

EDUCATOR SUBMITTED LESSON PLAN
ORIGINS OF ISRAEL'S BOUNDARIES FROM 1930S-1948

SUBJECT AND GRADE LEVEL

Origins of Israel's Boundaries from 1930s-1948; 7th Grade

AUTHOR(S)

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ENDURING UNDERSTANDING

Israel's borders in 1948 were directly impacted by strategic land purchases.

ESSENTIAL QUESTIONS:

- How were land purchases strategic?
- What role did Jews living outside of Israel have?
- How does today's map of Israel relate to what happened during the period of 1930s -1948?

OBJECTIVES:

Students will:

- Be able to draw a map showing the 5 phases of Aliyah, be able to compare and contrast the 1930s map with the current map of Israel

ASSESSMENT:

Students in small groups of 3-5 will create a presentation which will include a map, a Powerpoint and explanation of how land purchases were strategic

MATERIALS, SUPPLIES AND RESOURCES

Layered maps from CIE website, projector and laptop, maps of Israel from 1930s and current in enlarged formats, paper, markers, pens, slate boards, dry erase markers

ACTIVITIES AND PROCEDURES

Part 1:

- Anticipatory set: Ahead of time, create giant map of outline of Israel on floor of school auditorium. Include key cities for reference. As students walk in the room, they are handed a deed of purchase. Each student will place their deed where piece of land was purchased in 1930s.
- Lesson: Each student has a slate board with outline of Israel's boundaries drawn in. Teacher will go through each stage of settlement and land purchases using the CIE online presentation as well as relevant artifacts, such as photos from Israel. As we go through each step or wave, students will alter their own maps using different color of dry erase markers for each phase.

Part 2:

- Fundraising: Students will write letters from the point of view of the JNF, soliciting donations from world Jewry. The letters will need to explain why the land purchases are necessary and why Jews in the Diaspora need to support this effort. Note: copies of letters can go in student portfolios.

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ACTIVITIES AND PROCEDURES (CONTINUED)

Part 3: Photo Gallery

- Gather photos from time period showing what region and people looked like. Display photos on foam core boards with easels.
- Students will walk through gallery with clipboards and answer the following questions:
 - What do you see in the photos that is familiar?
 - What do you see in the photos that surprises you?
 - How do the photos relate to the borders we learned about?

Part 4: Group Presentations

- As final conclusion to the unit, students will work in groups of 3-4 to develop presentations on the over-arching ideas. Presentations will include a slideshow or Powerpoint, a map created by the group and information, either verbal or through a visual display, of how land purchases were strategic. Students will have access to wi-fi, poster board, art supplies, etc. Presentations will be made to an audience of 5th and 6th grade students.

NOTES: Video/record student presentations. This unit will be completed over 3-4 class sessions