**Holocaust Education through a Civics LensText

Description automatically generated**

**Declaring Independence**

*This lesson plan was developed to facilitate teaching and learning the history of the Holocaust and the required instructional approach as outlined in state statute* [*1003.42.2(g)1*](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.42&URL=1000-1099/1003/Sections/1003.42.html) *.  In addition, this lesson is aligned to the expectations of state statute* [*1003.42.2(g)2*](http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.42&URL=1000-1099/1003/Sections/1003.42.html)*: Holocaust Education Week.*

| **Teacher Notes**: N/A  [Lesson Benchmark Alignment Appendix](https://docs.google.com/document/d/1QIT3AutxhK2ri8euYBUrG0HlGXeUOJUl5Y3tIl7T2vw/edit?usp=sharing)  **All accompanying links are found in the lesson plan below** |
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| Lesson Title | Florida Civics Benchmarks | Duration of Lesson | |
| --- | --- | --- | --- |
| Declaring Independence | SS.7.C.1.4 | 1- 2 Class Periods | |
| *Other Course Applications:*  *World History*  *US History* |
| Essential Questions | | | |
| Why seek political independence?  What justifies a country to become independent?  Why do countries desire recognition of their independence from the international community? | | | |
| Learning Goals | | | |
| Students will shape arguments about Israel and its connection to independence on the international stage using the seven reasons outlined in the Israel Declaration of Establishment. Students will outline the relationship between Israel and the United States. This lesson will support student understanding as to why newly independent nations seek such recognition including trade opportunities, diplomatic relations, and military protection.  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.4 under the “Resources” tab.* | | | |
| Content Notes for Teachers | | | |
| Using the American Declaration of Independence and the U.S. Constitution as philosophical frameworks, a small group of attorneys and politicians pieced together Israel’s Declaration of Independence. On Friday, May 14, 1948, following some debate, the National Council, established to oversee the political needs of the Jewish community in Palestine, voted to accept the final text of the Declaration. That afternoon at 4 pm, David Ben-Gurion, head of the National Council, read the Declaration at the Tel Aviv Museum. Without electricity in Jerusalem, few there heard Ben-Gurion’s words. That morning, Ben-Gurion, uncertain about the coming war with Arab states, had his secretary secure a safety deposit box at a local bank so that the Declaration could be immediately placed there for safekeeping.  The Declaration was a synopsis of Jewish history to 1948 and a statement of Israel’s intent toward its inhabitants, neighbors, and the international community. It was divided into four parts: 1) a biblical, historical, and international legal case for the existence of a Jewish state in the Land of Israel; 2) the self-evident right of the Jewish people to claim statehood; 3) the actual declaration of statehood; and 4) statements about how the state would operate, including an enumeration of citizen rights. In keeping with the UN Resolution that provided international legitimacy for Jewish and Arab states in Palestine, the requirement to have a constitution was stated.  Noteworthy similarities and differences exist between the American and Israeli Declarations of Independence. Both declarations assert independence and the right of their populations to control their own destinies, free from legislative impositions and despotic abuses. In the Israeli case, however, immediate past history was included, and it reflected earlier Jewish catastrophes and the prospects of potential physical annihilation. Both declarations sought self- determination, liberty, and freedom derived their claims based on human and natural rights, promised safeguards for the individual, and proclaimed an interest in commerce or economic growth.  *Adapted from “*[*Israel Declaration of Independence*](https://israeled.org/resources/documents/israel-declaration-independence/)*” by Ken Stein, Center for Israel Education, May 2008.* | | | |
| Florida Civics Benchmarks | | | |
| SS.7.C.1.4 - Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.  Benchmark Clarifications:   * Students will explain the concept of natural rights as expressed in the Declaration of Independence. * Students will identify the natural rights specifically expressed in the Declaration of Independence (life, liberty, and the pursuit of happiness). * Students will analyze the relationship between natural rights and the role of government: 1. People are endowed by their Creator with certain unalienable rights; 2. Governments are instituted among men to secure these rights; 3. Governments derive their just powers from the consent of the governed; and 4. Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government. * Students will recognize the connection between specific grievances in the Declaration of Independence and natural rights’ violations. * Students will recognize colonial complaints as identified in the Declaration of Independence (imposing taxes without the consent of the people, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving legislatures). | | | |
| Instructional Strategies/Lesson Activity | | | |
| **Day 1**  **Hook Activity**   * Ask students the following question:   *Why declare independence?*   * Then follow up with the following question:   *What does it mean for a country to be independent?*  *In other words, what justifies a country to be independent from another country?*  *Why is the United States independent?*  **Activity**  **Part 1**   * Introduce the following background information regarding the history of Jews:   [History of Jews in 5 minutes](https://youtu.be/fIYHMdOr5Aw)  *\*Note: It is important for students to understand the history behind the land that is Israel. If students have had a background lesson or information regarding this history, you may omit the video and move to Part 2 of the activity.*   * After viewing the video above, inform students that they will now cover information on the reasons for establishing Israel as an independent state.   **Part 2**   * Divide students into 7 groups (each group will represent one of the 7 reasons outlined in the Israel Declaration of Establishment) * Prior to the lesson print and cut the individual slips to the [Matching Activity for the Seven Reasons for Establishment](https://docs.google.com/document/d/1antWe4HIWLjzCHJH-vTsHr0wnPbbuxIASZhJTmD_yZ4/edit?usp=sharing) (you may also use a digital version for this matching activity). * Have students match each rationale to the proper clarification. This will help guide the students with the other parts of the activity   **Part 3**   * Assign each group one of the seven reasons * Each group will summarize one reason and answer the guiding question associated with that reason. * Students will input their information onto the appropriate slide on the [Summaries and Political Strengths STUDENT COPY](https://docs.google.com/presentation/d/1syhLL4ADeFVlgvyUazrXLkv92sOhwDMfAiVk5v6F6QY/edit?usp=sharing) Google Slide presentation.   Use the [Summaries and Political Strengths TEACHER KEY](https://docs.google.com/presentation/d/1411RWQOaUnewW1P6DZFpBpzljJX69qesD064n9nA7e0/edit?usp=sharing) for guidance   * Students will report their summary and political strengths to the class in Day 2   **Day 2**  **Follow-Up from Day 1**   * Bring students back into their original 7 groups * Students will report their summary and political strengths to the class   Suggestions for reporting to the class may include   * have the students make a slide with their information and share it to the class * use a [Google Jamboard](https://jamboard.google.com/)   **Part 4**   * Have the students read information regarding recognition of Israel from the Truman Library:   - [Recognition of Israel](https://www.trumanlibrary.gov/education/presidential-inquiries/recognition-israel)  - [Press Release from President Truman on the recognition of Israel](https://www.docsteach.org/documents/document/united-states-de-facto-recognition-state-israel)   * After reading the background information above, inform students that both the United States of American and Israel had a desire for recognition from the international community. Ask students the following question:   *Would you have recognized Israel as a new country in 1948? Why or why not?*  *\*Note: some students may feel uncomfortable sharing their responses; therefore you may want to utilize anonymous responses.* | | | |
| Assignment(s) | | | |
| * Students’ Summary and Political Strengths for the Reason for Establishment | | | |
| Assessment and Monitoring (Checks for content and mastery) | | | |
| * Teacher observation and questioning of groups and individuals at each step of the instructional process and during transitions between activities. * Check the summaries and political strengths for understanding of the content. * Check the answers to Part 4 for understanding of the content. * Check for mastery of content with this lesson’s test items. | | | |
| Adaptations for Unique Student Needs | | | |
| * Turn on Closed Captioning during the History of Jews video * Convert the Matching Activity text into an audio format * Convert the Recognition of Israel text into an audio format * Divide the each reason into smaller segments and discuss each before proceeding * Use appropriate visuals to help guide struggling readers | | | |
| Resources and Materials | | | |
| - YouTube video: [History of Jews in 5 minutes](https://youtu.be/fIYHMdOr5Aw)  - [Matching Activity for the Seven Reasons for Establishment](https://docs.google.com/document/d/1antWe4HIWLjzCHJH-vTsHr0wnPbbuxIASZhJTmD_yZ4/edit?usp=sharing)  - [Summaries and Political Strengths STUDENT COPY](https://docs.google.com/presentation/d/1syhLL4ADeFVlgvyUazrXLkv92sOhwDMfAiVk5v6F6QY/edit?usp=sharing)  - [Summaries and Political Strengths TEACHER KEY](https://docs.google.com/presentation/d/1411RWQOaUnewW1P6DZFpBpzljJX69qesD064n9nA7e0/edit?usp=sharing)  - [Recognition of Israel](https://www.trumanlibrary.gov/education/presidential-inquiries/recognition-israel)  - [Press Release from President Truman on the recognition of Israel](https://www.docsteach.org/documents/document/united-states-de-facto-recognition-state-israel)  -[Declaring Independence Test Items](https://docs.google.com/document/d/16TjhcKs2cqo74lJjh00KGr5AHXLkXhzKFdvtxtgC2u4/edit?usp=sharing)  *Note: The* [*Florida Joint Center for Citizenship*](https://floridacitizen.org/) *(free teacher account) offers lessons on benchmark SS.7.C.1.4 under the “Resources” tab.* | | | |

**Matching Activity for the Seven Reasons for Establishment**

Directions for this activity,

* Print 7 copies of the chart below
* Cut along the dotted lines

*Note: make sure the justifications are not the same size as the rationale. It will prevent the students from matching the justifications according size and force them to read the and match the information*

* Mix up the slips of paper before giving them to students
* Give one set to each of the 7 groups

| **Rationale for Independence in the Israel Declaration of Establishment** | **Justification for Establishment** |
| --- | --- |
| *“The Land of Israel was the birthplace of the Jewish people. Here their spiritual, religious and political identity was shaped. Here they first attained to statehood, created cultural values of national and universal significance and gave to the world the eternal Book of Books.”* | supports the basic political, cultural, and religious beliefs and formation of the Jewish people in the Land of Israel. |
| *“After being forcibly exiled from their land, the people kept faith with it throughout their Dispersion and never ceased to pray and hope for their return to it and for the restoration in it of their political freedom.”* | describes the hopes of the Jewish people to return to its homeland from all parts of the Diaspora (the dispersion of the Jewish people outside Israel). |
| *“Pioneers, defiant returnees, and defenders, they made deserts bloom, revived the Hebrew language, built villages and towns, and created a thriving community controlling its own economy and culture, loving peace but knowing how to defend itself, bringing the blessings of progress to all the country's inhabitants, and aspiring towards independent nationhood.”* | focuses on immigration and settlement in the land  focuses on the aspiration for independence and  statehood by controlling their economy and defense. |

| *“In the year 5657 (1897), at the summons of the spiritual father of the Jewish State, Theodore Herzl, the First Zionist Congress convened and proclaimed the right of the Jewish people to national rebirth in its own country.”* | supports the reason why the Jews claim the territory known as Palestine including the development of Zionism |
| --- | --- |
| *“This right was recognized in the Balfour Declaration of the 2nd November, 1917, and re-affirmed in the Mandate of the League of Nations which, in particular, gave international sanction to the historic connection between the Jewish people and Eretz-Israel[[1]](#footnote-0) and to the right of the Jewish people to rebuild its National Home.”* | the Balfour Declaration demonstrates international recognition of the right of the Jewish people to return to Palestine (as Israel was called before independence) because of the Jewish people’s connection to the land of Israel |
| *“The catastrophe which recently befell the Jewish people - the massacre of millions of Jews in Europe - was another clear demonstration of the urgency of solving the problem of its homelessness by re-establishing in Eretz-Israel the Jewish State, which would open the gates of the homeland wide to every Jew and confer upon the Jewish people the status of a fully privileged member of the community of nations.”*  *“Survivors of the Nazi holocaust in Europe, as well as Jews from other parts of the world, continued to migrate to Eretz-Israel, undaunted by difficulties, restrictions and dangers, and never ceased to assert their right to a life of dignity, freedom and honest toil in their national homeland.”* | a safe and permanent homeland should be guaranteed to the Jewish people because of their suffering and losses in the Holocaust |
| *“On the 29th November, 1947, the United Nations General Assembly passed a resolution calling for the establishment of a Jewish State in Eretz-Israel; the General Assembly required the inhabitants of Eretz-Israel to take such steps as were necessary on their part for the implementation of that resolution. This recognition by the United Nations of the right of the Jewish people to establish their State is irrevocable.”* | the immigration of Holocaust survivors to Palestine and the yishuv’s (Jewish residents prior to the establishment of Israel) contribution to the war effort against the Nazis, which entitles it to be among the founders of the United Nations. It also states the recognition, expressed in the UN partition resolution, of the Jewish people’s right to its own state. |

**Test Items**

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 3 | High |

| Question | The statement below was signed by President Harry S Truman on May 14, 1948.   | This government has been informed that a Jewish state has been proclaimed in Palestine, and recognition has been requested by the provisional government thereof. | | --- |   Which political principle is presented in the passage? |
| --- | --- | --- |
| A. | Natural rights |
| B. | Equal protection |
| C. | Trial by jury |
| D. | Consent of the people |

| Question | The statement below was signed by President Harry S Truman on May 14, 1948.   | This government has been informed that a Jewish state has been proclaimed in Palestine, and recognition has been requested by the provisional government thereof. | | --- |   Which political principle is presented in the passage? | |
| --- | --- | --- | --- |
| A. | Natural rights | **Incorrect**-Natural rights focus on “life, liberty and the pursuit of happiness,” which is not described in the passage. |
| B. | Equal protection | **Incorrect**-Equal protection focuses on how the government treats its citizens, which is not described in the passage. |
| C. | Trial by jury | **Incorrect**-Trial by jury focuses on how accused criminals are prosecuted, which is not described in the passage. |
| D. | Consent of the people | ***Correct***-The U.S. president has been asked to formally recognize a new nation. To earn that recognition would justify that the new nation possesses the same values as found among U.S. political principles. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 3 | High |

| Question | The statement below was signed by President Harry S Truman on May 14, 1948.   | This government has been informed that a Jewish state has been proclaimed in Palestine, and recognition has been requested by the provisional government thereof. | | --- |   Based on the passage, which option represents President Truman’s most likely next step? |
| --- | --- | --- |
| A. | Introduce legislation |
| B. | Appoint ambassadors |
| C. | Ratify a treaty |
| D. | Impeach a representative |

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| --- | --- | --- | --- |
| A. | Introduce legislation | **Incorrect**-The president may ask Congress for a law to support a newly independent government although the likely next step would be to establish a formal relationship with the new nation. |
| B. | Appoint ambassadors | ***Correct***-The president would likely appoint an ambassador to a new nation supported by the U.S. to establish a formal international relationship. |
| C. | Ratify a treaty | **Incorrect**-The president does not have the power to ratify treaties. |
| D. | Impeach a representative | **Incorrect**-The president does not have the power of impeachment. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 3 | Moderate |

| Question | The passage below is from a historical document.   | On the 29th November, 1947, the United Nations General Assembly passed a resolution calling for the establishment of a Jewish State in Eretz-Israel; | | --- |   Which U.S. document includes ideas like those found in the passage? |
| --- | --- | --- |
| A. | The First Amendment |
| B. | The Mayflower Compact |
| C. | The English Bill of Rights |
| D. | The Declaration of Independence |

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| --- | --- | --- | --- |
| A. | The First Amendment | **Incorrect**-The First Amendment focuses on freedom of expression in various forms, which is not referenced in the passage. |
| B. | The Mayflower Compact | **Incorrect**-The Mayflower Compact does not focus on establishing new nations |
| C. | The English Bill of Rights | **Incorrect**-The English Bill of Rights focuses on government guaranteeing rights but does not focus on establishing new governments. |
| D. | The Declaration of Independence | ***Correct***-Like the passage, the Declaration of Independence focuses on establishing a new nation. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 1 | Moderate |

| Question | The passage below is from a historical document.   | Pioneers, …and defenders, they made deserts bloom, revived the Hebrew language, built villages and towns, and created a thriving community controlling its own economy and culture, loving peace but knowing how to defend itself, bringing the blessings of progress to all the country's inhabitants, and aspiring towards independent nationhood. | | --- |   What is the main idea of this passage? |
| --- | --- | --- |
| A. | Citizens can enjoy the rights guaranteed by a government. |
| B. | People have responsibilities that must be enforced by government. |
| C. | Government must equally distribute power among people. |
| D. | Promoting growth is a good reason for self-government |

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| --- | --- | --- | --- |
| A. | Citizens can enjoy the rights guaranteed by a government. | **Incorrect**-The concept of rights is not included in the excerpt. |
| B. | People have responsibilities that must be enforced by government. | **Incorrect**-The focus of the excerpt is on individuals being supported by government in their choices, such as aspiring toward independence. |
| C. | Government must equally distribute power among people. | **Incorrect**-The excerpt does not suggest that the government plays a role distributing power among the people. Rather, the excerpt focuses on individual actions among the people. |
| D. | Promoting growth is a good reason for self-government. | ***Correct***-The activities undertaken by the people lead up to independence (self-government). |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 3 | Low |

| Question | What would be the purpose of a document with the phrase “We appeal to the United Nations to assist the Jewish people in the building-up of its State and to receive the State of Israel… |
| --- | --- |
| A. | To notify a juror |
| B. | To issue an arrest warrant |
| C. | To institute a new government |
| D. | To register a voter |

| Question | What would be the purpose of a document with the phrase “We appeal to the United Nations to assist the Jewish people in the building-up of its State and to receive the State of Israel… | |
| --- | --- | --- |
| A. | To notify a juror | **Incorrect**-A jury summons is based on the right to a fair trial which would focus on where and when to appear, and not international relations. |
| B. | To issue an arrest warrant | **Incorrect**-An arrest warrant focuses on criminal accusations and not international relations. |
| C. | To institute a new government | ***Correct***-Documents instituting new governments might reflect the desire of the new nation to be recognized in an international community. |
| D. | To register a voter | **Incorrect**-A voter registration form reflects the concept of free and fair elections and not international relations. |

| Benchmark | Benchmark Clarification | Cognitive Complexity |
| --- | --- | --- |
| 1.4 | BC 3 | Low |

| Question | What would be the purpose of a document with the phrase “This right is the natural right”? |
| --- | --- |
| A. | To notify a juror |
| B. | To issue an arrest warrant |
| C. | To institute a new government |
| D. | To register a voter |

| Question | What would be the purpose of a document with the phrase “This right is the natural right”? | |
| --- | --- | --- |
| A. | To summon a juror | **Incorrect**-A jury summons is based on the right to a fair trial which would focus on where and when to appear, and not the concept of natural rights. |
| B. | To issue an arrest warrant | **Incorrect**-An arrest warrant is based on the principle of due process, which is based on natural rights, although the document itself would focus on criminal accusations. |
| C. | To institute a new government | ***Correct***-Documents instituting new governments would reflect the values of the new nation. Natural rights often reflect the values of newly instituted democratic nations. |
| D. | To register a voter | **Incorrect**-A voter registration form more clearly reflects the concept of popular sovereignty and not natural rights. |

1. [↑](#footnote-ref-0)