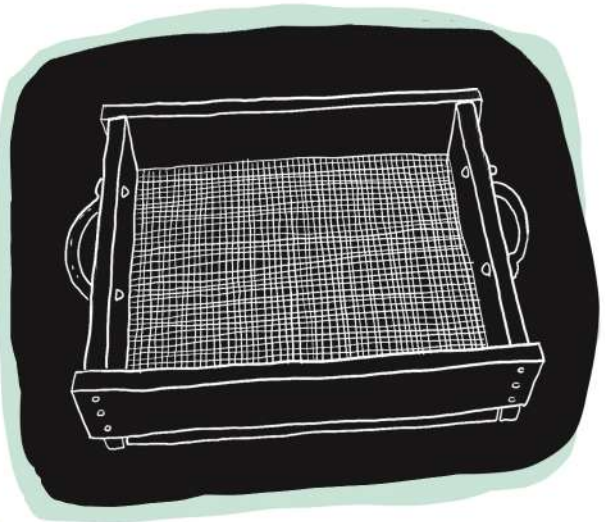
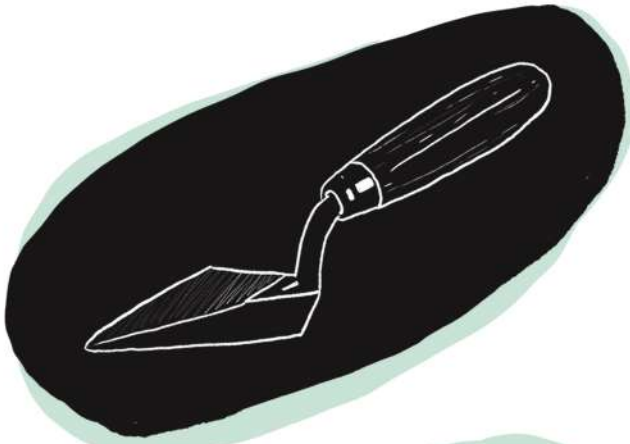


# THE THREE PHASES OF ARCHAEOLOGY

An archaeological expedition usually has three different phases. First archaeologists need to select a place to dig (planning), then they actually dig (digging) and finally they need to record their findings (documenting). On this page you will find different equipment an archaeologist uses today or used in the past. Cut out the pieces and glue them on page 26 in the phase they belong to.



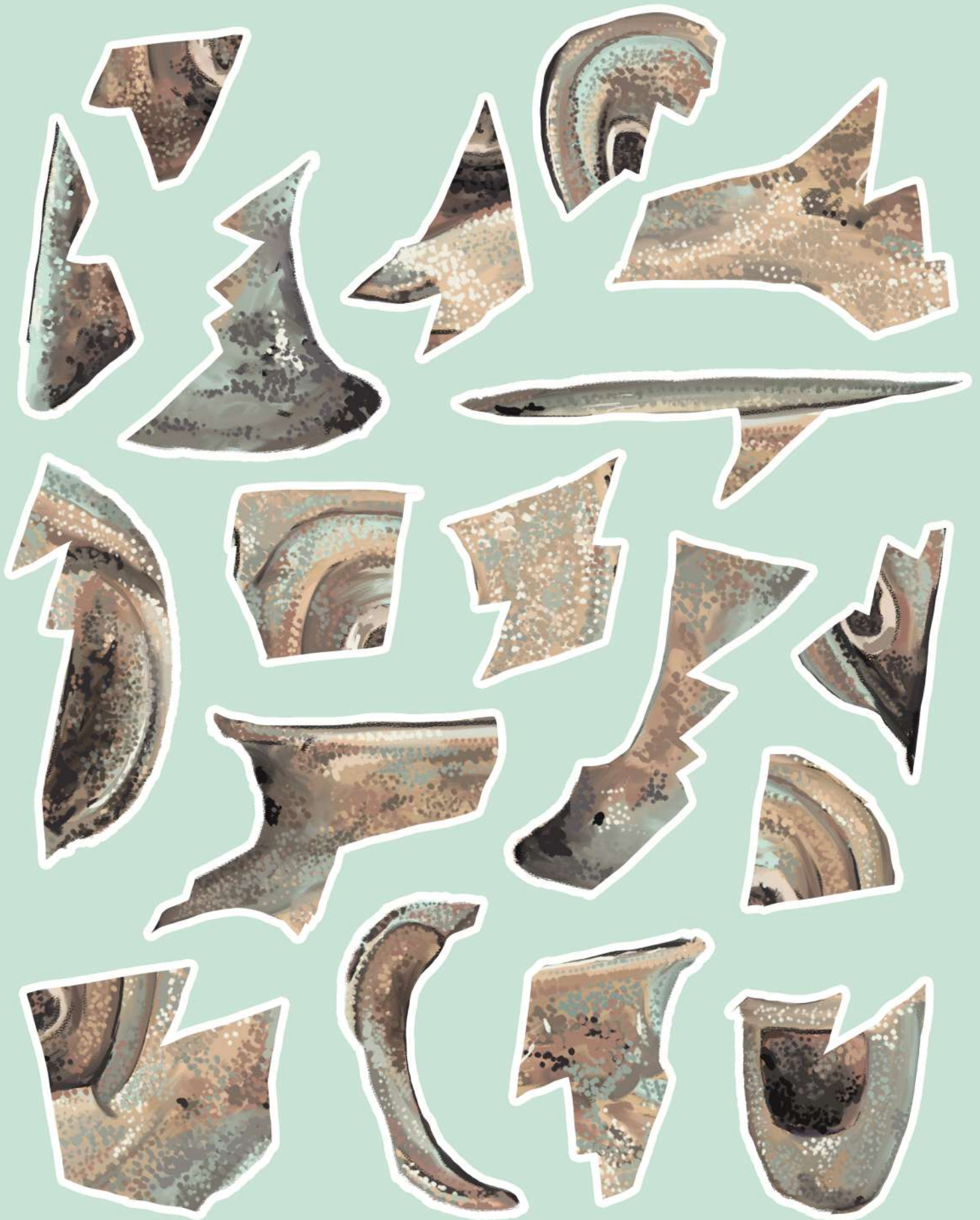






# MEND THE BROKEN RELIC

When an archaeologist finds an artefact, it is often broken into thousands of pieces, which they then need to glue back together again. Here you can do the same! Use scissors to cut out the pieces from this page and puzzle this artefact back together in your activity book on page 32.







# CONTEMPORARY RUINS

If archaeologists would excavate the remains of present Jericho, what would they look like?

Cut out the pictures of this page in any way or shape you want and stick them on pages 54-55 so you can picture the excavated ruins of the city.









# CONTEMPORARY RUINS

If archaeologists would excavate the remains of present Jericho, what would they look like?

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