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NATIONAL GEOGRAPHIC EDUCATION

JERUSALEM

Educator Tool Kit

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JERUSALEM

Table of Contents

Letter to Museum Educator 3

Letter to Send to Schools 4

National Standards Addressed in Educational Materials..... 5

How to Use Social Media Around the Film 7

Fascinating Facts About Jerusalem 10

Quotes About Jerusalem 12

Educational Activities 13

Information About Organizations: NGEF, NG Movies..... 16

Information about film..... 17

JERUSALEM

Dear Educator,

Welcome to Jerusalem. We're thrilled to have you join us on this journey. **JERUSALEM** seeks to increase public understanding and appreciation for Jerusalem's historical, spiritual, cultural, and artistic uniqueness, as well as to highlight some of the intersections between Judaism, Christianity, and Islam. Five thousand years of history have not dulled this special city's appeal or importance; rather, the city presents an exciting opportunity to engage learners of all ages in social studies and science content.

This Educator Guide will help you with your institution's educational outreach around **JERUSALEM**, including a letter to send to schools in your area about the film and its educational potential, a list of the National Standards addressed by the film's educational activities, a guide to using social media around the film, and educational ideas both large and small for engaging patrons of all ages in the film. These ideas engage students in hands-on science activities, mostly regarding archaeology. Grab patrons' attention with a cookie excavation, or bring the community together in a potluck celebrating food rituals.

Online at NatGeoEd.org/Jerusalem, you will find a variety of longer activities designed to engage middle and high school audiences in social studies and science curriculum. Activity topics include physical and cultural geography, religion, and encouraging learners to cross social boundaries that exist in their own lives. Supplementary reference content can provide background information to both learners and museum educators.

The learning opportunities of **JERUSALEM** are vast. Enjoy exploring Jerusalem with National Geographic!

JERUSALEM

Dear _____,

We are thrilled to extend an invitation to you to journey with us to Jerusalem. The film **JERUSALEM**, now showing on our screen, provides an eye-opening tour of one of the world's oldest and most enigmatic cities. Distributed by National Geographic, the film coincides with educational activities and reference materials that aim to increase learners' understanding of the city's historical, spiritual, cultural, and artistic uniqueness, and to examine some of the intersections between Judaism, Christianity, and Islam.

Free middle and high school educational lesson plans about religion, social studies, and geography are available at NatGeoEd.org/Jerusalem. Use them before and after the film to enhance your **JERUSALEM** viewing experience. All activities are aligned to National Standards, including Common Core; a list of these alignments is attached to this letter. Additional content, including career profiles of people and organizations working in this part of the world, case studies detailing the technology used by real-life archaeologists, and reference articles, are all accompanied by beautiful video and photos—and are available free online.

Five thousand years of history have not dulled Jerusalem's appeal or importance; rather, this special city presents an exciting opportunity to engage middle school and high school students in awe-inspiring social studies and science content. Combined with the visual experience of the film and the expertise of our museum staff, **JERUSALEM** is sure to be an unforgettable and inspiring field trip experience.

Reserve your tickets now by calling xxx-xxx-xxxx or visiting our website at (website here). We look forward to seeing you!



National Standards Addressed in Education Materials

Mapping Jerusalem's Old City – Middle School (Grades 6-8)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme V: Individuals, Groups, and Institutions

National Geography Standards

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context
- Standard 4: The physical and human characteristics of places
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics
- Standard 12: The processes, patterns, and functions of human settlement

Common Core: English Language Arts: History/Social Studies

- Reading Standards for Literacy in History/Social Studies 6-12: Integration of Knowledge and Ideas, RH.6-8.7

NETS*S

- Standard 2: Communication and Collaboration

Culture and Food and Ritual, Oh My! – High School (Grades 9-12)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme IV: Individual Development and Identity
- Theme V: Individuals, Groups, and Institutions
- Theme IX: Global Connections

National Geography Standards

- Standard 6: How culture and experiences influence perceptions of places and regions
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

Common Core: English Language Arts: History/Social Studies

- Reading Standards for Literacy in History/Social Studies 6-12: Integration of Knowledge and Ideas, RH.11-12.7

NETS*S

- Standard 2: Communication and Collaboration
- Standard 3: Research and Information Fluency
- Standard 4: Critical Thinking, Problem Solving, and Decision Making

Breaking Down Invisible Walls/Crossing Social Boundaries – (Grades 6-12)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme IV: Individual Development and Identity
- Theme V: Individuals, Groups, and Institutions

National Geography Standards

- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context
- Standard 18: How to apply geography to interpret the present and plan for the future

The Physical Geography of Israel and the Palestinian Territories – Middle School (Grades 6-8)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme III: People, Places, and Environments

National Geography Standards

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface
- Standard 4: The physical and human characteristics of places
- Standard 7: The physical processes that shape the patterns of Earth's surface
- Standard 12: The processes, patterns, and functions of human settlement
- Standard 15: How physical systems affect human systems

NETS*S

- Standard 2: Communication and Collaboration

Gender Roles in Jewish and Muslim Cultures – High School (Grades 9-12)

National Geography Standards

- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

NETS*S

- Standard 2: Communication and Collaboration
- Standard 3: Research and Information Fluency
- Standard 4: Critical Thinking, Problem Solving, and Decision Making



JERUSALEM

How to Use Social Media Around the Film

JERUSALEM	@Jerusalem_Movie	facebook.com/jerusalemthemovie #JerusalemFilm	Jerusalemthemovie.com
National Geographic Education	@NatGeoEducation	Facebook.com/natgeoeducation	NatGeoEd.org
National Geographic Cinema Ventures/ National Geographic Entertainment	@NatGeoMovies	Facebook.com/NationalGeographicMovies	Movies.NationalGeographic.com

For more information on **JERUSALEM**, including theater listings, links to the trailer, and behind-the-scenes videos, visit www.jerusalemthemovie.com. Become a fan on Facebook at facebook.com/jerusalemthemovie. Or follow us on Twitter @Jerusalem_Movie, #jerusalemfilm.

Rules of Thumb for Social Media

- The shorter the better:** People have a very short attention span. Try to pull the most interesting information. Posts should never be more than two to three sentences.
- Always include a link:** The goal is to get teachers and students to see the film JERUSALEM, so help educate your audience. Your thoughts are great, but people are more interested in knowledge. Look for links that teach people about Jerusalem and/or about why it's important to learn about. If you need an interesting resource at which to find links, check out <http://www.jerusalemthemovie.com> or @Jerusalem_Movie on Twitter.
- Try to be cute or clever:** The idea is to grab attention. Sometimes the best post does not include the most important information but the most interesting information. Make your posts interesting and attention-grabbing for the most success.
- Try to include something visual:** People respond more to pictures and videos than anything else. Consider including the trailer or a link to photos that have been released from the film.
- Time your posts properly:** When do you want people coming in to see the film or participating in your event? Consider when the most opportune time is to use social media to promote the film or your event. This may be long-term, meaning the weeks leading up to the event, or several days before tickets become available for a showing. Think also about your target audience. While middle and high school students typically use social media after school hours and on weekends, adults are typically using social media during work hours. Posting first thing in the morning is often a good strategy, as is avoiding lag times like the weekend. Think about your audience first, then time your posts and content appropriately. Find more information about timing posts here: <http://socialmediatoday.com/brianna5mith/1453951/best-times-post-social-media-infographic>.

Suggestions by platform:

Facebook:

1. Create a list of influential or topic-relevant people, groups, and organizations on Facebook. “Like” these pages and then tag them directly in your posts. Create a tailored message for each person/group you target.
2. Try to find an article or resource that you personally find interesting. Odds are, others will too. Remember to include a link.
3. Keep messages light-hearted. They can be serious in nature, but negative posts do not represent your brand and are not generally well received.
4. Make sure you are also being a good community member and sharing resources you find on other people’s pages. The more people/groups you can interact with, the better. Your network will grow and you will build a good reputation. Both will help you achieve your goals.
5. Hashtags are now available to use on Facebook. Make sure to include hashtags in your posts to increase the likelihood people will see them. You should always use JERUSALEM-relevant hashtags, such as #Jerusalem and #JerusalemFilm. However, you should also use resource-relevant hashtags. If you are posting about Jewish food customs, for example, use #Judaism, #food, and #customs in addition to the JERUSALEM-relevant hashtags.
6. Here are a few suggestions for wall posts about JERUSALEM:
 - Love history, culture, and all things National Geographic? Check out the latest giant screen film, JERUSALEM, premiering **[add the date the film opens at your venue]**. Watch the trailer at <http://www.jerusalemthemovie.com> and check show times at **[add your venue’s web address here]** #JerusalemFilm
 - What are some of the major religious groups that make up the Old City of Jerusalem? Watch the trailer for JERUSALEM to find out! #JerusalemFilm <http://www.jerusalemthemovie.com/#/?modal=0&page=reviews-features>

Twitter:

1. Always include a link to an interesting article or resource. To give you more space for your tweet, always shorten the link using a service like [Owly](#) or [Bitly](#).
2. Like with Facebook, begin to follow as many influential or topic-relevant people, groups, and organizations on Twitter as possible. Following others helps in two big ways:
 - a. Generally, when you follow a person or group on Twitter, they will follow you back. That is an instant growth in your network and audience.
 - b. The more topic-relevant people you follow, the more interesting news, articles, and resources will be delivered to your home feed. This makes it easier for you to share regularly.
3. Make sure to include hashtags in your posts to increase the likelihood people will see them. You should always use JERUSALEM-relevant hashtags such as #Jerusalem and #JerusalemFilm. But you should also use resource-relevant hashtags. If you are posting about Jewish food customs, for example, use #Judaism, #food, and #customs in addition to the JERUSALEM-relevant hashtags. Sometimes you will only have room for one hashtag, or none at all. But when you can—use them.
4. With tweets, the most important thing is to be short and interesting. People give tweets less time than they do any other form of messaging. Yet, it can be a much more powerful tool than other platforms. You want to grab people’s attention as quickly as possible. Tweets that make good quotes are also very successful.
5. Here are a few tweet suggestions for JERUSALEM:
 - “This one might just take your breath away.” Want to find out what all the fuss is about? #JerusalemFilm <http://www.jerusalemthemovie.com>

- A film about Jerusalem narrated by Benedict Cumberbatch? Can it get any better? #JerusalemFilm #history #religion <http://www.jerusalemthemovie.com>
- Love #history? Love #culture? Love @NatGeo? Then #JerusalemFilm is the movie for you! Watch the trailer and find a theater near you. <http://www.jerusalemthemovie.com>

Insider tip: Use the Facts and Quotes provided in the JERUSALEM Educator Guide when creating social media postings.

Newsletters and Listserves

If you have a newsletter or listserve, consider using the following suggestions to let your readers know about **JERUSALEM:**

About the film – general audience

(50 words)

JERUSALEM is a thrilling, immersive experience about one of the world's most beloved cities. Discover why this tiny piece of land is sacred to billions of people and how archaeology is revolutionizing our understanding of Jerusalem's past. **Reserve your tickets now by calling xxx-xxx-xxxx or visiting our website at (website).**

(119 words)

JERUSALEM immerses audiences into one of the world's most beloved cities. Discover why this tiny piece of land is sacred to three major religions through the stories of Jewish, Christian, and Muslim families who call Jerusalem home. Join renowned archaeologist Dr. Jodi Magness as she travels underground to solve some of the city's greatest mysteries. Find out why, after thousands of years, Jerusalem and the Holy Land continue to stir the imagination of billions of people. Unprecedented access to the city's holiest sites, as well as rare and breathtaking aerial footage of the Old City, combine to make JERUSALEM a unique and stunning cinematic experience. **Reserve your tickets now by calling xxx-xxx-xxxx or visiting our website at (website here).**

About the film – education audience

(80 words)

JERUSALEM provides an eye-opening tour of one of the world's oldest and most enigmatic cities. Distributed by National Geographic Cinema Ventures, the film coincides with educational activities and reference material that aims to increase learners' understanding of the city's historical, spiritual, cultural, and artistic uniqueness, and to examine some of the intersections between Judaism, Christianity, and Islam. Visit NatGeoEd.org/Jerusalem for resources to deepen your viewing experience. **Reserve your tickets now by calling xxx-xxx-xxxx or visiting our website at (website here).**

FASCINATING FACTS ABOUT JERUSALEM

- There have been 118 conflicts in and for Jerusalem over the past 4,000 years. Jerusalem has been conquered 44 times. It has been besieged 23 times, destroyed twice, and has seen 11 transfers from one religion to another. It has only changed hands peacefully twice.
- Considered a holy city by 15 million Jews, 2.1 billion Christians, and 1.5 billion Muslims, Jerusalem is sacred ground for nearly half the people on Earth.
- The name of the city first appears as early as the 20th century BCE in the so-called Egyptian execration texts, which list Egypt's enemies. The form in which the name appears probably results in the pronunciation "Rushalimum." In diplomatic correspondence of the 14th century BCE, the name appears as "Urusalim." In royal inscriptions during the reign of Sennacherib in the 7th century BCE, the city is called "Uruslimmu." The early Hebrew pronunciation was apparently "Yerushalem," as evidenced by the spelling in the Hebrew Bible and by its form in the Septuagint, a Greek translation. As for the meaning of the name, it can be assumed to be a compound of the West Semitic elements "yrw" and "s[h]lm," probably to be interpreted as "Foundation of (the god) Shalem." Shalem is known from an Ugaritic mythological text as the god of twilight.
- Jerusalem has been known by several names over thousands of years. The Jewish Midrash says the city has 70 names. Some of the most notable: Shalem/Salem, Jebus, Urushalim, Moriah, The City of David, Zion, Ariel, Hierosolyma, Aelia Capitolina, al-Quds (meaning "The Holy City"), and Bayt al-Maqdis.
- Jerusalem is mentioned 667 times in the Hebrew Bible (Old Testament).
- In Islam, Jerusalem is known as the "first Qibla" (direction of prayer). Before they prayed toward Mecca, Muslims prayed five times a day toward Jerusalem.
- The first people who settled in Jerusalem some 5,000 years ago were attracted to the spot because of a perennial underground spring, called The Gihon Spring.
- It is estimated there are over 2,000 archaeological sites in Jerusalem.
- For most of its history, Jerusalem was smaller than a square mile. Today it covers 125 square kilometers (48 square miles).
- The current walls and most gates of the Old City were built by the Turkish Sultan Suleiman the Magnificent in the 16th century CE (AD).
- The Old City is made up of four quarters: Armenian, Jewish, Muslim, and Christian.
- Today, Jerusalem's population numbers nearly 800,000. According to a census conducted by the Jerusalem Institute for Israel Studies, 61% of the population is Jewish, 37% Muslim, and 2% Christian.
- Only 40,000 inhabitants live within the walls of the Old City. Most of the population lives outside the walls in neighborhoods built up over the last century.
- Most buildings in Jerusalem continue to be made with "Jerusalem stone," a name applied to various types of pale limestone, dolomite, and dolomitic limestone, common in and around Jerusalem, that have been used since ancient times.
- The Via Dolorosa (Italian for "Way of Sorrow") is so called because, according to Christian tradition, this is the route along which Jesus carried his cross. The route passes through the Muslim and Christian quarters and is made up of 14 stations, five of which are found inside the Church of the Holy Sepulchre.

- Jerusalem is 800 meters (2,600 feet) above sea level. It receives an annual rainfall of 81 centimeters (32 inches), yet less than an hour away is the Dead Sea, which receives less than 5 centimeters (2 inches) per year.
- According to the British Journal of Psychiatry, “Jerusalem syndrome” is a mental phenomenon involving the presence of religiously themed obsessive ideas, delusions, or other psychosis-like experiences that are triggered by a visit to the city of Jerusalem. It is not endemic to one single religion or denomination, but has affected Jews, Christians and Muslims.
- Bethlehem (under the control of the Palestinian National Authority since 1995) is just 8 kilometers (5 miles) from Jerusalem. The Dead Sea is 48 kilometers (30 miles). The Sea of Galilee is 109 kilometers (68 miles).
- 4 kilometers (2.5 miles) - The length of the wall surrounding the Old City
- 7 - Number of gates in the current Old City wall (not including the walled “Golden Gate”)
- 24 – Number of football fields that could fit on the top of the man-made esplanade referred to by Jews as the Temple Mount and by Muslims as the Noble Sanctuary.
- 1981 - Year the Old City was inscribed as a UNESCO World Heritage Site
- 3 million - Number of tourists who visited Jerusalem in 2012
- 1,578 - Public gardens and parks in Jerusalem
- 60 - Museums in Jerusalem
- 26 - Wineries in Jerusalem
- 23 - Average age of population
- 524 - Schools
- 26 - Average number of students per class
- 64 - Different kinds of bread baked every morning
- 30,000 - Volunteer workers in Jerusalem
- 4 - Seas that surround Jerusalem (The Dead Sea is the closest, followed by the Mediterranean, the Sea of Galilee, and the Red Sea)

Sources: Municipality of Jerusalem, The Jerusalem Institute for Israel Studies, Tower of David Museum of the History of Jerusalem, the Jerusalem Post, In and About Jerusalem, Eyewitness Guide to Jerusalem (Dorling Kindersley, 2010), New Encyclopedia of Archaeological Excavations in the Holy Land (NY 1993) by Professor Benjamin Mazar; The Archaeology of the Holy Land (Cambridge 2012) by Dr. Jodi Magness.

QUOTES ABOUT JERUSALEM

“Everybody has two cities, their own and Jerusalem.”

- Teddy Kollek, Mayor of Jerusalem 1965-93

“How I should like to visit Jerusalem sometime.”

- Abraham Lincoln, U.S. president

“Jerusalem is the only ancient city I’ve ever seen whose antiquities are not on display as relics, but are in daily use.”

- Saul Bellow, author

“I remember the sensation of silence and of light, suspended like mystic vapor over the City of Jerusalem.”

- Marcello Mastroianni, actor

“The most wonderful thing about Jerusalem is that I always find little corners that I don’t know. It is the biggest smallest city in the world.”

- Yehuda Amichai, poet

“The view of Jerusalem is the history of the world; it is more, it is the history of earth and of heaven.”

- Benjamin Disraeli, British statesman



Educational Activities

Small Ideas

5-10 minute activities that can be done before or after the movie by an interpreter

- 1. **Be your own archaeologist**—This activity requires students to dig something out of a bucket of sand, measure it, and record details on paper. Multiple objects should be buried.

For younger students:

- o If iPads are available, have students:
 1. Read one of the three case studies available online at NatGeoEd.org/Jerusalem
 2. Dig first object out of a bucket of sand
 3. Photograph item using iPad from all angles
 4. Rebury object, and repeat as many times as desired with different objects
 o If iPads are unavailable, provide drawing paper, markers, and tape measures. Have students:
 1. Dig first object out of a bucket of sand
 2. Draw item (and record its measurements if students are old enough to measure) on the drawing paper
 3. Rebury object, and repeat as many times as desired with different objects

For older students:

Bury multiple objects in a large, shallow tub of sand and create a grid system over the edges of the tub using tape. Provide each student with a grid guide. For example, give them a handout with a table such as this on it. (The number of squares on your grid guide should match the number of squares created over your bin with the tape.)

1	2	3	4
5	6	7	8

Using archaeology tools, have students investigate each square on the grid and record what they find on their handout. Recordings could include a drawing of the object, its measurements, and notes about its physical description and possible uses. Some squares should not have any material buried in them.

- 2. **Create a map of a dig site**—Arrange multiple objects in a large, shallow bin of sand so they are visible. Using drawing paper and markers that you provide, have visitors create a map of the dig site. They should record what objects are where. Discuss the importance of creating and using a guide of a dig site.
 3. **Archaeology Overview**—Display frequently used tools of an archaeologist —pen, paper, iPad, metal detectors, GPS, shovels, brushes, hoes, etc. Give a 5-minute overview of what an archaeologist does, and answer learners’ questions.

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4. **Focus on perspective**—Have students compare images of religious sites around Jerusalem. Show them the first image and ask what they think it is a picture of. This image should be very zoomed in. For example, show a picture of the mosaic tiling on Dome of the Rock. After they have made their guesses, show students a second image of the same subject. This image should be from very far away. Following the same example, show students a picture of the entire Dome of the Rock. Ask: *What is this a picture of?* Reveal to students that both images are of the same object, and discuss how different perspectives altered students' perceptions of the same subject. Ask: *Why is it important to look at subjects from different perspectives?*
5. **Alternative Energy Demonstration**—Discuss how archeologists supply power to tools in the field, and provide an example: solar energy cell phone charger, chemical, hand-powered generator to power a light bulb, etc. depending on your available resources. Talk to how the example works.
6. **Cookie Excavation**—Provide each student with a chocolate chip cookie. Give students 10 seconds to estimate how many chocolate chips are in their cookie, and have students record their guesses. Then give each student a cup of water and have them put their entire cookie in it. Their goal is to dissolve the cookie. Once their cookie is dissolved, help students remove the chocolate chips.
 - o Assist students in pouring their water-cookie mixture through a strainer, and have them pick out the chocolate chips;
 - o Or have them remove their cookie and manually pick out the chocolate chips.

Have students count the number of chocolate chips their cookie actually contained. How did their guesses compare? What was the benefit of doing an actual excavation, compared to a visual observation? Make sure to provide new cookies for the students to eat afterwards.

For older students: Have students estimate the percent of mass the chocolate chips constitute of the entire cookie instead of estimating the number of chips. After making their guesses, have students measure the cookie and then follow the same instruction as the younger students to remove the chocolate chips. Rather than counting the number of chips, have students measure their mass. Divide that by the total mass of the original cookie, and multiply by 100 to find the percent of the cookie's mass constituted by chocolate chips. Have a discussion on how student estimations compared to actual numbers, and provide new cookies for the students to eat during the discussion.

Big Ideas

1. **Night at the Museum**—Invite students to an evening screening of the film. (If possible, invite groups to spend the night at the museum.) Before the film, set up stations around the museum and do a number of the smaller activities previously mentioned in this guide. After the film, do some of the larger activities available at NatGeoEd.org/Jerusalem. The Crossing Social Boundaries activity, written specifically for informal educators, is an excellent fit and is available at: http://education.nationalgeographic.com/education/activity/breaking-down-invisible-walls/?ar_a=2
 1. If you want to provide dinner, consider providing foods from Muslim, Jewish, and Christian traditions. To find information about the traditions, refer to this activity: http://education.nationalgeographic.com/preview/education/activity/culture-and-food-and-ritual-oh-my/?ar_a=1
2. **Host a Community Potluck**—Invite members of your community to dinner and a show! JERUSALEM features religious meals (Eid al-Fitr, Seder, Easter) and traditional foods. Invite community members to bring their own traditional foods for a food tradition festival. Before the event, discuss the importance of food rituals. Food resides at the intersection of politics, place, and culture, and is an important tool for understanding the world around us.

3. **Bake Bread**—Break students into three groups. Have each group research bread associated with the three religions featured in JERUSALEM (Christian: various, Jewish: matzo, Islam: lavash). After researching their bread, have each group bake their bread using the provided recipes:

1. Christian: <http://www.npr.org/templates/story/story.php?storyId=9333938>
2. Jewish: <http://www.food.com/recipe/unleavened-bread-for-passover-134022>
3. Islam: <http://mideastfood.about.com/od/breadsrice/r/lavashrecipe.htm>

Have students share their bread with the other groups, and have each group share what they learned about their assigned religion as students sample one another's bread.

TIP: These breads are hard to bake. Have a supply of each on hand in case the student versions do not come out well.

4. **Archaeology Olympics**—Get kids outside using the tools a real archaeologist would use. Host an Archaeology Olympics, where students compete in teams using fun activities inspired by real-world archaeology skills and tools. See activity here: <http://www.flpublicarchaeology.org/resources/BeyondArtifacts2011.pdf>

About the Organizations

National Geographic Education

Since its founding in 1888 “for the increase and diffusion of geographic knowledge,” the National Geographic Society has worked to educate audiences about our planet. National Geographic Education develops programs for educational settings—in and out of school. We do this by targeting two goals: Geo-Literacy and Educational Outreach.

National Geographic Education is the nonprofit, education arm of National Geographic. Our focus is on creating and providing free educational resources for teachers, parents, and students. Everything we do on our website, NatGeoEd.org—from lesson plans to classroom activities to educational games and interactives—is free to everyone and aligned to state standards.

Cosmic Picture

Cosmic Picture was founded by Taran Davies and Dominic Cunningham-Reid to produce dynamic giant screen and theatrical films to entertain and educate audiences about culture, faith, history, science, and the environment. Cosmic Picture’s last film was the award-winning IMAX feature documentary “Journey to Mecca.” For more information, visit www.cosmicpicture.com.

Arcane Pictures

Founded by George Duffield and Meg Thomson, Arcane Pictures’ mission is to make powerful and moving films. Arcane is at the forefront of combining documentaries and the power of cinema to change the world. Its most recent film, “The End of the Line,” won the inaugural Puma Creative Impact prize for the documentary that achieved the largest social impact in the world. This film continues to alter overfishing policies worldwide.

National Geographic Cinema Ventures/National Geographic Entertainment

National Geographic Cinema Ventures/National Geographic Entertainment is responsible for production and distribution of giant screen, 3D, and specialty films. Over the last decade, NGCV/NGE has produced or released a number of successful films, including Oscar-nominated documentaries “Restrepo” and “The Story of the Weeping Camel”; giant screen award-winning films “Sea Monsters: A Prehistoric Adventure,” “U2 3D,” “Mysteries of Egypt,” and “Forces of Nature”; and feature-length films “The Last Lions” and “Life in a Day.” Lisa Truitt is president of NGCV/NGE, and Mark Katz is president of NGCV/NGE distribution. For more information, visit www.nationalgeographic.com/movies.

NATIONAL GEOGRAPHIC ENTERTAINMENT PRESENTS
A COSMIC PICTURE/ARCANE PICTURES FILM

JERUSALEM

Narrated by Benedict Cumberbatch

First-Ever 3D/2D Giant Screen Film to Soar Above Ancient City and Holy Land is Spectacular Cinematic Journey that Explores the Intersection of History, Science, and Religion

Film Opens In IMAX®, Giant Screen, and Digital Cinemas in North America on September 20, 2013

WASHINGTON (August 12, 2013) — Jerusalem: sacred to half the people on Earth; fought over more than any other place in history; conquered and destroyed, rebuilt and reinvented repeatedly over 5,000 years. Now, for the first time, a new 3D/2D giant screen film adventure immerses audiences in a spectacular cinematic journey—soaring high above the Holy Land and plunging deep into the vibrant Old City—so they can experience as never before the iconic sites cherished by billions. **JERUSALEM** is a breathtaking new film that explores on a grand scale the intersection of science, history, and religion in this ancient, enigmatic place. The original production from Cosmic Picture and Arcane Pictures and distributed by National Geographic Entertainment will premiere in giant screen, IMAX®, and digital 3D cinemas in the USA and worldwide beginning September 20, 2013.

Narrated by Benedict Cumberbatch (“Star Trek into Darkness,” PBS’s “Sherlock”), **JERUSALEM** gives audiences a rare glimpse of the storied city, as well as exclusive access to iconic holy sites—including the Western Wall, the Dome of the Rock, the Church of the Holy Sepulchre, the Jordan River, the Sea of Galilee, and the mountain fortress of Masada—and to little-known parts of the region. The 43-minute large format film was executive produced by the late Jake Eberts, legendary producer of movies such as “Chariots of Fire,” “Driving Miss Daisy,” and “Dances with Wolves”; produced by Taran Davies, George Duffield, and Daniel Ferguson; and written and directed by Daniel Ferguson. Large format industry veteran Reed Smoot, ASC, is director of photography.

Special access is one of the unique aspects of the film. Filmmakers were granted permission to capture aerial images over the Old City of Jerusalem and throughout the Holy Land. A strict no-fly zone has existed over the region for many years, restricting low-altitude filming. Once permission was secured, the filmmakers launched a major campaign in both Hebrew and Arabic to notify the public weeks before filming began.

“**JERUSALEM** embodies National Geographic’s commitment to tell visually compelling stories that foster greater understanding and appreciation of world cultures, history, science, and geography,” said Lisa Truitt, president of Cinema Ventures at National Geographic Entertainment. “With this extraordinary film’s immersive experience, audiences will feel as if they are really walking the streets of this beloved and iconic place.”

“Through the unrivaled beauty, visceral nature, and incredible technology of giant screen cameras, we were able to compose the images and move the camera in a way that makes you feel as if you are experiencing Jerusalem first-hand,” said writer/director Ferguson. “We were thrilled with the opportunity to provide audiences with the story of the Old City on this grand scale, and offer unique perspectives, aeriels, and access to this part of the world in a way you could never get in any other format.”

JERUSALEM presents the story from many perspectives—interviewing a prominent archaeologist and following real-life inhabitants of the ancient city to explore the enduring appeal of this unique crossroads of civilization.

With thousands of archaeological sites, Jerusalem is one of the most excavated cities on the planet, with so much more waiting to be discovered. Since 2010, the **JERUSALEM** production team has followed several of the most impressive excavations in and around Jerusalem, documenting their progress as well as the tools used to uncover and understand the past. The film features renowned archaeologist and religious studies professor Dr. Jodi Magness of the University of North Carolina at Chapel Hill, who explains the many layers that chronicle this important city. In the film, Magness leads a group of students through an ancient water tunnel beneath the biblical-era city that conveyed water from Gihon Spring outside city walls to the residents in the event of a siege by an invading army. She also gives audiences a tour of excavations around the Western Wall, marveling at one of the greatest feats of engineering in the ancient world.

Audiences will also meet three teenagers who call Jerusalem home—Farah Ammouri, Revital Zacharie, and Nadia Tadros—from each of the three major world religions that share the Old City. From the Damascus Gate and the Dome of the Rock, to the Western Wall and the Church of the Holy Sepulchre, the girls each reveal the Holy City from their own perspective. For those of the Jewish faith, Jerusalem represents their homeland. Every synagogue in the world faces Jerusalem, and three times a day, Jews

pray toward the temples that once stood here above “the Kotel,” or Western Wall. They believe prayers

pass through the Kotel to God. For Christians, Jerusalem is the place where Jesus was arrested and sentenced to death nearby in the Garden of Gethsemane. The Via Dolorosa, or “Way of Sorrows,” is said to be the path Jesus took on his way to crucifixion. For Muslims, Jerusalem is the city of the prophets. Muslims believe Mohammed was taken on a miraculous journey from Mecca to Jerusalem, where he ascended to heaven on a ladder of light, which they associate with the Dome of the Rock.

Using the highest resolution cinematography in the world, **JERUSALEM** captures each of these beloved places and takes audiences there as never before.

For thousands of years, people of different faiths have been drawn to this Holy City. Nowhere is this more apparent than in **JERUSALEM**.

THE FILM AT A GLANCE

- 5 years in the making (2009-13)
- Shot over 3 years (2010, 2012, 2013) in Israel, the Palestinian Territories, and Jordan over 4 shoots: Aerial Unit Spring 2010; Main Unit Spring 2012 (Easter and Passover); Main Unit Summer 2012 (Ramadan and Archaeology); and Time Lapse Unit Winter 2013
- Minimum Size of Crew: 10 people
- Maximum Size of Crew: 80 people
- Filmed with 4 different cameras: IMAX 15-perf 65mm film; Sony F65; RED Epic; Nikon D800E
- The film employed artists and technicians from Canada, the United States, the United Kingdom, France, Germany, Israel, the Palestinian Territories, and Jordan
- A 70mm 3D film print of Jerusalem weighs more than 225 kilograms (500 pounds)

For more information on **JERUSALEM**, including theater listings, links to the trailer, and behind-the-scenes videos, visit www.jerusalemthemovie.com. Become a fan on Facebook at facebook.com/jerusalemthemovie. Or follow us on Twitter @Jerusalem_Movie, #jerusalemfilm

NATIONAL GEOGRAPHIC ENTERTAINMENT PRESENTS
A COSMIC PICTURE AND ARCAINE PICTURES FILM

JERUSALEM

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DANIEL FERGUSON

Produced by
TARAN DAVIES
GEORGE DUFFIELD
DANIEL FERGUSON

Executive Producers
JAKE EBERTS
DOMINIC CUNNINGHAM REID

Narrated by
BENEDICT CUMBERBATCH

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