

EDUCATOR SUBMITTED LESSON PLAN
ISRAEL AND JEWISH IDENTITY

SUBJECT AND GRADE LEVEL

Israel and Jewish Identity; 6th Grade

AUTHOR(S)

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ENDURING UNDERSTANDING

Israel was made as a place where I can identify with my Jewishness.

ESSENTIAL QUESTION(S)

- To what extent do Diaspora Jews need to be concerned with Israel's future?
- To what extent does a Jew need to physically experience Israel in order to feel Jewish?
- Does one need or should one aspire to live in Israel to feel more "Jewish"?

OBJECTIVES:

Students will:

- Be able to locate textual evidence of the Jewish relationship with Israel
- Be able to define "homeland" and answer the question "what does a Jewish homeland mean?"
- Be able to understand or tell why Palestine (now Israel) was chosen to serve as the Jewish homeland
- Be able to identify the leaders, the integral figures of the early Zionist movement, who had an impact on the revival of and creation of Israel as the Jewish state during the 19th/20th centuries
- Be able to identify the various types of Zionism or the various reasons that the Jews wanted a Jewish homeland and the key figures associated with each Zionist movement

ASSESSMENT:

Write 1-2 paragraphs on the following:

Imagine that you are an early Zionist and you need to present your case to the international community to gain support for a Jewish homeland. What evidence can you give to support the necessity for a "Jewish state" and what are the preliminary steps that need to take place in order for this to become a reality? Please write your request in the form of a letter or speech.

ACTIVITIES AND PROCEDURES

- Begin with a discussion of why students like to live in the US. What makes America a great place for Jews to live?
- Continue the group discussion with the following question: "What would make you (the students) want to leave the US? What would make you leave your family, friends, familiar surroundings and move to another place that you are not as comfortable with?"
- Do a comparison of the life of Herzl and the students - "let's talk about this guy who had it all (money, education, success, cultural integration, etc.) but decided to advocate on behalf of a Jewish homeland. How was he like you? Do you see any similarities or differences? Why was Israel the choice for him?"

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ACTIVITIES AND PROCEDURES (CONTINUED)

- Take a look at various textual examples of the Jewish relationship (historical) with the land of Israel (Eretz Yisrael).

Station project:

- Show some YouTube or audio - visual piece of Herzl and give a list of questions to answer.
- Excerpt of Herzl book "The Jewish State" with questions
- Have pictures and short biographies of the different types of Zionism and the important figures associated with each one. A few questions on the main philosophy and major point of each should be given.
- Provide documentation or examples of the international response to Herzl's proposal with questions to accompany it/them

NOTES

I will review an earlier lesson on anti-Semitism (especially during the Middle Ages) and Jewish life and thought during the 19th century in order to give students evidence to use for the assessment.