

Terry McAbee & Joanna Barnette

Analyzing Two Perspectives of the Israeli-Palestinian Conflict

OBJECTIVES

By the end of this lesson, students will:

- Review key events in the Israeli-Palestinian conflict.
- Complete a timeline of the Israeli-Palestinian conflict that considers the perspectives of both sides.
- Understand the impact of the region's changing borders and boundaries in the 20th century.
- Discuss how the security wall might impact the peace process between Israelis and Palestinians.
- Write a personal account from the point of view of an Israeli or a Palestinian student.

MATERIALS

Internet, resource list, paper, printer, card stock, file folders, construction paper, clue, markers, pencils, hole punch, string/ribbon, buttons, paper clips, envelopes, etc....

PROCEDURE

Day 1:

Students will be introduced to the lesson by starting an internet vocabulary web search. The teacher will circulate around the computer lab to ensure that student definitions are accurate and relevant to the assignment. (45 mins.)

Terms to research, but not limited to: Israeli, Palestinian, Diaspora, Zionist, West Bank, Israel, Palestine, Muslim, Jew, Israeli Settlements, Occupation, Barrier Wall, Gaza Strip, PLO, Arab League, Hamas, Hezbollah, Right of Return, Palestine Authority, Oslo Agreement, intifada, Levant, "Middle East", United Nations

Day 2:

Teacher and students will share, review and discuss the terms from the vocabulary web search.

Day 3 - 4:

Teacher will lecture/discuss the history of Palestine and the creation of Israel through a timeline & map presentation (located in Resources). This topic should be covered in

depth since it is essential students understand the changing boundaries over the 20th century and the impact of these changes on current issues.

Day 5 -9:

Students will be given 5 Internet resources, and will find 3 of their own, in researching events in this region. After students have researched the Israeli-Palestinian Conflict, students will create an interactive “Lapbook” (examples found in Resources) from the Point Of View of an Israeli or Palestinian student. The Lapbook must reflect a major event in the history of the conflict and they should include details based on research. Challenge students to use timelines, maps, photos and documents to enhance their work. Students must include key terms, events, leaders, nations and groups that directly impact the conflict in this region. Two class periods (45 mins.) will be allotted for research and printing and 2-3 periods to put the Lapbook together with supplies listed above.

Day 10:

Have students work in groups of 4 to critique each other's work, 2 Palestinian and 2 Israeli “Points of View” or POV. Is the work relevant? Is it clear from whose perspective the POV is written? Does the Lapbook include relevant facts based on research? Are the works cited accurate, credible, and listed on the Lapbook? Students should revise their work based on the critique.

Day 11:

Students will spend a day reviewing each other's POV Lapbooks.

Day 12 until finished:

Show videos that represent both sides of the issues, such as *The Conflict Zone*.

Culminating Activities:

1. Lead a discussion or have students write a reflection paper about the accounts. How did students imagine it would feel to be involved in such a conflict? Did they imagine differences between Palestinian and Israeli students? How might their experiences be similar? What was most challenging aspect of the assignment? Do students think it is difficult for most Americans to understand the emotions behind the Israeli-Palestinian conflict? Why or why not?
2. Discuss, write, or have a debate on the question, “Do you believe there is a solution to the Conflict? If yes, how? If no, why not?” Make sure that issues such as mutual recognition, borders, security, water rights, control of Jerusalem, Israeli settlements, Palestinian freedom of movement, and Palestinian claims of a right of full return of their refugees are included in any debates or discussion.

Internet Resources:

The View from the West Bank

<http://www.nytimes.com/books/99/10/03/specials/said-question.html>

The Barrier

http://www.pbs.org/newshour/bb/middle_east-jan-june04-barrier_2-9/

Ministry of Defense: Israel Security Fence

<http://www.securityfence.mod.gov.il/Pages/ENG/questions.htm>

Two views from the West Bank- Israel and Palestine.

<http://www.westerneye.net/comment/2013/11/two-views-from-the-west-bank-israel-and-palestine/>

West Bank settlements – a 40-year perspective

<http://www.jpost.com/Opinion/Columnists/West-Bank-settlements-a-40-year-perspective-361132>

Map & Timeline Interactive Resources

Israel Timeline

<http://www.timeforkids.com/destination/israel/history-timeline>

Timeline of Israel

<http://photo.net/travel/israel/timeline>

Timeline: The Israeli-Palestinian Conflict 1948–2000

<http://www.infoplease.com/world/countries/israel-palestine-conflict/timeline.html>

A History of the Israeli/Palestinian Conflict

http://www.pbs.org/pov/promises/photo_gallery_conflict_timeline.php#.VaPz_rlRE5t

Lapbook Ideas & Resources:

<http://lapbooklessons.com/LapbookTemplates>

<http://heartofwisdom.com/scrapbook/lapbook-templates>

<http://lapbooklessons.com/>