

## EDUCATOR SUBMITTED LESSON PLAN

### Jewish History

#### SUBJECT AND GRADE LEVEL

Israel's history: Ancient through first Aliyah; 11<sup>th</sup> Grade

#### AUTHOR(S)

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#### ENDURING UNDERSTANDING

A basic chronology of Israeli-Arab conflict between 1917 and 1967 (overarching, intended to introduce a larger unit)

#### ESSENTIAL QUESTIONS:

- How did Arab-Israeli relations evolve in Palestine/Israel between the passage of the Balfour Declaration in 1917, the Mandate Period, and up until the Six-Day War?

#### CONTEXT:

This activity is intended to provide students with an overview of major events in Israeli history. It is an introductory activity that is intended to engage students in a creative way. Subsequent lessons in the unit would add much more depth to the content covered by this activity. This activity is intended to last about 2-3 class periods.

#### OBJECTIVES:

Students will:

- Put events of Israeli history into chronological order.
- Research basic highlights of the events listed, and write bullet-point summaries that will be posted around the room.
- Based on their research, write an imaginary dialogue between two historical figures connected to each event, with contrasting perspectives on the event.
- Perform their dialogue in pairs for their classmates, in chronological order and will field questions from the "audience," portraying the perspective of their chosen historical figure.
- View relevant video clips of event dialogues prior to more in-depth study of each event (as a set induction for later lessons).

#### ASSESSMENT:

Students will be assessed based on their event summaries and dialogue performance, according to the following criteria:

- Clarity/accuracy (Did the summary of the event cover the basics in a clear fashion with correct facts?)
- Fair representation of different perspectives on event (Does dialogue reflect the points of view of the historical actors chosen?)

### ASSESSMENT (CONTINUED)

- Response to questions from audience (How well are the students able to respond in character?)
- Presentation (Quality of performance, expression, level of audience engagement)
- *Kavod* as audience members for other student performances (Students lose points on their own presentation if they exhibit disrespectful behaviors during other student presentations.)

### ACTIVITIES AND PROCEDURES

- Divide students into pairs.
- Distribute large post-it sheets (display-size), one to each pair of students. Each post-it should have the name of an event on it that took place between 1917-1967. (Year should not be included.)
  - Balfour Declaration (1917)
  - Hebron Riots (1929)
  - Peel Commission (1937)
  - British White Paper (1939)
  - UN Partition Plan (1947)
  - War of Independence (1948)
  - Suez Crisis (1956)
  - Six-Day War (1967)
- Instruct pairs of students to briefly look up their events on their phones or iPads in order to find dates, and then post their sheets in chronological order on wall of classroom.
- Instruct pairs of students to research their events more carefully, and to record the basic information about that event on their post-it sheets:
  - Which parties were involved?
  - What was the reason for the conflict?
  - What was the resolution of the conflict?
  - What were the immediate implications of the conflict for Israel?
- Research and creative writing:  
 Instruct pairs of students to select two historical actors involved in the event they researched, with different perspectives on their event. Based on what they have learned, they should write a dialogue for those characters that will last no more than 2 minutes when read aloud. The dialogue should begin with each actor introducing him/herself, indicating the role that person played in the event. Provide students with one class period to write their dialogue. Dialogue should be written out for submission. Students should rehearse their performance in advance of presentation for class.

**ACTIVITIES AND PROCEDURES (CONTINUED)**

- Performance and Q & A

During the next class period, student actors should perform in chronological order. This performance (of all students) should be videotaped for future classroom use. They should first introduce the event by presenting the basic background recorded in step #4. Then, they should present their dialogue in 2 minutes or less. The next 3 minutes should be spent with students in the audience asking questions of each historical figure. Student actors should do their best to respond using the perspective of their figure.