**Chinese Tour**

**Target Audience:**

Chinese students/adults visiting Israel

**Background for this particular group:**

* The guiding for this group needs to be clear, concise, and basic. English is not their mother tongue so speak clearly and slowly. They have little to no knowledge about the Jewish religion or Jewish people. Be open to questions.
* There are certain things that they will be doing in their itinerary that can be linked in the museum visit e.g. they will be attending an authentic Shabbat dinner, they are visiting the Kotel and Masada with the emphasis on the buildings built by Herod.
* Highlight similarities between Chinese and Jewish identities: Connection to family; Adherence to ancient traditions; Respect for elders; Emphasis on education; Significance of ancient texts with special writing; Understanding of a diaspora community.
* Encourage them to take photos and post to “WeChat” or “Weibo” (social media in China- Facebook/Instagram banned there).

**Length of Tour:** 90 minutes

**Floors:**, Halleluja, 1st floor , 2nd floor (only Lena Revenko portraits), 3rd floor, Gibborim

**Themes:**

1. Basics of Jewish Peoplehood: beliefs, practices, ancient texts and traditions
2. A nation among nations. How the Jewish People maintained their identity living amongst other people in other lands – influencing and being influenced
3. The Jewish People and its link to the Land of Israel
4. The Jewish People’s emphasis on family and education
5. Israel land of start-up nation and innovation

**Intro (lobby, Chodorov, or hallway near Halelluja):**

1. **Introduction to Museum:**
	1. ANU- Museum of the Jewish People is the largest Jewish museum in the world, and the only Jewish museum in the world that tells the unique and ongoing story of the Jewish people.
	2. Introduction to Jewish Peoplehood: a religion, culture, history, set of beliefs, languages, connection to Israel. Explain that we will be seeing central elements to Jewish belief and practice, but that not all Jews adhere to those practices. Jewish identity is not only based on religion, as Jewish peoplehood predates modern ideas of ethnicity, religion and race. Therefore, we describe ourselves as a *people*. We will see many similarities between Jewish and Chinese culture, and we want to show you this on the tour.
	3. Question: What do you think are central elements of Chinese identity? (Answers we want: tradition, history, pride, family, language, food, culture, values).
	4. These same points you just brought up are central to Jews as well.
	5. Explain outline of tour (time, floors). Explain they should feel comfortable to ask questions throughout the tour. Encourage them to take photos and post to “WeChat” or “Weibo” (social media in China- Facebook/Instagram banned there).
2. **Halleluja! Synagogues gallery:**

**Hallelujah Gallery – start in front of the diagram of Second Temple**

* 1. Drawing of Temple: explain usage of the Great Temple in Jerusalem, what happened after its destruction and how the religion had to adapt to become something that would last and survive in the diaspora, something that would be able to travel with the Jewish people on the journeys from place to place.
	2. Question: Have they been to Jerusalem yet on their trip? Did they visit the Kotel? (Connect modern day Kotel as remnant of Great Temple)
	3. Explain usage of a synagogue, and its centrality to a Jewish community. Explain Hebrew term “Beit Knesset”.
	4. Choose two synagogues and give brief historical background. Suggestions: **Prague** and **Cochin**.

**Prague** you can talk about how Hitler wanted to have a museum for the Jewish People once he had completed his genocide of the Jews in Europe (they will visit Yad Vashem). Contrast Hitler’s plan with the fact that even though 6 million Jews were murdered by the Nazis and their helpers, we are still here and still writing and teaching about our unique and ongoing story in the biggest newest Jewish Museum in the world, continuing to tell our story and to thrive both in Israel and around the world. When talking about the Holocaust you should mention two points:

Feng-Shan Ho, the Chinese Consul-General in Vienna, was given the title of Righteous Among the Nations for his humanitarian courage in issuing Chinese visas to Jews in Vienna in spite of orders from his superior to the contrary. <https://www.yadvashem.org/righteous/stories/ho.html>

# Another Chinese with this title is Pan Junshun who gave a shelter to a Jewish girl in Ukraine. <https://www.yadvashem.org/righteous/stories/pan.html>

# Also, during the war there was a Jewish ghetto in Shanghai it was in an area that was occupied by the Japanese.

*The****Shanghai Ghetto****, formally known as the****Restricted Sector for Stateless Refugees****, was an area of approximately one square mile in the Hongkew district of*[*Japanese*](https://en.wikipedia.org/wiki/Empire_of_Japan)*-occupied*[*Shanghai*](https://en.wikipedia.org/wiki/Shanghai)*(the ghetto was located in the southern [Hongkou](https://en.wikipedia.org/wiki/Hongkou_District%22%20%5Co%20%22Hongkou%20District) and southwestern [Yangpu](https://en.wikipedia.org/wiki/Yangpu_District%22%20%5Co%20%22Yangpu%20District)*[*districts*](https://en.wikipedia.org/wiki/Districts_of_Shanghai)*which formed part of the*[*Shanghai International Settlement*](https://en.wikipedia.org/wiki/Shanghai_International_Settlement)*). The area included the community around the [Ohel Moshe Synagogue](https://en.wikipedia.org/wiki/Ohel_Moshe_Synagogue%22%20%5Co%20%22Ohel%20Moshe%20Synagogue). Shanghai was notable for a long period as the only place in the world that unconditionally offered refuge for Jews escaping from the Nazis.*[*[1]*](https://en.wikipedia.org/wiki/Shanghai_Ghetto#cite_note-1)*After the*[*Japanese*](https://en.wikipedia.org/wiki/Japan)*occupied all of Shanghai in 1941, the*[*Japanese army*](https://en.wikipedia.org/wiki/Imperial_Japanese_Army)*forced about 23,000 of the city's*[*Jewish refugees*](https://en.wikipedia.org/wiki/Jewish_refugees)*to be restricted or relocated to the Shanghai Ghetto from 1941 to 1945*[*[2]*](https://en.wikipedia.org/wiki/Shanghai_Ghetto#cite_note-CJ-2)*by the Proclamation Concerning Restriction of Residence and Business of Stateless Refugees. It was one of the poorest and most crowded areas of the city. Local Jewish families and American Jewish charities aided them with shelter, food, and clothing.*[*[2]*](https://en.wikipedia.org/wiki/Shanghai_Ghetto#cite_note-CJ-2)*The Japanese authorities increasingly stepped up restrictions, surrounded the ghetto with barbed wire, and the local Chinese residents, whose living conditions were often as bad, did not leave.*[*[3]*](https://en.wikipedia.org/wiki/Shanghai_Ghetto#cite_note-AW-3)[*[4]*](https://en.wikipedia.org/wiki/Shanghai_Ghetto#cite_note-GP-4)*By 21 August 1941, the Japanese government closed Shanghai to Jewish immigration – from Wikipedia*

[*https://en.wikipedia.org/wiki/Shanghai\_Ghetto*](https://en.wikipedia.org/wiki/Shanghai_Ghetto)

**Cochin** point out the floor tiles in the synagogue which were imported from China by a wealthy Jewish merchant. Explain that Jews have spread to all corners of the globe and adapt to the countries in which they live, but still hold on to their Jewish identities. The Sephardic Jews living in Cochin spoke Ladino, and were able to speak that language with other Sephardic Jews they traded with in difference countries.

Mention/show the Chinese synagogues models.

* 1. **Torah scrolls** – show how this ancient text was written on animal skin in Hebrew. Talk about how we are the people of the book – reading the same “book” every year. Talk about the ancient work of the sofer that it is still done in the same way today. Discuss tradition of educating children (historically it was mainly only boys, but within the last two centuries female literacy has risen) to both read and question. Give example of Four Questions and explain why the youngest at the table must read them.
	2. When speaking about education can mention two similarities in both cultures: the importance of respecting your parents and learning well (in the bible and also by the philosophy of Confucius from the 5th century BC) and also can mention as a funny note about the Jewish and the Chinese mother, both pushing their children to work hard (“tiger mother”).

Link this to the next gallery

**First floor – the foundations**

**First floor – Ancient texts the Tanach**

1. **The influence of the Bible on world culture**

Translation of the Bible into various languages, including Braille and Mandarin.

1. The twenty-four books that make up the Bible are the literary basis that gave body and form to Judaism, not only in the religious sense, but also culturally and morally.
2. The bible is the most popular book in the world translated into 350 languages and 2000 additional tongues
3. The foundational text of human civilization
4. **The Codex**
5. This ancient book is over 1000 years old; Dated early 10th century. It is the oldest and most complete Bible in existence.
6. It has wandered from community to community, which mimics the story of the Jewish people themselves.
7. It was just purchased for the museum at Sotheby’s in New York for $38.1 million. Discuss significance of texts. This is the most expensive piece of Judaica ever purchased, which shows how Jews put a high value on texts, learning, reading, and preserving ancient traditions.
8. **The concept of Shabbat**

**Question:** Have you been in Israel over Shabbat? Did you notice that most shops and businesses are closed and the public transport doesn’t run? Have you experienced a Shabbat meal?

The Jewish peoples’ week runs differently. We have one day, a 24-hour period from sunset to sunset, during which we are commanded not to work. Based on the idea that in the Bible, G-d created the world in 6 days and rested on the 7th. Most Jewish people whether they are religious or not will not work on this day and if they are religious, they won’t drive or even cook. Most families come together to have a family meal. We connect to our families and disconnect from the hectic digital world. Some see this as part of the success of the Jewish people: many work incredibly hard during the week when they know they have a mandatory rest day built in to their week. We understand that rest is a crucial part of life.

Traditionally, the women of the family “welcome in the Shabbat” and light two candles in its honor and say a special blessing. We also eat special traditional foods that are specifically prepared and eaten on the Shabbat.

1. **The Jewish Calendar**
2. The Jewish calendar is based on the cycle of the moon – the Chinese calendar is based on a combination of the cycle of the moon and the sun.
3. Every 19 years (leap year) we add in an extra month to the Jewish calendar year to insure our festivals land round about the same time every year.
4. Question: Is this the same for Chinese New Year?
5. **Jewish Wedding**

Discuss basics of Jewish wedding. Ancient tradition and rituals. Smashing of the glass – shared memory and history a teaching opportunity for our children to learn that something traumatic happened to us in our history that we must not forget. (Connect this to previous discussion about the Temple/Kotel) The destruction of our temple and the forced expulsion from our indigenous land. We swear that we will not forget Jerusalem.

Question: Are there traditions common during Chinese weddings? (Specific colors used, ceremonies, special foods, etc.)

**Second Floor**

1. **Lena Ravenko- Wall of Communities**
2. Zhao Cheng Jewish Physician to the Emperor – lived in Kaifeng 15th century
3. **Interactive** – Show them China on the world map and let them read about the history of the Jews in China. They don’t need to read everything- the intention in stopping here is both to show that there is a history of Jews in China, and also that we value those stories and want them told at ANU.

**Third Floor**

1. Individuals and families – show photographs of diverse Jewish families (Jews come from all different places in the world). Visitors may be curious about the Japanese-American Jewish man.
2. Jewish populations by the numbers – emphasize how small the Jewish world population is relative to their contribution to the world
3. Movements of Judaism – this group is very interested in the Haredim hats and clothing – spend time here and answer their questions. Remind them that they should feel welcome to ask any questions whatsoever. If they seem interested but aren’t asking questions, you can say:
	1. Question: Have you seen any of these types of clothing while here in Israel?
4. Food
	1. Question: Is there a special food you eat for a holiday or celebration?
	2. Show the pierogi dumplings which are made in a similar way in China.

**Gibborim**

This kind of group loves their travel photographs and are very excited to have a photo of Albert Einstein in Gibborim that they can post on “WeChat” (popular social media platform in China).

1. Quick intro to Gibborim: Family gallery at ANU showcasing more than 100 heroes from the Jewish world, including philosophers, scientists, artists, revolutionaries, athletes, musicians, and more.
2. Show Albert Einstein
3. Karl Marx
4. **Simcha Blass – drip irrigation** emphasize that innovation was bred from necessity. In the 50s Israel was absorbing many refugees from Europe and the Middle East/Africa. There were food shortages and Israel was made up of mainly desert. They had to find a solution for the lack of water and so drip irrigation was invented. Now used all over the world in agriculture.

Let them play with the game.

**Closing – Can be done inside Gibborim if possible**

1. Question: What was the most surprising thing you saw here today? Was there something that changed a belief you previously had?
2. Jews are a five millenia old people, with shared connections to Israel, core beliefs, texts and traditions. We see many connections with our culture to Chinese culture.
3. On this tour we have seen:
	1. Basics of Jewish Peoplehood: beliefs, practices and traditions
	2. A Nation among Nations: How Jews influenced, and were influenced, by the places they lived
	3. Israel as an integral part of the DNA of the Jewish People: land, country, people
	4. The modern Israel innovative Israel
4. Thanks for visiting us and being part of our story! (If there is time, tell them to check out the store which features WePay).