

EDUCATOR SUBMITTED LESSON PLAN

History of the Jewish People

SUBJECT AND GRADE LEVEL

History of the Jewish People- Grade 5 multi-day lessons

AUTHOR(S)

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ENDURING UNDERSTANDING

What drives Israeli Diplomacy?

ESSENTIAL QUESTIONS

- What does the acronym POWER mean?
- What are the components of Middle East diplomacy?
- Why is Israel concerned with components of POWER?

OBJECTIVES:

Students will: use various activities to experience each component of POWER to better understand Israeli needs

ASSESSMENT: Summative project

ACTIVITIES AND PROCEDURES

- Worksheet with POWER written vertically
- Water activity supplies (casserole dish, pebbles, paper cup)
- Poster activity (pictures, glue, markers, poster board)
- Computers
- Grocery store products (Israeli and non-Israeli products)
- Paper money

Activities and procedures:

- Place "POWER" on the board and ask students to discuss how POWER applies to U.S. and Israeli diplomacy with a partner
- After a short discussion, have students place ideas on the board
 - Use this information to add to their understanding
- After the discussion, explain what the acronym means:
 - P- people
 - O- oil
 - W- water
 - E-economy
 - R-recognition

EDUCATOR SUBMITTED LESSON PLAN
Israel's history: ancient through first Aliyah

ACTIVITIES AND PROCEDURES (CONTINUED)

- Have students partner and brainstorm how each component is important to diplomacy
- After 5-10 minutes, bring back the group and share. Again build further understanding from the discussion.
- Begin with People, this can be done different ways
 - Address the groups, the religious, the nationalities, immigrants, ...
 - Computer- guided research on different groups
- Oil
 - Have students create a word-splash on the board for all the uses of oil (cars, trucks, plastic...)
 - Provide a brief history of the oil industry in Israel
 - Where does Israel get its oil?
 - However, which is more important- oil or water?
- Water
 - Begin with how an aquifer works. Show students with pebbles in a casserole dish and a cup to show how a well taps in.
 - Show how a cistern works
 - Pair students and have them brainstorm how we use water every day for each part of our daily routine
 - Computer- YouTube video of Israeli desalination programs
 - Why do you think water will shape future diplomacy?
- Economy
 - Role play grocery store shopping with major products highlighting where items are from. Then show what it would be like if Israel was not under constraints from the U.N.
 - Provide a list of Israeli innovations and discuss what our lives would be like without those items
 - Discuss “boycott” and how it is used
- Recognition Activity: How important is it to be recognized?
 - Divide class in half- half placed in the hallway for a moment
 - The half in the class will be given the answers to questions
 - The other half will be brought in and will sit away from the other half who have the answers.
 - Teachers will conduct a short, five minute lesson on a topic that is well above their understanding, but those who have the answers know to answer all the questions and are praised.
 - At end of lesson, ask how it felt to be left out. Ask if they had done anything to be left out and how the “lesson” would be different if the teacher had not excluded them.
 - Use the discussion to extend learning
 - UN vs. Israel
 - How this relates to boycotts and how that impacts the economy
 - Computer- guided research on UN resolutions against Israel
 - Conclusion
 - Have students create posters explaining the acronym POWER
 - Each group is given a letter
 - Students can make collages, word splashes, or any other creative way to express that component
 - Have students present them to the whole class
 - Hang them together in a prominent place at shul to begin the conversation.
 - Computer- (look up photos to use)