

**EDUCATOR SUBMITTED LESSON PLAN**  
**ISRAELI DECLARATION OF INDEPENDENCE**

**SUBJECT AND GRADE LEVEL**

Israeli Declaration of Independence; 7th-8th Grade

**AUTHOR(S)**

Jennifer Davids and Sharon Zellner (2010)

**ENDURING UNDERSTANDING**

- Connection with the land, people, and history of Israel is a core component of Jewish identity.
- The creation of the State of Israel must be understood in the context of Jewish and world history.
- Understanding that Zionism has changed Jewish history presents opportunities for reflection on Jewish peoplehood, connection of the land, and Jewish identity in modern times.

**ESSENTIAL QUESTIONS:**

- What connects us to the land, people, and history of Israel? How do these affect Jewish identity?
- How does our knowledge help us to understand the creation of the State of Israel?
- How does understanding the ways that Zionism changed Jewish history help us to reflect on Jewish peoplehood, connections to the land of Israel, and Jewish identity?

**OBJECTIVES:**

Students will:

- Analyze the Declaration of Independence (DOI) in order to identify:
  - National and religious roots of Jewish independence
  - History events that are used as justification for statehood
  - The ethical and moral mission of the State
  - Rule and regulations/government organization laid out in the document

**ASSESSMENT:**

Congratulations! It is 1949 – you have just been made one of the new ambassadors for the fledgling State of Israel. You will write a persuasive speech from this perspective, convincing foreign nations to recognize Israel. You will use the information gathered in the preceding lesson on the DOI and from lessons on the history of Zionism to support your ideas in order to persuade your reader.

Requirements: Your speech will include:

- 3-4 paragraphs, with a beginning (hook), a middle, and an end (conclusion).
- 4 pieces of evidence from the Declaration; one from each of the categories above.
- 2 pieces of evidence from outside sources (Zionist Congress, Balfour Declaration, etc.) that you have learned during this unit.
- At least 3 rhetorical structures: Aristotle’s rhetorical triangle (logos, pathos, ethos), repetition, parallel structure, concession. Excellent presentation: voice, eye contact, body language

**EDUCATOR SUBMITTED LESSON PLAN**  
ISRAELI DECLARATION OF INDEPENDENCE

**MATERIALS, SUPPLIES AND RESOURCES**

Copy of Israel's DOI, highlighters or pencils, stickers or cards double labeled with letters (A-D) and numbers (1-4) for 16 students (adjust for more)

**ACTIVITIES AND PROCEDURES**

- Class reads together the entire DOI
- Break students into 4 base groups (A-D). In groups, students underline & make margin notes corresponding to their assigned objective (A-D in objectives section). As they work, students should come to consensus on which passages support their objective (they should look to mark at least 3 examples of their objective).
- When finished, break into numbered "expert" groups (1-4). Each person in the group will take a turn sharing their information so that students can mark their own document with the appropriate margin notes.
- Regroup class and discuss the guiding question: How does the Declaration of Independence reflect the collective history and goals of the Zionist movement? What religious, historical, and moral justification do the writers of the Declaration use to support their call for independence?

**NOTES**

1-2 class periods for initial activity, 2 classes for final activity, 2 classes for oral presentations