

UNIT THREE :

TOWARD A BETTER WORLD

Teacher's Guide

A curriculum for Israel Engagement

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Unit Three

Toward a Better World

Goals:

- Students will be able to identify different aspects of Israeli society's development in its 60+years of independence.
- Students will be able to identify the challenges and achievements in different facets of Israeli society.
- Students will generate ideas for tools that address a challenge within one facet of Israeli society.
- Students will connect to achievements and identify how they can commit to a challenge in Israeli society.

Lesson 1:

Israeli Society

1. Introduction

We have seen that to engage with Israeli Society, we need to explore it in a meaningful manner. Last lesson, we learned about Israel's unique Geography. In this lesson, we are going to learn about the development of Israeli **Society**, its achievements and challenges.

2. Faces of Israel

- Show your students the pictures of People in Israel. Then conduct a short discussion.

Discussion Questions:

- Do they look like images you would see in our country?
 - What can you learn about Israeli Society from these pictures?
 - What questions would you like to ask?
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- Together with the students, read the information boxes below (also found in the student workbook below the photos on page 3).



Information box:

Israel is home to a widely diverse population comprised of many ethnic, religious, cultural, and social backgrounds. A new society with ancient roots, it is still coalescing and evolving today. Of its approximately 7,645,500¹, about 75% are Jews, 20% are Arabs (mostly Muslim) and the remaining 5% or less comprise Druze, and others groups.

¹ Israel's Central Bureau of Statistics, 2010.

http://cbs.gov.il/reader/newhodaot/hodaa_template.html?hoda=201011207

*The attainment of political independence and the mass immigration which followed doubled Israel's **Jewish population** from 650,000 to about 1.3 million in the first four years of statehood alone (1948-52)! This drastic demographic shift changed the structure and fabric of Israeli society.*

*The Jewish population in Israel of that time was composed of several main ethnic groups: a large **Sephardic** community (Jews who trace their ancestry back to the Jewish population of medieval Spain), as well as **Ashkenazi** settlers (Jews from Western and Central Europe), including both veteran Ashkenazi Jews, as well as the newly immigrated **Holocaust survivors**. Additionally, there were and a large minority of recent **Jewish immigrants from the Islamic countries of North Africa and the Middle East**.*

Since then, Israeli society has only become more and more diverse, with the mass immigrations from Ethiopia and the Former Soviet Union in the 1980s and 90s.

Discuss with the class:

What kinds of challenges do you think Israeli Society has to confront with such a diverse population?

3. Peer Work: Israeli Characters

In the second part of the lesson, the students will learn about important personalities that made an important contribution to Israeli Society, both before and after the Establishment of the State.

To start off, the class will play the People of Israel **Card Game** about the different well known personalities of Israeli Society.

- Print the cards that are on in the tattered file five times. Divide the class into five groups and give each group a set of cards.
- Ask the students to classify and divide the cards into four categories. Each group can decide what their four categories will be. They should come up with a title for each category.

- Alternatively, you can give them the names of the categories on the outset. The students will then have to place each character in its appropriate category.

The categories are:

1. Heroes in the Army
 2. Women in Israel
 3. Artists that contribute to the Hebrew culture
 4. People that help to build the State
- After organizing the cards into four categories above (either their own, or the categories listed above), instruct the students that each student is to select one of the characters from the deck of cards.
 - In a group discussion, ask each student to explain why he or she selected the character card that they did, and to tell the rest of the group about their character's contribution to Israeli society (reference the category the card was placed in to help.)

4. Presentation and Discussion:

- Ask the students to share with the rest of the class which categories they chose to divide the cards into. If you assigned the categories yourself, start by asking the students which characters they placed into each category.
- Ask each group to select one character from a specific category. Each group is to present that character in front of the class. Make sure you have at least one character being presented from each of the four categories. Ask the presenters to explain how their character of choice contributed to the State of Israel.

Lesson 2

Social Development

In this lesson, we are going to learn about specific social areas within Israeli Society.

1. ***Building an establishment***

- Have students come up with ideas about what **essential human needs** should be met when creating or establishing a new society.
 - Ask the students to group their answers under major headings and write them up together on the board.
- Several key examples include:
 - *Security*
 - *Health*
 - *Economy*
 - *Education*
 - *Transportation*
 - *Housing*
 - *Culture*
 - *Religion/Spiritual needs*
 - *Environment*

2. ***Peer Work: Israeli Society***

- Divide the class into five groups. Each group is going to be assigned to a different social issue that affects Israeli society¹. The five social issues we will cover are:
 1. Immigration
 2. Education
 3. Healthcare
 4. Science and technology
 5. Environmental Protection

¹The information used for this lesson is adapted from the following sources:

<http://www.jafi.org.il/education>, <http://www.mfa.gov.il>, <http://www.goisrael.com>,
<http://www.Haaretz.co.il>

- Instruct each group to read the information they were assigned and then complete the assignments following the readings (all found in the student workbook).

3. Presentation and Discussion

- Ask to each group to present their assignments to the class.
- Ask the students: **after learning about these different aspects and challenges within Israel society, what are your conclusions about the development of these areas over the last 60+ years?**
- Point out that in many ways, Israel is coping with many of the same social issues that America does. Ask the students:
 - What do you think about this?
 - Do you feel closer to Israel after learning about your shared challenges?
 - Do you believe that this common ground can help you to be more involved with Israel?
 - Explain how this involvement may take shape.

4. Homework Assignment

Instructions:

1. Each student must select a social challenge they learned about today to research on a deeper level.
2. The student must research whether or not their particular challenge exists (or existed) in the United States.
 - They must write about how America addressed the challenge.
 - They must summarize the information they find, including a description of the problem in America as well as the way it was tackled.
3. In addition, the students must provide their own suggestions for how this challenge may be addressed.
4. The students are instructed to think about the ways that the young Jews in the United States and Israel can work together and share ideas towards solving this challenge.
5. The students must write what they feel are the first steps needed to make this problem-solving partnership between America and Israel possible.

The best ideas are going to be presented at the Israel Contest; the winner will win a ticket to Israel, and partner up with young leaders in their partnership cities to get their project ideas off the ground!

(Instructions for the students are also found in the student workbook).

Suggested Assessment Criteria:

Information about the problem	30%
Suggestions about how to solve the problem	30%
Suggestions how to work in partnership with Israeli students	20%
Description of the first steps	10%
Originality	10%