

CHAPTER

5 LAYERS OF HISTORY

War and Peace

Chapter Overview: Israel is layered with history. Jewish history is in the museums, in the streets, and buried underground, waiting to be uncovered by archaeologists. Throughout history, Israel has been home to Jews as well as many other civilizations. After the Second Temple was destroyed, Jews dispersed to the Diaspora. Jewish immigration to modern Israel occurred in major waves. Spurred by the injustices of 1895's Dreyfus Affair, Theodor Herzl led a campaign to establish a permanent homeland for the Jewish people in the Land of Israel. In 1948, the State of Israel was established. Israel has fought many wars to ensure its survival and continues to struggle to create a lasting peace.

Core Concepts

- Since the Second Temple in Jerusalem was destroyed in 70 CE, Jews primarily have lived in the Diaspora, though some Jews immigrated to the Land of Israel.
- A series of historical events led to Israel's formation as a state.
- Israel fought to become a state and continues to struggle to maintain its existence.
- Israel has come close to negotiating a lasting peace with the Palestinians but has yet to achieve that ideal.

Learning Objectives – Students will:

- Explain why Jews moved to the Diaspora in 70 CE, as well as the key events and figures that led to Israel's formation in 1948. (Lesson 1)
- Discuss Israel's major military conflicts and explain the events that led to each conflict. (Lesson 2)
- Articulate a basic understanding of Israel's current conflicts with the Palestinians and with surrounding nations. (Lesson 3)

Lesson Summaries

- Lesson 1: Students create an interactive online timeline for the events that led to Israel's establishment.
- Lesson 2: Students continue their timelines, creating entries for Israel's major military conflicts.
- Lesson 3: Students review Israel's history and discuss the root causes of conflict with the Palestinians.

Hebrew Connection

- **Haganah:** A militia created in the 1920s to protect Jewish settlers in Palestine, precursor to the Israel Defense Forces



Tech Connection

- Visit Modern Israel Online with your class and explore the links for this chapter. Discover archaeological treasures, play an interactive game about Israel's history from ancient times to the modern, and view a clip of David Ben-Gurion reading Israel's Declaration of Independence. See page 7 of this Lesson Plan Manual for more information about Modern Israel Online.
- Use publishing software to create newspaper pages, complete with headlines and stories, for significant dates in Israel's history.
- Visit <http://theicenter.org/educatorresource/toldot-yisrael> to watch videos of people recalling their memories about the establishment of Israel in 1948. Encourage students to interview older relatives about what they remember about the establishment of Israel, film it, and post it to your class Wikispace.

Chapter 5: Lesson 1

What events led to Israel’s establishment in 1948?

Materials Needed:

The supplement “Digital Timeline Instructions” from www.behrmanhouse.com/EMI (you can use this to set up the framework for your timeline before class), online access.

Getting Started: (5 minutes)

Before students arrive in class, write on the board, “What does it mean for a place to have ‘layers of history’?” In *hevrutah*, ask students to propose possible answers. Discuss how Israel has been controlled by many different civilizations since the Second Temple was destroyed in the year 70 CE and Jews were forced to move to the Diaspora. Thus, Israel has multiple layers of history, spanning time, culture, and religion.

Exploring the Text:

1. (5 minutes) Students thumb through pages 48-51 and page 54 to find out who controlled the Land of Israel during different time periods. (*Assyrians, Babylonians, Persians, Greeks, Romans, Ottomans, the British*) Most of the answers are in **Many civilizations** (page 49). Note that from biblical times until 70 CE, Jews mostly controlled the land.
2. (5 minutes) Explain that since 70 CE, Jews have lived in the Diaspora (outside of Israel). Use a classroom map, or refer students to the **map** on page 51, to locate Diaspora communities. (*Troyes, Hamburg, Vienna, Vilna, Cordoba, Aleppo, Baghdad, etc.*) Note that between the years 70 and 1948, neither Jews nor Palestinian Arabs had sovereign control over the Land of Israel.
3. (5 minutes) Make a list on the board of historical events that led to Israel’s establishment in 1948:
 - 1882—First Aliyah
 - 1895—Dreyfus Affair
 - 1897—First Zionist Congress
 - 1904—Second Aliyah
 - 1917—Balfour Declaration
 - 1920—Haganah Formed
 - 1945—WWII Ends/Displaced Persons
 - 1947—UN Partition Plan

Tell students that the class will be making a timeline about Israel’s history. Working individually or in small groups—depending on your class size—students will become experts on one of the listed events. They will create a one- or two-paragraph summary for a timeline entry either online or by making a poster. Students can embed related pictures, videos, and music in digital timelines.

4. (30 Minutes) Using the textbook (pages 50-56) and Modern Israel Online sources, students research their assigned historical event and develop timeline entries. To understand their event’s context, students explore support information for the events before and after theirs. Consider having students find additional resources online; be sure to monitor Internet use. For help, review the detailed instructions for creating an interactive digital timeline at www.behrmanhouse.com/EMI. If you prefer, students can create the timeline by hand or with computer printouts, designing small posters for each event to display in the classroom.



Wrapping It Up: (5 Minutes) If students need more time for the project, assign it to them to complete at home. Provide them with the log-in information for the digital timeline, and consider e-mailing instructions home to parents.



Chapter 5: Lesson 2

What wars has Israel fought throughout its history?



Materials Needed:

Recording of “Hatikvah,” downloaded from Modern Israel Online, CD or MP3 player, online access



Getting Started: (10 minutes)

A volunteer, acting as David Ben-Gurion on the day that Israel declared its independence, reads an excerpt from Israel’s Declaration of Independence (**caption**, page 57). Consider playing “Hatikvah” and asking students to stand and join in singing, as the crowd did on May 14, 1948, after Ben-Gurion read the Declaration of Independence. Direct students to the **translation of “Hatikvah”** (page 39). Reflect as a group on what it must have felt like for the Jewish people in Israel in 1948 after almost 2,000 years of exile from their homeland.

Exploring the Text:

1. (5 minutes) Tell students that this week, they will learn about Israel’s War of Independence and the subsequent wars that Israel fought against its neighbors to maintain its independence. First, answer any technical questions students may have about last week’s timeline project.



2. (5 Minutes) Prepare students to continue their timeline (begun in Chapter 5: Lesson 1), focusing on military conflicts and related issues since 1948. Write these events on the board:

- 1948—Declaring Independence
- 1948—War of Independence
- 1948—Palestinian Arab Refugees
- 1948–1952—Israel’s Jewish Population Explosion
- 1967—Six-Day War
- 1973—Yom Kippur War
- 1979—Israel and Egypt Sign Peace Treaty

Like last week, students will work individually or in small groups—depending on your class size—and become experts on one of the listed events. They will create a one- or two-paragraph summary for a timeline entry either online or by making a poster. Students can embed related pictures, videos, and music in digital timelines.



3. (20 minutes) Instruct students to bring their textbooks to the computer lab. Using the textbook (pages 57-61) and Modern Israel Online sources, students research their assigned historical event and develop timeline entries. To understand their event’s context, students explore support information for the events before and after theirs. Consider having students find additional resources online; be sure to monitor Internet use. Detailed instructions for creating an interactive digital timeline are at www.behrmanhouse.com/EMI. If students need more time for the project, assign it as homework or eliminate the “Wrapping It Up” activity.

Wrapping It Up: (10 Minutes)

Given all of the conflict in the Middle East, encourage students to consider whether things could have played out differently if a Jewish state had been founded elsewhere. Students read **Debate It** (page 53) and discuss the Uganda Plan. Ask whether in retrospect they think Herzl was correct to forgo a Jewish homeland in Uganda and work toward one in the Land of Israel.

Chapter 5: Lesson 3

How did the events in Israel’s history contribute to the current conflict between the Israelis and Palestinians?

Materials Needed:

Online access

Getting Started: (10 minutes)

Share the famous George Santayana quote: “Those who cannot remember the past are condemned to repeat it.” Explain that this piece of wisdom was made famous in reference to the Holocaust but that it holds true in other contexts as well. Ask students to share why this is true and how it might be related to the conflict between Israelis and Palestinians.

Exploring the Text:



1. (30 Minutes). Students explore the timeline they’ve created. Using the 10 items below, give students 1 minute to explore each topic, and then take 2 minutes to ask them the three questions below. If this activity takes longer than 30 minutes, consider focusing on the events that you would like to stress most, or skip the “Wrapping It Up” activity.

- 1897—First Zionist Congress
- 1917—Balfour Declaration
- 1945—WWII Ends/Displaced Persons
- 1947—UN Partition Plan
- 1948—Declaring Independence
- 1948—War of Independence
- 1948—Palestinian Arab Refugees
- 1967—Six-Day War
- 1973—Yom Kippur War
- 1979—Israel and Egypt sign peace treaty

Questions:

- a) What is the timeline item about?
 - b) How does it relate to the previous item?
 - c) How does it contribute to the current conflict?
2. (10 minutes) Explain that despite this difficult history, Israel has at times come close to negotiating a lasting peace with Palestinians. In *hevrutah*, students read **Continuing conflict** (page 62) through **Continued efforts** (page 63) to learn about the current conflict. Ask each *hevrutah* to share one item they learned about the peace process. Then, ask one student to read aloud the section **The future** (page 63). Ask students: “Have you heard anything in the news recently pertaining to Israeli security?” If yes, discuss it. If not, be prepared to bring up a recent issue.

Wrapping It Up: (5 Minutes)

Complete **Back to the Sources** (page 63) as a group, brainstorming ways to work toward a lasting peace. Discuss how achieving peace in the Middle East is exceptionally complex and that we have only begun to scratch the surface of the issue. Encourage students to be a part of the peace process by writing letters to their local representatives and Israel’s prime minister.

