

UC Berkeley History-Social Science Project
2013 Modern Israel Summer Institute
Bryan Shaw Grade 10

Unit Topic: Modern Israel

Unit Focus Question: *How has the creation of the state of Israel impacted the politics, geography, and people of the region?*

Unit Teaching Thesis: *The establishment of an Israeli has impacted the political, social, and economic landscape of the region beginning with the Age of Empire the rise of nationalism in the region and Europe, continuing through the creation and modern condition of state of Israel, and Israel's influence on US foreign policy in the middle east.*

History-Social Science Content Standard:

10.6 Students analyze the effects of the First World War.

2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

9-12 Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

Historical Research, Evidence, and Point of View

3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

**Common Core Standards: Reading Standards for Literacy in History / Social Studies 6-12:
Grade 9-12 Students:**

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Common Core Writing Standards:

WHST-01 Write arguments focused on discipline-specific content.

WHST-04 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson Plan

Lesson Topic: Post World War I Palestine

Lesson Focus Questions: *How did the post-war treaties impact claims to the land in Palestine?*

Lesson Teaching Thesis: Post World War I treaties revolving around the creation of a national Jewish homeland in Palestine aimed to show support for Zionists as well as to protect the rights of pre-existing non-Jewish communities in the region.

Text: World History: The Modern World. Prentice Hall 2007.

Primary Source:

- “Give your hand at redemption project.”, Otte Wallish, 1938.
<http://www.palestineposterproject.org/poster/give-your-hand-to-the-great-redemption-project>
- Balfour Declaration, 1917.
- Mandate For Palestine. July 24, 1922.

Writing Question: How did the Balfour Declaration and the Mandate for Palestine create tensions between Jews and Arabs regarding land ownership in Palestine?

UCBHSSP Strategies

Primary Source Analysis Strategy:

- Primary source: Analyzing a Poster
- Student Worksheet
- Teacher Key

Reading Strategy:

- Sentence Deconstruction: Balfour Declaration
- Student Worksheet
- Teacher Key
- Heading and Highlights: Mandate for Palestine
- Student Worksheet
- Teacher Key
- Secondary Source Text: Cause and Effect Chart
- Student Worksheet
- Teacher Key

Writing Strategy: Writing Question - Expository writing that develops one aspect of unit focus question (writing question will reflect lesson topic).

- Expository writing strategy: Framed Paragraph
- Student Worksheet
- Teacher Key



Balfour Declaration

Background: Below is the Balfour Declaration. This declaration was sent as a letter from the British foreign secretary, Lord Balfour, to the president of the Zionist Federation in Britain (1917).

His Majesty's Government view with favour the establishment in Palestine of a national home for the Jewish people, and will use their best endeavours to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country.

Focus Question: <i>How did the post-war treaties impact claims to the land in Palestine?</i>				
Circumstances (Prepositional phrase/ Time marker)	Subject/Participant Who?	Action/Verb Phrase What's happening?	Who/What/Where	What are the implications of the Declaration?
	His Majesty's Government	view with favour		
and	<i>(His Majesty's Government)</i>	will use their best endeavours		
it being clearly understood	that nothing shall be done	which may prejudice		
<i>(it being clearly understood)</i>	<i>(that nothing shall be done which)</i>	<i>(may prejudice)</i>		

Focus Question: *How did the post-war treaties impact claims to the land in Palestine?*

KEY

Focus Question: <i>How did the post-war treaties impact claims to the land in Palestine?</i>				
Circumstances (Prepositional phrase/ Time marker)	Subject/Participant Who?	Action/Verb Phrase What's happening?	Who/What/Where	What are the implications of the Declaration?
	His Majesty's Government	view with favour	the establishment in Palestine of a national home for the Jewish people	As of 1917, British will support Zionism, and therefore Jewish land claims, in Palestine.
and	<i>(His Majesty's Government)</i>	will use their best endeavours	to facilitate the achievement of this object	To the extent that they are able, the British will help Jewish people develop a national home.
it being clearly understood	that nothing shall be done	which may prejudice	the civil and religious rights of existing non- Jewish communities in Palestine	The effects of Zionism should not infringe on the rights of non- Jews in Palestine (Muslims and Christians).
<i>(it being clearly understood)</i>	<i>(that nothing shall be done which)</i>	<i>(may prejudice)</i>	the rights and political status enjoyed by Jews in any other country	The establishment of a national homeland will not threaten the right of Jews in other countries.

Focus Question: *How did the post-war treaties impact claims to the land in Palestine?*

The Balfour Declaration gave hope to both Jews and Arabs over the future of land claims in Palestine due to the vagueness of the document.

Name _____

Directions:

- ✓ Reading: Complete the Highlighting and Annotating for the reading selection.
- ✓ Chart: Use your understanding of the reading to complete the chart.

Reading

1. READ: a section - one to two paragraphs - Complete steps 2-4 for each section! (Sections are groups of paragraphs with a blank line above them.)
2. **HEADING TITLES** - Determine the *main idea* of the section and write the *main idea* as that section's heading title.
3. **HIGHLIGHTING**: Determine what are the *supporting details* within each paragraph (the *supporting details* are the evidence matching to the *main idea* or heading title of the section. Highlight the supporting details.
4. **ANNOTATIONS**: Your group will then add annotations to the reading, explaining why the highlighted sections are important.

Connections, topics,
exam questions

Reading Focus Question: How could the Mandate for Palestine be beneficial as well as point on contention between Jews and Palestinians?

Mandate For Palestine

July 24, 1922

Background:

Following the defeat of Germany and the Ottoman Empire in World War I, the newly created League of Nations took control of German and Ottoman territories in Asia and Africa. The League of Nations entrusted each territory to a member of the Allied Powers, which were responsible for overseeing the economic and political development of those countries until the League of Nations deemed them ready for self-government. In 1922, Britain received the mandate for Palestine. The mandate gave Britain near complete administrative control over Palestine and responsibility for governing the populations within it.

The Council of the League of Nations:

Whereas the Principal Allied Powers have agreed, ..., to entrust to a Mandatory selected by the said Powers the administration of the territory of Palestine, which formerly belonged to the Turkish Empire, ...

Whereas the Principal Allied Powers have also agreed that the Mandatory should be responsible for putting into effect the declaration originally made on November 2nd, 1917,

by the Government of His Britannic Majesty, and adopted by the said Powers, in favour of the establishment in Palestine of a national home for the Jewish people, it being clearly understood that nothing should be done which might prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country; and

...

Whereas His Britannic Majesty has accepted the mandate in respect of Palestine and undertaken to exercise it on behalf of the League of Nations in conformity with the following provisions; ...

Article 2

The Mandatory shall be responsible for placing the country under such political, administrative and economic conditions as will secure the establishment of the Jewish national home, as laid down in the preamble, and the development of self-governing institutions, and also for safeguarding the civil and religious rights of all the inhabitants of Palestine, irrespective of race and religion.

Article 9

The Mandatory shall be responsible for seeing that the judicial system established in Palestine shall assure to foreigners, as well as to natives, a complete guarantee of their rights...

Article 15

The Mandatory shall see that complete freedom of conscience and the free exercise of all forms of worship, subject only to the maintenance of public order and morals, are ensured to all. No discrimination of any kind shall be made between the inhabitants of Palestine on the ground of race, religion or language. No person shall be excluded from Palestine on the sole ground of his religious belief.

Name_____

Making Inferences

Directions: Using your previous Heading and highlights worksheet. Transfer your information to the chart below. For the columns regarding the perspectives of Jews and the Palestinians, you will have to make inferences.

Focus Question: How could the Mandate for Palestine be beneficial as well as point on contention between Jews and Palestinians?

Article and Your Headings	Evidence Choices	Jewish Perspective	Palestinian Perspective
#			
#			
#			

Balfour Declaration Shapes Policy

Whereas the Principal Allied Powers have also agreed that the Mandatory should be responsible for putting into effect the declaration originally made on November 2nd, 1917, by the Government of His Britannic Majesty, and adopted by the said Powers, in favour of the establishment in Palestine of a national home for the Jewish people, it being clearly understood that nothing should be done which might prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country; and

...

Whereas His Britannic Majesty has accepted the mandate in respect of Palestine and undertaken to exercise it on behalf of the League of Nations in conformity with the following provisions;

Article 2

Protecting all Inhabitants in Palestine

The Mandatory shall be responsible for placing the country under such political, administrative and economic conditions as will secure the establishment of the Jewish national home, as laid down in the preamble, and the development of self-governing institutions, and also for safeguarding the civil and religious rights of all the inhabitants of Palestine, irrespective of race and religion.

All freedoms would be secured
for all inhabitants of Palestine

Article 9

A Fair Judicial System

The Mandatory shall be responsible for seeing that the judicial system established in Palestine shall assure to foreigners, as well as to natives, a complete guarantee of their rights...

Article 15

Religious Freedom

The Mandatory shall see that complete freedom of conscience and the free exercise of all forms of worship, subject only to the maintenance of public order and morals, are ensured to all. No discrimination of any kind shall be made between the inhabitants of Palestine on the ground of race, religion or language. No person shall be excluded from Palestine on the sole ground of his religious belief.

Religious freedom for all



DEFENDING
EDUCATION

KEY

Article and Your Headings	Evidence Choices	Jewish Perspective	Palestinian Perspective
#2 Protecting all inhabitants of Palestine	secure the establishment of the Jewish national home	Jews could have excited that the Declaration was allowing for the establishment of a Jewish national home.	Palestinians could have been upset that their country would be using land for the establishment of the Jewish national home.
#9 Fair Judicial System	The judicial system established in Palestine shall assure to foreigners, as well as to natives, a complete guarantee of their rights.	Jews could have seen this as securing their rights if they were to move to Palestine.	Palestinians probably felt that their pre-existing judicial system was not going to be respected and that would have upset them.
#15 Religious Freedom	No person shall be excluded from Palestine on the soul ground of his religious belief.	Jews would have seen this as a guarantee for their religious freedom in Palestine	Palestinians could have felt relieved that they would be allowed to practice their religious beliefs.

Cause and Effect: Population of Palestine

Background: The issuance of the Balfour Declaration in 1917 and the Mandate for Palestine in 1922 had a profound impact on the population in Palestine.

Using the population chart below and the passage from the textbook, fill in the cause and effect chart at the bottom of the page.

Focus Question: What impact did the Balfour Declaration and the Mandate for Palestine have on Jewish immigration to Palestine?

<u>Year</u>	<u>Arabs</u>	<u>Jews</u>	<u>Total</u>
1922	<u>714,282</u>	<u>93,360</u>	<u>816,123</u>
1925	<u>771,496</u>	<u>137,484</u>	<u>918,052</u>
1929	<u>835,862</u>	<u>164,492</u>	<u>1,010,224</u>
1934	<u>938,862</u>	<u>284,305</u>	<u>1,234,129</u>
1938	<u>1,037,689</u>	<u>412,552</u>	<u>1,462,249</u>

At first, some Arabs welcomed the money and technical skills the Jews brought with them. But as more Jews moved to Palestine, tensions between the two groups developed. Jewish organizations tried to purchase as much land as they could, while Arabs sought to slow down or stop Jewish immigration. Religious differences between Jews and Arabs heightened tensions. Arabs attacked Jewish settlements hoping to discourage settlers. The Jewish settlers established the military defense force. For the rest of the century, Arabs and Jews fought over the land that the Arabs called Palestine and the Jews called Israel.

-World History: The Modern World. Pg.400

<u>Cause</u>	<u>Effect</u>
because of the Balfour Declaration and the Mandate for Palestine.	
Due the increase in Jewish immigration,	
Because of the rising tensions between Arabs and Jews	

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<u>Cause</u>	<u>Effect</u>
because of the Balfour Declaration and the Mandate for Palestine.	Jewish immigration to Palestine increased steadily after 1917
Due the increase in Jewish immigration,	there was an increase in tensions between Jews and Arabs.
Because of the rising tensions between Arabs and Jews	Violent conflicts broke out between Arabs and Jews

Give Your Hand To The Great Redemption Project



Artist/Designer/Photographer:
Otte Wallish
Year: 1938

<http://www.palestineposterproject.org/poster/give-your-hand-to-the-great-redemption-project>

Name_____

Give Your Hand To The Great Redemption Project

Focus Question: What is the main goal of the Great Redemption Project?

Directions: Read through the poster translation and look for evidence that answers focus question above. As you read, underline your evidence choices. After you read the translation, answer the focus question below. Be sure to include evidence to support your answer.

Poster Translation

To the Hebrew population in the country!

During the last phase of development of our enterprise in Eretz Israel we have learned the crucial value of the redemption of lands within the general campaign to build the country, and highlighted the role of the Jewish National Fund as a major instrument for the revival of Israel on its land.

During the past 36 years, at times of expansion and downturn, the Jewish National Fund continuously redeemed new territories, an act that had an enormous impact during those times when our fate was hanging in the balance. Our situation could have been much better if we had not missed many opportunities and if the JNF had had sufficient funds to fulfill its duties. Whatever we have achieved, we will carry on, whatever we have neglected, we will complete. The entire revenue of JNF for the year 1938 is dedicated to the redemption of the Hula vicinity and the upper Galilee.

...

Give your hand to the great redemption project: donate generously through the personal tax to the Jewish National Fund.

The main goal of the Great Redemption Project was to_____

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...

Give your hand to the great redemption project: donate generously through the personal tax to the Jewish National Fund.

The main goal of the Great Redemption Project was to raise funds in order to purchase the land near Hula and the upper Galilee.

Name _____

ANALYZING ART

FOCUS QUESTION: How did the Great Redemption Project exacerbate tensions between Arabs and Jews in Palestine?

TITLE OF POSTER: _____ **AUTHOR/PUBLISHER:** _____

PLACE AND TIME: *Where and when was it published? Background information of the publication.* _____

HISTORICAL CONTEXT: *What was going on during this event or era/period?* _____

OBSERVATIONS		
DESCRIPTION OF THE CARTOON <i>What I see... What objects, symbols, captions, people are portrayed in the cartoon? Be specific!</i>	MEANING <i>What do the objects, people, words, etc. symbolize or represent?</i>	QUESTIONS/REACTION <i>I wonder... My reaction to the cartoon is...</i>
	→	MESSAGE/ARGUMENT: <i>Explain the message of the cartoon.</i>
	→	
	→	
	→	
CRITICAL THINKING		

Why might Arabs be upset over this advertisement with regards to land claims?

WRITING ACTIVITY – FOCUSING ON A RECRUITMENT POSTER

FOCUS QUESTION: How did the Great Redemption Project exacerbate tensions between Arabs and Jews in Palestine?

This poster could have further exacerbated tensions between Arabs and Jews in Palestine because the poster is advocating for

(Message of the poster)

This is evident by the depiction of

(What do you see in the poster that illustrates the message?)

In addition, the poster states that

(What text in the poster could upset Arabs living in Palestine)

This would have increased tensions because

(Explain how your evidence increased tensions)

FOCUS QUESTION: How did the Great Redemption Project exacerbate tensions between Arabs and Jews in Palestine.

TITLE OF POSTER: Give your hand to the Great Redemption Project

AUTHOR/PUBLISHER: Otte Wallish

PLACE AND TIME: 1938 in Palestine. This was published during a time when Jews were attempting to purchase lands in the region

HISTORICAL CONTEXT: There was a global increase in anti-Semitism and the beginnings of World War II were being forged.

OBSERVATIONS		
DESCRIPTION OF THE CARTOON <i>What I see... What objects, symbols, captions, people are portrayed in the cartoon? Be specific!</i>	MEANING <i>What do the objects, people, words, etc. symbolize or represent?</i>	QUESTIONS/REACTION <i>I wonder... My reaction to the cartoon is...</i>
"During the past 36 years, at times of expansion and downturn, the Jewish National Fund continuously redeemed new territories "	Jews were actively purchasing land in Palestine	MESSAGE/ARGUMENT: <i>Explain the message of the cartoon.</i> The Jewish National Fund was actively trying to get funds in order to purchase land
Man with a shovel looking to the mountain	The man is ready to work on the land he is looking at	
"The entire revenue of JNF for the year 1938 is dedicated to the redemption of the Hula vicinity and the upper Galilee."	The JNF is going to try to purchase more lands.	
(**Teacher note: Directions explicitly asks for three pieces of evidence – 4 th box is provided as some students will have more evidence that they will later not use)		

CRITICAL THINKING

Why might Arabs be upset over this advertisement with regards to land claims?

Jews were actively buying lands and claiming it as their own which would have made Arabs feel pressure over losing land.

FOCUS QUESTION: How did the Great Redemption Project exacerbate tensions between Arabs and Jews in Palestine?

This poster could have further exacerbated tensions between Arabs and Jews in Palestine because the poster is advocating for

Jews to donate money to a Zionist organization in order to purchase lands in Palestine.

This is evident by the depiction of a man looking at a mountain, waiting for the opportunity to work on the land.

In addition, the poster states that “The entire revenue of JNF for the year 1938 is dedicated to the redemption of the Hula vicinity and the upper Galilee”.

This would have increased tensions because Arabs would have felt like the Jews were working together to purchase lands in the region.



How did the Balfour Declaration and the Mandate for Palestine create tensions between Jews and Arabs regarding land ownership in Palestine?

Topic Sentence: (Expectations of Arabs and Jews over future land claims)

Supporting Evidence #1: (Cite specific evidence from the Balfour Declaration or Mandate for Palestine)

Analysis for Evidence #1: _____

Supporting Evidence #2: (Cite from the Population Chart and the textbook passage)

Analysis for Evidence #2: _____

Supporting Evidence #3: (Cite from recruitment poster)

Analysis for Evidence #3: _____

Sentence Starters for Analysis

This means that...
This evidence shows that...

This is important because...
This is significant because...

How did the Balfour Declaration and the Mandate for Palestine create tensions between Jews and Arabs regarding land ownership in Palestine?

How did the Balfour Declaration and the Mandate for Palestine create tensions between Jews and Arabs regarding land ownership in Palestine?

Topic Sentence:

Due to the vagueness of the Balfour Declaration and the Mandate for Palestine, tensions were created between Arabs and Jews in Palestine.

Supporting Evidence #1: For example, the Balfour Declaration stated that Britain would support a national home for Jews in Palestine; however, it also stated that the right of all inhabitants would be protected.

Analysis for Evidence #1:

This shows that both Jewish residents as well as Arab inhabitants of Palestine felt that their civil and land rights would be protected by Britain.

Supporting Evidence #2:

Jewish immigration to Palestine steadily increased in the 1920s and 1930s. At the same time, violence increased between Jewish immigrants and Arabs.

Analysis for Evidence #2:

This shows that demographic changes heightened tensions around land claims and religion between the two groups.

Supporting Evidence #3:

With the Great Redemption Project in 1938, the Jewish National Fund was actively requesting Jews to donate funds to purchase additional lands in Palestine.

Analysis for Evidence #3:

This is important because the JNF was advertising that they wanted to claim more lands in Palestine. The JNF organization made it possible for Jews to buy more land; this upset Arabs in the region because they might lose their land.