

EDUCATOR SUBMITTED LESSON PLAN
SETTLING THE LAND IN ERETZ YISRAEL IN THE 1930S

SUBJECT AND GRADE LEVEL

Religion and the Declaration of Independence; 11th/12th Grade

AUTHOR(S)

Simhi Aloni and Adi Schacker (2011)

ENDURING UNDERSTANDING

The establishment of and settling in different places in *Eretz Yisrael* is a combination of the ideology of the *Olim* and the policy of the JNF (KKL)

ESSENTIAL QUESTION(S):

- How did the ideology of the *Olim* and the policies of the KKL influence the types and locations of the settlements?

OBJECTIVES:

Students will:

- Be able to describe the different ideologies of the *Olim* to *Eretz Yisrael*.
- Be able to describe the policies of the KKL.
- Be able to locate the places on the map and explain why they were chosen.

ASSESSMENT:

The students will write a (secret) letter to the *Olim* (one each) and will explain their decisions

MATERIALS, SUPPLIES AND RESOURCES

- A map of the proposed partition.
- Stickers with names of the participants (Weizman, Ben-Gurion, Ussishkin, etc.)
- A letter from a future immigrant and his/her request.
- A summary in Hebrew of Epstein's letter.

ACTIVITIES AND PROCEDURES

Part 1 (5 minutes):

- The students enter the classroom and receive a sticker with a name. They are then told by the teacher that an urgent matter came up and there's a need for an immediate meeting. The teacher "reminds" the students that they were chosen to represent an important organization called K.K.L. (JNF). The teacher explains to the students about the important mission of the KKL and asks them to sit in a round format. She then gives them two important items: (Item #1 and Item #3).

Part 2 (25 minutes):

- The students are divided into groups and read the letters from the immigrants (which will include the wishes and needs of the future immigrants). The students then will debate which city, kibbutz, location can fit this immigrant's needs. After they make their decisions, they rejoin the circle and report to the other groups about their decision and their reasons.

EDUCATOR SUBMITTED LESSON PLAN
SETTLING THE LAND IN ERETZ YISRAEL IN THE 1930S

ACTIVITIES AND PROCEDURES

Part 3

- The teacher gives the Epstein Letter to the students. Each group compares their decisions to the decisions of the committee and shares it with the group.

NOTES: : In a case of a weaker class, the teacher will distribute Epstein's Letter to support the discussion in the groups.