

Israel's Leadership Series



Description

Ji Israel Bytes provides an interactive online encounter with contemporary Israel's most relevant issues for students living outside of Israel. Students will engage in thematic series addressing Israel's cultural and civic realities and contributions to the world. Israel Bytes puts students in control of their learning, amplifying their active engagement and sparking their excitement to explore the living story of contemporary Israel and how Israel's story is relevant within their lives. Israel Bytes integrates Jewish values, Israeli history, economy and culture, social studies, and STEM in an interdisciplinary fashion.

See the [Teacher's Manual](#) for more information on the Ji Israel Bytes learning interface, and the different modules for learning: Watch, Quiz, Discover, Create and Share.

Jewish Interactive partnered with the Center for Israel Education to develop the curriculum and content for Israel's Leadership series according to these features of effective Israel education:

1. It is relevant to students' lives
2. It answers their burning questions
3. It is multidisciplinary
4. It balances content and affective learning
5. It is apolitical and unbiased while exploring political and controversial issues
6. It relies on primary sources
7. It provides a strong framework that fosters lifelong connections and deep explorations
8. It is year-round, not only for holidays or memorials

Series: Israel's Leadership

Unlike many other young nations, Israel's leadership is defined both by a long history and heritage and by the recent circumstances, yearning and skill sets of its recent founding leaders. Like other young countries, its leadership is constantly evolving, and is a reflection of its people's backgrounds, the immediate circumstances affected by its neighbours, allies and contemporary challenges. Rooted in Zionist identity, and influenced by waves of immigration, Israel's leaders learned to balance the pragmatic needs of a people's economic, social, health and safety, while dreaming of a nation evolving according to its Zionist ideals. Through the lens of Israel's leaders, from the biblical, through the pre-Zionist leaders, through the founders and contemporary leaders, we gain a deeper understanding of those who rose to leadership out of need and out of a calling to shape Israeli history and build a country that would be a democracy for all its citizens and provide sovereignty for Jews amid great challenges externally and internally even to this day.

Key Understandings

1. Israel's leadership took responsibility for building a state and protecting it.
2. Israel's leadership must balance the needs of the individuals who live in its communities with the national interests of its people.
3. Israel's leadership both assume authority and rise up to challenge authority.
4. Israel's leadership must be a "doer" to address the challenge of the moment, while being a "visionary" to offer a big picture of the future of the nation's mission.
5. Israel's leadership is rooted in its institutions and is strengthened by individuals who shape and challenge them.

Essential Questions

1. How do Israel's leaders become leaders?
2. How do Israel's leaders make difficult decisions?
3. What ethnic, religious, political, ideological backgrounds do Israel's leaders come from?
4. What are the different sources of power and influence in Israel?
5. How do Israeli leaders balance the needs of the state with those of the people?
6. What are Israeli leaders willing to sacrifice in the short term, for the hopes of the long term?
7. Who gets to lead in Israel?
8. How does Jewish wisdom and tradition impact the role and style of Israeli leadership?
9. How do Israel's leaders affirm the past while also addressing their legacy?

Standards

UK Standards

National curriculum in England

- History programmes of study: Key Stage 3
 - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
 - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
 - Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history;

between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

- Know and understand a country's history & chronological narrative: how people's lives have shaped this nation and how it has influenced and been influenced by the wider world.

US Standards

National Curriculum Standards for Social Studies (NCSS)

- Standard V-Individuals, Groups, and Institutions
 - a. Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.
 - b. It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.
 - c. Examine the ways in which institutions change over time, promote social conformity, and influence culture. Middle school students should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.
- Standard VI-Power, Authority and Governance
 - a. Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.
 - b. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.

HSS Standards

9th–12th Grade:

- Chronological and Spatial Thinking
 - a. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Historical Interpretation
 - a. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
 - b. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 - c. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 - d. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

This series is sponsored by and developed in partnership with 



Topic Summary

As early Zionists dreamed of a country of their own, they leaned on the historical models of their past, from biblical through diasporic times, to manifest a vision of a land of their own. Responding to their own backgrounds, education, experiences and obstacles, they collectively and individually shaped a means of organising to act and build the foundation of the state-to-be. As the land of Ottomans, and later the British, became the focus of their pioneering efforts, a new generation of Zionist leaders emerged and arose to prepare themselves and the world for a new home for the Jewish people.



Essential Questions

1. How do Jewish texts and practices shape and promote an approach to leadership?
2. How did Jewish history and the lessons of surviving in the Diaspora qualify early Zionist leaders to be successful in seeking to create and build a state for the Jewish people?
3. What legacy of success and lessons learned did pre-state Zionist leaders provide for future leaders?



Integration Opportunities

The **Watch, Quiz, and Discover** modules offer students the opportunity to explore new ideas, facts, vocabulary, questions, problems, innovative solutions and real world applications. There are many unique points of integration between multiple disciplines and subject areas to be explored beyond the scope of the topic by a teacher or through independent research and exploration.

1. Social Science
 - a. Human Geography
 - b. Cultural Anthropology
 - c. European History
2. Jewish Studies
 - a. History of Israel
 - b. Biblical Studies





Create Project

The Origin Stories topic's **Create** project asks students to create an advertisement poster to inspire others to join in collective action to fulfill one of the steps established by the Basel Program at the First Zionist Congress.

The handout for the Origin Stories' **Create** project can be downloaded [here](#).



Student Sharing

To complete the Create project, students will create their work in [Jigzi](#), publish it, and create a link. You can have your student send a direct link to you. Additionally, your students will have the opportunity to share in a community Padlet in the Share module, which you can view and comment on.

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Classroom Learning Activities

1. In the [Center for Israel's Education simulation](#) of the 1st Zionist Congress from 1897, students take on a persona from one of the attendees (all bios provided) and learn about shared leadership and vision while having different views.
2. Download "[Zionism and Judaism: In Conversation](#)" activity from the Israel Forever Foundation
3. Watch "My Herzl" film and use the [discussion guide](#) from the Israel Forever Foundation.
4. Stage a model Zionist Conference with this [plan from Lookstein Center](#) "(The ideas represented by the Groups and Movements discussed in this project reflect their attitudes and stances from the early 20th Century)."



For Parents to Discuss with their Children

Topic Summary

As early Zionists dreamed of a country of their own, they leaned on the historical models of their past, from biblical through diasporic times, to manifest a vision of a land of their own. Responding to their own backgrounds, education, experiences and obstacles, they collectively and individually shaped a means of organising to act and build the foundation of the state-to-be. As the land of Ottomans, and later the British, became the focus of their pioneering efforts, a new generation of Zionist leaders emerged and arose to prepare themselves and the world for a new home for the Jewish people.

Questions to ask children at the “dinner table”

- Which biblical leaders would you want to lead the Jewish people now?
- What role should artists, journalists, and writers play in leading Israel today?
- What is your role/responsibility to know and teach others about Israel’s pre-state history?





Topic Summary

The Zionist dream compelled many Eastern Europeans to flee and join those living in Palestine ready to build a new homeland. From among these families arose a new generation of leaders who participated in the establishment of the State of Israel. While the example and ethos of those who sacrificed to create a sovereign homeland for the Jews inspired new leaders, they too had to struggle to demonstrate that they could keep the new State alive. Amidst threats both internal and external, these leaders learned to balance their ideals with a necessary pragmatism.



Essential Questions

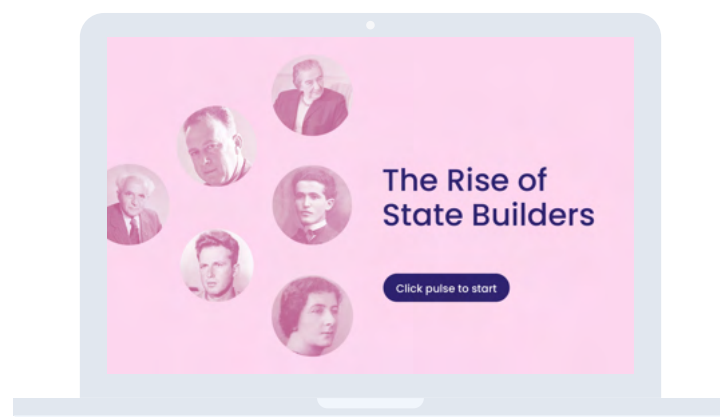
1. How does the diversity of backgrounds that Israel's leaders come from inform their approaches to leadership?
2. Which qualities of leadership do Israel's leaders embody?
3. Are Israeli leaders born with their abilities, or do they develop their skills over time?



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1. Social Science
 - a. Human Geography
 - b. Cultural Anthropology
2. Jewish Studies
 - a. History of Israel





Create Project

The Becoming Leaders topic's Create project asks students to create a new game "Be That Leader", in which they will develop personas of famous Israeli leaders responsible for creating and building the State of Israel. Each person will have to respond when faced with specific challenges affecting Israel's sovereignty and survival.

The handout for the Becoming Leaders' **Create** project can be downloaded [here](#).



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Classroom Learning Activities

- Create a living wax museum class presentation where younger grades and parents can mingle among the leaders of Israel, each in their own field. Student should choose one leader from [CIE's Lists of 75](#).
 - a. How do they go about celebrating their origins while demonstrating leadership?
 - b. How do you think they affected Israel's development as a democratic state and a Jewish state?
 - c. How do they view their role and responsibility and how do they use their fame?
- If you had lived in Israel, from which leader's party and platform would you have voted for?
 - a. Are there different qualities of leadership that were needed in 1948 than a generation later in the 1970s, or later in the 1990s?
- Choose an activity from the Center for Israel Education's [Activity Guide for Israel's Declaration of Independence](#).
- Play the online game from the Center for Israel Education, [The Great Israel Challenge](#).



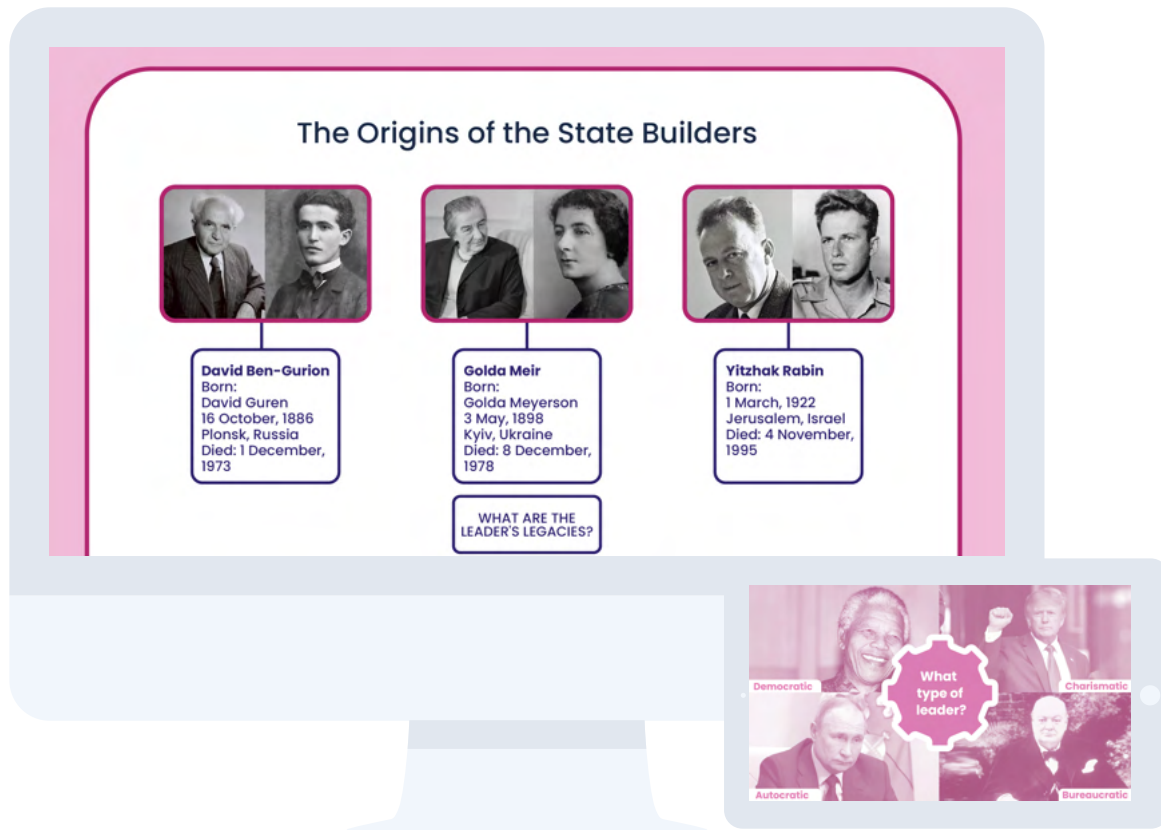
For Parents to Discuss with their Children

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Questions to ask children at the “dinner table”


- What characteristics of Israel's founding leaders would you most like to embody?
- Of Israel's founding leaders, which do you think has the greatest lasting impact on Israel? Why?
- Which of Israel's leaders would you most like to lead Israel today? Why?



The Origins of the State Builders

 David Ben-Gurion Born: David Guren 16 October, 1886 Plonsk, Russia Died: 1 December, 1973	 Golda Meir Born: Golda Meyerson 3 May, 1898 Kyiv, Ukraine Died: 8 December, 1978	 Yitzhak Rabin Born: 1 March, 1922 Jerusalem, Israel Died: 4 November, 1995
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WHAT ARE THE LEADER'S LEGACIES?





Topic Summary

In a young nation's development, a single decision could lead to devastation or great possibilities for the future. For Israel's leaders, each decision comes with greater complexities and offers no easy solutions. Often faced with decisions that could alter Israel's relationships with its neighbours, while also facing consequences with its allies. Internal decisions offer challenges to its national Jewish identity, while striving to maintain its democratic society. As relationships evolve, new populations grow, and global dynamics shift, Israel's leaders must face making decisions in the moment that contradict long held beliefs, values and past decisions. Each of these choices impacts the country's present and future and defines the legacy of the leader often long past their death.



Essential Questions

1. How do Israeli leaders make difficult decisions?
 - a. Do Israeli leaders make decisions out of idealism or are they more pragmatic?
 - b. In what ways do leaders make decisions to serve the national interest of their people or other interests?
2. What are key scenarios that Israel's leaders faced that affected their present and the future of the State?
 - a. In what ways do their decisions affect their immediate goals vs their legacy?
 - b. How are we living the outcomes of their decisions in the present?



Integration Opportunities

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1. Social Science
 - a. Human Geography
 - b. World History
2. Jewish Studies
 - a. History of Israel



Create Project

The Defining Legacies topic's **Create** project asks students to create an agenda for a meeting with the Prime Minister of Israel to discuss the status of the holy site of the Western Wall. The student should provide a recommendation for how to ensure the sanctity of the site and the interests of all of Israel's constituents, both its citizens and Jews abroad.

The handout for the Defining Legacies' **Create** project can be downloaded [here](#).



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Classroom Learning Activities

- Interview a family or community member about a key moment of historical significance that they remember living through.
 - a. What was the historical context for the event? Who were the key leaders involved? What decisions did they make?
 - b. What would be different about the world today if the leaders had made a different decision?
 - c. Considering the impact of those decisions, how do they understand the leaders' legacy today? Is it better, worse, or no different than how they felt when the event happened?
- Identify a Jewish leader from your country or community.
 - a. What decisions have they made that have impacted your community? What was the context of this choice?
 - b. Were they making this decision between a rock or a hard place? Was there a creative alternative they chose or could have chosen?
 - c. Are there decisions that you would have made differently?
 - d. How has their decision affected their standing and legacy in your Jewish community?



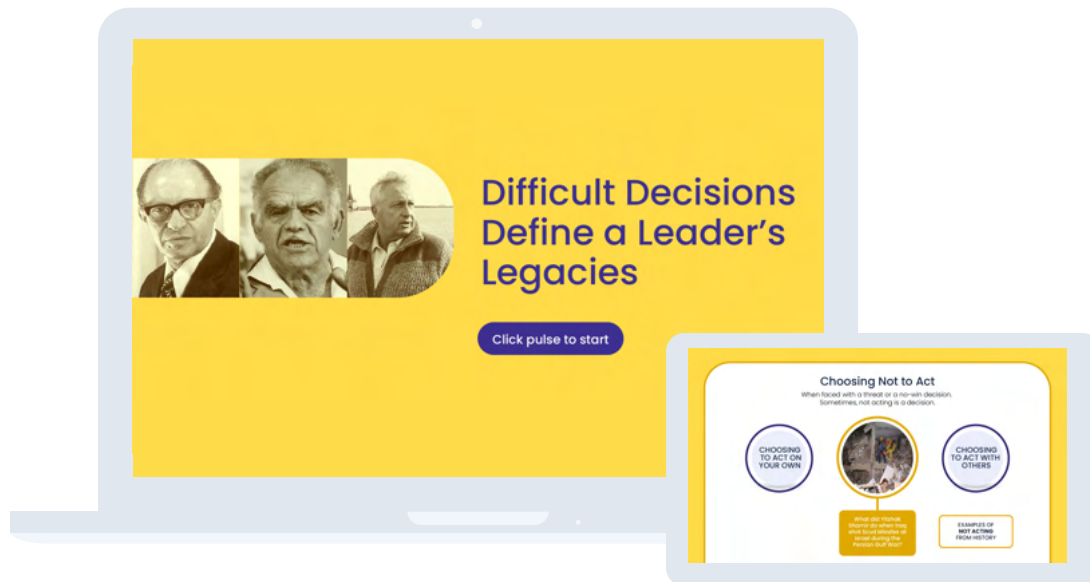
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Questions to ask children at the "dinner table"

- What was a critical decision a leader made in your lifetime that defined their legacy?
- Which of Israel's leader's decisions would you have made differently? Why?
- What risks and negative outcomes would you have been willing to accept?





Topic Summary

The State of Israel was formed as a socialist government leading to many institutions to be publicly run. This included the radio and television, thus limiting distribution of content to the artists, performers and messages aligned with the government's interests. As new forms of music arrived from America and through immigrant groups, new musical styles and individual voices arose. With the privatisation of the media industries, new opportunities for these new voices increased the popularity of alternative music and the mainstreaming of individual perspectives, even those that questioned established narratives, perspectives and tropes of Israeli life.



Essential Questions

1. How are leaders from marginalized and minority groups remembered?
2. What programmes have been created to cultivate Israeli leadership?



Integration Opportunities

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1. Social Science
 - a. Human Geography
 - b. Cultural Anthropology
 - c. Diversity
2. Jewish Studies
 - a. History of Israel



Create Project

The Diverse Leadership's topic's **Create** project asks students to compose a job description and interview questions for the head of a new Israeli government-funded committee to fortify democracy and freedom.

The handout for the Diverse Leadership's **Create** project can be downloaded [here](#).



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Classroom Learning Activities

Have students identify a youth programme they are involved in or operates in your area.

- How does this programme develop their leadership skills?
 - What ideals does this programme promote?
 - What leadership is this programme developing them for?
- What about other programmes, such as online gaming?
 - Who are leaders in that area and how do they emerge?
 - What makes a leader? Is it expertise? Charisma? Credibility (influencers and reviewers)? Or is it people active in the online community who can influence public opinion?
 - What does one have to do today to become a leader?
 - What skills does it require, and which need to be learned vs. innate?
 - Who are leaders in your community who represent diversity?
 - What are their contributions?
 - How does your community support the development of diverse leaders?
 - How do they receive leadership advice using the [Role Model](#) activity from [Session Lab](#).



For Parents to Discuss with their Children

Topic Summary

The State of Israel was formed as a socialist government leading to many institutions to be publicly run. This included the radio and television, thus limiting distribution of content to the artists, performers and messages aligned with the government's interests. As new forms of music arrived from America and through immigrant groups, new musical styles and individual voices arose. With the privatisation of the media industries, new opportunities for these new voices increased the popularity of alternative music and the mainstreaming of individual perspectives, even those that questioned established narratives, perspectives and tropes of Israeli life.

Questions to ask children at the “dinner table”

- Why do you think having leaders from diverse groups and representing minorities make a government stronger?
- How do you gain from having leaders from groups other than your own?
- How does your school, camp, or youth group develop your own leadership?
- In what ways do you want to be like Israeli leaders?

