

HOLOCAUST MEMORIAL

Holocaust Memorial Miami Beach

Lesson Plan: Post WWII Symbolism: The Jewish Flag

Time	Objectives & Activities	Standards /-Benchmarks
It is estimated that this lesson should take 35 minutes.	<p><u>Objectives: (For Grade Levels 5-8)</u></p> <ol style="list-style-type: none"> 1. Students will explore the impact of Israel and the Jewish people on the survivors. 2. Students will identify the ideology behind having a flag and what it represents. 3. Students will discern what the American Flag means to them and what the “Jewish” flag must have meant to the Survivors. 4. Students will have an awareness of the history of the “Jewish Flag.” 	<p>SS.3.A.1 <i>American History</i></p> <p>SS.3.A.1.1 -Analyze primary and secondary sources</p> <p>SS.3.A.1.3 -Define terms related to the social sciences.</p>
	<p><u>Materials:</u></p> <ol style="list-style-type: none"> 1. Israeli flag / American flag 2. Photo of survivors & Jewish youth after liberation (HMM Panel #49) 3. Chalkboard &/or tablet and markers 4. Writing material 5. Rachel ben Chaim’s testimony 	<p>SS.3.C <i>Civics & Government</i></p> <p>SS.3.C.2 <i>Civic & Political Participation</i></p> <p>SS.3.C.2.1 -Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues.</p>
	<p><u>Procedures/Activities:</u></p> <ol style="list-style-type: none"> 1. Place vocabulary words on board or tablet – review words with students (<i>Holocaust survivors, Europe, immigrants, Palestine, British, homeland</i>) 2. Introduction: Ask students if they salute the American flag each morning at school. Ask the following probing questions: <ol style="list-style-type: none"> a. Why do we salute the flag? b. What does the flag represent? <p><u>Enduring Learning :</u></p> <ol style="list-style-type: none"> 3. <u>Hold up image of youngsters with flag.</u> Ask students to look at the images and describe what they notice. <ol style="list-style-type: none"> a. Describe the people in the picture. Who are they? b. What are they doing? c. How do you think they are feeling? How do you know? d. What is it about a flag that makes one proud? 4. Tell the students that this is a photograph of Holocaust Survivors from Europe aboard the Illegal Immigrant Ship “<i>Meteora</i>” on its way to Haifa, Palestine in July 1945 – right after WWII ended. 5. Have students read Rachel Ben-Chaim’s Testimony aloud then use the following questions as a guide to engage the class in a discussion. <ol style="list-style-type: none"> a. What was Rachel’s feeling upon seeing the flag hoisted on the ship? b. How might Jews have felt when they saw the flag – after having been liberated from concentration camps? 	<p>SS.5.A <i>American History</i></p> <p>SS.5.A.1 <i>Historical Inquiry and Analysis</i></p> <p>SS.5.A.1.1 -Use primary & secondary sources to understand history.</p> <p>LAFS.3.RI <i>Reading Standards for Informational Text</i></p> <p>LAFS.3.RI.1 <i>Key Ideas and Details</i></p> <p>LAFS.3.RI.1.1 -Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RI.1.1.3 -Describe the relationship between a series of historical events, scientific ideas or</p>

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	<p>c. Since this flag is the national flag of Israel how come it was already in existence before the State of Israel was declared a state? (<i>Jewish flag since 1897</i>)</p> <p>6. Ask students to look at the passengers and the ship. Then ask them to describe what they notice. (Possible answers: old ship, lots of people, crowded...)</p> <p>7. Summarize by explaining the following:</p> <p><i>The flag was adopted by the first Zionist Congress in Basle in 1897. It had become accepted by Jewish communities throughout the world as the emblem of Zionism and it many communities were already making copies of it to use in their Zionist meetings well into the 1900s. The flag was adopted as the banner of the World Zionist Organization and was distributed throughout the Jewish communities in the world. On November 29, 1947 when the UN partition resolution was passed the Jews in Palestine hoisted the flag of the WZO and used it as a unifying symbol.</i></p>	<p>concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause / effect.</p> <p>LAFS.3.RI.2 <i>Craft & Structure</i></p> <p>LAFS.3.RI.2.6 -Distinguish their own point of view from that of the author of the text.</p> <p>LAFS.3.RI.3 <i>Integration of Knowledge and Ideas</i></p> <p>LAFS.3.RI.3.7 -Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</p>
	<p><u>Assessment:</u> Write a 500 word short story describing the feeling that a survivor may have had upon seeing the Jewish Flag flying on a ship, at a meeting, in their camp waiting to leave Europe or upon entering Palestine (Israel). What elements of the flag may have resonated for them more than other parts of the flag?</p>	<p>LAFS.4.RI <i>Reading Standards Information for text</i></p> <p>LAFS.4.RI.1 <i>Key Ideas & Details</i></p> <p>LAFS.4.RI.1.2</p>
	<p><u>Follow Up (Homework, Reports, Etc as needed)</u> [To be Determined by the teacher]</p>	<p>-Determine the main idea of a text and explain how it is supported by key details; summarize the texts.</p> <p>LAFS.4.RI.1.3 -Explain events, procedures, ideas or concepts in a historical, scientific or technical text including what happened and why, based on specific information in the text.</p> <p>LAFS.4.RI.3 <i>Integration of Knowledge & Details</i></p> <p>LAFS.4.RI.3.7 -Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations or interactive elements on web pages) and</p>

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		<p>explain how the information contributes to an understanding of the text in which it appears.</p> <p>LAFS.5.RI <i>Reading Standards for Informational text.</i></p> <p>LAFS.5.RI.1 <i>Key Ideas</i></p> <p>LAFS.5.RI.1.2 -Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.</p> <p>LAFS.5.RI.3 <i>Integration of Knowledge & Ideas</i></p> <p>LAFS.5.RI.3.7 -Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
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NOTES:

The lesson plan corresponds to Holocaust Memorial panel #49 in the Arbor of History. It can be used as a pre or post visit classroom lesson and is also can be adapted to be used independent of a site visit.

***Support for Reading/Strategic Imperatives:**

This lesson plan supports “Areas of Focus” Number 1 – Strengthen Foundation Skills, of the Florida’s Next Generation PreK-20 Education Strategic Plan. Two of its objectives are “to increase rigor of standards to improve student achievement in VPK–12” and “to utilize assessment to direct instruction effect and student outcome.”

Link to PDF about Education Strategic Plan:
<http://fldoe.org/core/fileparse.php/7568/urlt/0073746-strategic.pdf>

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AFTER LIBERATION, PRISONERS, TOGETHER WITH YOUNG ISRAELI (JEWISH YOUTH IN BRITISH MANDATE PALESTINE) YOUTHS, RAISE THE JEWISH FLAG.

ABOUT THE IMAGE:

Buchenwald Survivors Aboard the Illegal Immigrant Ship "Meteara", Haifa, July 1945

RACHEL BEN-CHAIM'S TESTIMONY:

...When the ship anchored off the coast of Palestine the English discovered us. Warships surrounded us and then something happened that I shall never forget, even though 47 years have gone by since then. We dropped anchor in the middle of the sea, we hoisted the national flag [the blue and white flag with the Star of David, later adopted as the flag of Israel] to the top of the mast, and we felt that the entire Jewish people was standing on the Haifa shore, because the deck was full... you don't forget something like that, it gave us the strength to endure many difficulties".

ABOUT RACHEL:

Rachel was born in Hungary in 1926. During WWII she was imprisoned in Auschwitz-Birkenau and the Stutthof camp. Rachel survived a death march, and in January 1945 she was liberated by Russian soldiers. Rachel immigrated to Palestine in January 1946.

HISTORICAL BACKGROUND FOR TEACHER:

After the war, many survivors decided to go to Palestine. However, the British government, which held the League of Nations mandate to govern Palestine, severely limited immigration.

During the war a group of Palestinian Jews had fought with the British army. It was known as the Jewish Brigade. At the end of the war, these soldiers worked with former Jewish partisans to help survivors reach Palestine.

Despite the British efforts the majority of homeless Jewish refugees still saw Palestine as their best chance of a future. As Britain continued its policy of detention of refugees, world opinion turned against these policies.

In January 1946 US president Harry Truman put pressure onto the British

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government to admit 100,000 Jewish refugees into Palestine.

The situation in Palestine was becoming very difficult. The British government finally referred the issue to the United Nations, which voted, in November 1947, to partition Palestine into two new states, one Jewish and the other Arab.

The British mandate on Palestine terminated on 14 May 1948. David Ben-Gurion, the chairman of the Jewish Agency for Palestine, announced the formation of the state of Israel. He declared;

"The Nazi Holocaust, which engulfed millions of Jews in Europe, proved anew the urgency of the re-establishment of the Jewish State, which would solve the problem of Jewish homelessness by opening the gates to all Jews and lifting the Jewish people to equality in the family of nations."

The announcement of the State of Israel opened the door for Holocaust survivors from DP camps in Europe and from detention camps on Cyprus to enter the country.