

EDUCATOR SUBMITTED LESSON PLAN

SUBJECT AND GRADE LEVEL

Jewish History/Israeli History; 7-8

AUTHOR(S)

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ENDURING UNDERSTANDING

The Declaration of Independence/Statehood was the end of one stage of Israeli history and the beginning of another.

ESSENTIAL QUESTIONS:

- Why might the time of the Declaration of Independence be a time of mixed emotions for both the leaders and the citizens of the new State of Israel?
- In what ways was the Declaration of Independence the end of a stage of Israeli and Jewish History?
- What challenges – immediate and long term – did the new state face as a result of the Declaration?

OBJECTIVES:

Students will:

- Be able to identify and describe the feelings they think people felt on May 14, 1948
- Be able to describe the challenges faced by the newly created State
- Be able to closely analyze a primary document, paying attention to big picture issues and small details
- Be able to summarize sources in their own words
- Be able to express their knowledge about the declaration of statehood and the state's early days in independent writing

MATERIALS:

- A variety of front pages of newspapers from May 14-16, 1948
- Front page of the Palestine Post from May 16, 1948
- Collection of photographs that could go with the headlines of the Palestinian Post
- Computers

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ACTIVITIES AND PROCEDURES

1. Introduction/warm up – using Padlet, put up a picture of Israelis celebrating in the streets on May 14, 1948 and ask students to write a caption for it
2. Discuss – what is the photo? What does it depict? How do you think Israelis felt at that moment of statehood?
 - a. Transition discussion – would there be reasons that they might have mixed emotions?
3. Newspapers – look at copies of the front page of a few local newspapers
 - a. What do you notice about formatting?
 - b. What do you notice about the types of information included?
4. Imagine that you are a newspaper editor in Jerusalem. What headlines (and articles) would you include on your front page the day after statehood was declared?
 - a. students work individually or with a partner to develop a list of at least 5 headlines
5. Look carefully at the front page of this newspaper published after statehood was declared. What do you notice?
 - a. As students comment, write their observations on the board (or type on the computer and project)
 - b. Make sure they mention: name of newspaper, date, headlines, font sizes, etc.
6. Divide students into groups.
 - a. You are going to use these headlines to create your version of The Palestine Post from May 16, 1948
 - i. Step 1: using the pictures provided, choose pictures to illustrate 6 major headlines
 - ii. Step 2: Write one paragraph articles for the headlines:
 - “State of Israel is Born”
 - “Proclamation by Head of Government”
 - (possibly “U.S. Recognizes Jewish State”) depending on what has been covered
 - iii. Step 3 (HW): Among your group, divide the other headlines. Read the article, and write a one paragraph summary. Save on flash drive and bring it in.

The Next Day:

7. Edit each other’s articles
8. Put your newspaper together. Cut out headlines and masthead and intersperse your articles and chosen pictures with the headlines. Think about newspaper formatting!
9. Discussion:
 - a. What did you notice about the types of news stories that were being reported?
 - b. Does this account for the “mixed feelings” that we commented on yesterday? Would there be other reasons for those mixed emotions?
 - c. What challenges did Israel face after it became a state?
 - i. Encourage them to think beyond war – what else did they have to do? (government, flag, anthem, post office, money, etc.)
 - d. Do you think Israel’s experience with its Declaration of Independence was unique? Can you think of other nations that have experienced similar situations? (compare to U.S.)
 - e. Is it fair to say that the Declaration of Independence marked the end of one phase of Israeli History and the beginning of another? How?