



## Lesson Plan (50 minutes)

# Golda Meir: Can you be a Zionist and a Progressive?

## Step 1: Start with the goals/questions

### Goals: What are the goals of this lesson?

**Affective** – Students will appreciate the tremendous impact of Golda Meir’s leadership on the State of Israel.

**Behavioral** – Students will be inspired to take on new leadership roles connected to Israel and Zionism, whether in their schools, camps, college campuses, or within Israel itself.

**Cognitive** – Students will understand that leaders are complicated and their legacies contain both successes and failures.

### Essential Questions/Big Ideas:

*What deep questions and enduring understandings do we want students to be grappling with?*

1. What makes someone a successful leader?
2. How do the successes and failures of leaders impact their legacies?
1. Golda Meir had a complicated legacy of successes and challenges throughout her memorable career.
2. Golda Meir was, and continues to be, a role model for female leaders around the world.

## Step 2: Learning Plan

### Hook/Trigger: (10 minutes)

*Will I use a UED video, question, scenario...*

**Leadership Activity:** What makes an ideal leader? Divide students into groups and give each group a list of 10 leadership traits to put in order of importance. Then, have each group present what they chose as their top five leadership qualities. Why did they decide that these qualities were the most important? Which qualities did they think were the least important?

**Materials:** Print and cut the different leadership qualities, placing them each in an envelope. Students can put them in order on a poster board using tape or paper clips.

### Learning Activity: (30 minutes)

*What am I using from UED resources (video, discussion question, game, debate)? Do these materials fit the unit goals/essential questions?*

1. **Video and Kahoot: (15 minutes)** Watch the [Golda Meir video](#) and play the [Kahoot](#)/review questions.
2. **Discussion: (5 minutes)** What leadership qualities of Golda Meir did you see in the video? Did you see any of the qualities from the opening activity? What do you think makes her stand out as a great leader? List examples from her life.
3. **Learning Activity/Debate: (10 minutes)**  
Put your students into small groups of 2-3 and have half the groups come up with three successes of Golda Meir's career and the other group come up with three failures/challenges (for example, she helped build the fledgling Jewish state, supported developing countries around the world and became Israel's first female prime minister. Alternatively, she received major criticism for her handling of the Yom Kippur War and her treatment of Mizrahi Jews). Then, call up two representatives from each side to debate Golda Meir's legacy. After this exercise, survey your students using a tool like [mentimeter](#) to see if they view Golda as a hero or a complicated figure in Israeli history. Can somebody still be a hero without a "perfect record"?

## Reflection: (5 minutes)

*How can I help students connect with the material on a deeper and personal level?*

### Choose 1 question:

1. Takeaways From Golda's Life  
After watching the video, what are three lessons you personally learned from Golda Meir? How can you apply these lessons to your own life?
2. Is it possible for you to have deep reverence for a leader while acknowledging their imperfections, or do you expect your leaders to be mostly infallible? Share a time a role model of yours disappointed you. What was your reaction? Did it change your view of them?

## Step 3: Assessment

### Checking for Understanding (5 minutes):

*Were my learning goals met?*

Do a "whip around the room" at the end of the lesson and ask everyone the question: Should Golda Meir be considered one of Israel's greatest leaders? Why or why not?

### What to think about when lesson planning:

- Is my lesson being driven by the goals/essential questions?
- Is the UED video the hook or the learning activity?
- Do I have to adjust for the age levels of my students (excerpts, simplify the questions...)?