

## ASSESSMENT INSTRUCTIONS FOR TEACHERS

### HISTORY UNIT

From *The Establishment of the State of Israel:  
Teaching American Democracy Using Primary Sources.*

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Using primary source documents and handouts provided, students will demonstrate an understanding of the various perspectives of the peoples involved in the creation of the state of Israel, as well as the influence of major powers on the way in which Israel came into being. The unit and assessment relates to the History Standards, specifically how new international power relations took shape following World War II. Students will debate the efficacy of creating an independent state of Israel by presenting all of the pertinent perspectives to a meeting of the UN General Assembly. Preparation for this assessment requires students to learn about the following perspectives during the 1914 to 1948 time period; Palestinian Arab; Palestinian Jew; Zionist/American Jew; Arab states; United States; Great Britain; and France.

After completing the unit of study using primary documents, prepared handouts and class activities, students will be assigned a perspective to present and debate that point of view. A one class period debate will be prepared in reference to the evaluation rubric provided to students in advance. Students should use the documents, worksheets and notes from class discussion to prepare their presentation before the UN General Assembly. Students may work on this in groups based on the seven perspectives. Conduct the debate in three parts: initial presentation, rebuttal, and summation. Students may prepare their initial presentation of their perspectives concerns and point of view about creating a state of Israel as homework. Prior to the debate, determine if each student must present information orally. If so, have students within the groups determine who will be responsible for presenting the initial presentation, the rebuttal and the summation. After all groups have presented the initial presentation, give a set amount of time (5-10 minutes) to prepare a rebuttal for points presented by other perspectives that contradict or criticize their assigned perspective. Once again, have each group present their rebuttal. Finally, give the groups another five-minute discussion session to prepare their summation of their viewpoint following the rebuttal arguments.

Teachers may wish to use the enclosed peer evaluation form for group projects. The evaluation sheet allows students to inform the teacher about how much they contributed to the project and the work performance of other members of the group. Emphasize that they are being evaluated on how well they can fairly judge the process of preparing for the debate. Explain that being able to fairly evaluate a situation of other's work performance is a useful skill in the working world. The second part of the evaluation encourages students to listen closely to other students' presentations.