

**Title:** Recognize Israel? You Decide

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**Course:** U.S. History

**Time Frame:** 1-2 class days

**Subjects:**

Recognition Of Israel, Analyzing Primary Sources

**Grade Levels:**

11

**Classroom/Homework Activity to be performed:**

- Students will analyze two primary source documents, then use the collection to make & defend their own decision.

**Rationale:**

- to give students practice using primary sources
- to expose students to the challenges of government (and executive) decision-making
- to teach students some of the historical context of the time

**Lesson objectives - the student will:**

- Complete a document-analysis form for each of the two supplied documents
- Decide whether they would recognize Israel or not
- Defend their choice above using at least one of the additional documents contained in the "Recognition of Israel" student resource file.

**District, state, or national performance and knowledge standards/goals/skills met:**

- Common Core: CCSS.ELA-Literacy.RH 11-12.2 , 7 , 8, 9, and 10.
- Common Core: CCSS.ELA-Literacy.RL 11-12.1 and 2.

**Primary materials (book, article, video documentary, etc.) needed:**

- Joint Chiefs of Staff memo 21 June 1946 favoring stability  
([http://www.trumanlibrary.org/whistlestop/study\\_collections/israel/large/documents/index.php?documentdate=1946-06-21&documentid=2-14&collectionid=ROI&pagenumber=1](http://www.trumanlibrary.org/whistlestop/study_collections/israel/large/documents/index.php?documentdate=1946-06-21&documentid=2-14&collectionid=ROI&pagenumber=1))

- May 12 meeting notes of Clark Clifford

1 – Clifford interview, items 96-98 (<http://www.trumanlibrary.org/oralhist/cliford2.htm#95>)

2 – Clifford long-hand notes (<http://www.trumanlibrary.org/israel/7b.htm>)

### Technology Required:

computer and internet access

### Full description of activity or assignment:

- I hand out hard copies of the two documents in question (JCS memo and Clifford notes) to allow students to take notes and read “offline” if they prefer.
- Options here include handing out overnight to allow more time to read, and/or to use groups.
- Students fill out a Document Analysis sheet for each of the two documents. Teacher monitors, gives feedback. This provides for assessment as well.
- Teacher provides website for students to access entire Student Research file. ([http://www.trumanlibrary.org/whistlestop/study\\_collections/israel/large/index.php?action=docs](http://www.trumanlibrary.org/whistlestop/study_collections/israel/large/index.php?action=docs))
- Students review additional documents & timelines and decide whether they would recognize Israel or not. Shortest summary documents are under ‘Museum’, then scroll down to the bottom, “Online Exhibits – Recognition of Israel” then “Showdown” here (<http://www.trumanlibrary.org/israel/8.htm>)
- [http://www.trumanlibrary.org/whistlestop/study\\_collections/israel/large/index.php?action=docs&sortorder=cateogory](http://www.trumanlibrary.org/whistlestop/study_collections/israel/large/index.php?action=docs&sortorder=cateogory))
- Students are required to choose a specific document which supports their decision.
- Option here to have students defend their choice to the class.

### Full explanation of the assessment method and/or scoring guide:

- Possibly a simple completion grade: all four parts necessary for an A, 3 for a C, 2 or less is failing.
- Four parts to the assignment: two document analysis sheets, decision on recognition, document justification.
- Break down the assessment into four parts. The decision on recognition and document justification are worth 30 % each (or, say, 30 points each). That is passing. That leaves the two document analysis sheets to be slightly less (20% or 20 points each) and you can feel free to be harsher on the proper/successful completion thereof.