

THE PALESTINE TEACHING TRUNK

Teaching About Palestinians and the Palestinian-Israeli Conflict

INTRODUCTORY DOCUMENTS

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In other binders/documents in this Trunk or on this website:

Dig Deep Classroom Based Assessment (CBA) : Palestine-Israel: The Effects of Occupation

Causes of Conflict CBA: Israel-Palestine

Cultural Interactions CBA: Palestinians: The Effects of Diaspora

Literature Circles: Literature About Palestinians Under Occupation

Additional Lessons

Movies, Games & Study Guides

Maps

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Glossary of Terms

Dear Educators,

Welcome to the Palestine Teaching Trunk! The educators who put this together are mainly classroom teachers with human rights interests. Many of us have particular experience in Palestine and Israel, and we want to provide you with comprehensive, high quality materials that work in real classrooms. This is a volunteer project and we welcome your assistance and suggestions.

In these curriculum binders (or online at http://www.palestineinformation.org/trunk_contents), you will find several Classroom Based Assessments (CBAs)/units to help you teach your students about Palestinian culture and the Palestinian-Israeli conflict. We've also included maps, resource lists and a glossary. **All materials are for educational use only.** A glance at the table of contents for each CBA will help you see where/what the lessons are. We assume that you will mix and match, and modify and adjust, for your students. For instance, there are several different ways to convey to students the basic facts about the region: powerpoint, teacher lecture, research, timeline, or DVD. We have included each here in one of the CBAs. **Do please check back online for new lessons; you'll find them in the Additional Lessons Folder or in Movies, Games & Study Guides (as new movies and books come out, and as current events change, we will try to create lessons for them and post them in these folders).**

Teaching about the Palestinian-Israeli conflict can be controversial. Within these materials, you will find several different perspectives and works by both Israelis and Palestinians. All of these CBAs meet national and Washington state standards for teaching Social Studies. Do familiarize yourself with the National Council for the Social Studies themes and understand how the lessons you teach are connected to these. We have included information on each theme below so that you can more easily connect your lessons to the themes. Also included are the Washington state standards for the CBAs; these will probably be similar to those in other states, but not identical.

We have also included a sample letter to parents. The letter expounds the many different reasons to teach about Palestinians and the conflict. We suggest that you use the reasons that are most suited to your community and your lessons, rather than copying the entire letter verbatim.

If you would like to arrange for a speaker or speakers to come to your classroom, email us and we'll help put you in touch with people in your area.

Please fill out the evaluation form included in these materials. We want to know what worked and what didn't, what you changed, and how else we can help you teach about these topics.

We hope you enjoy teaching with this trunk. We look forward to working with you again soon.

Sincerely,

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Suggested Letter to Parents about your “Palestinians and the Israeli-Palestinian Conflict” curriculum -- please edit to suit your particular situation:

Students in our class are about to embark on a unit focused on Palestinians and the Israeli-Palestinian conflict. The unit will educate your child about the history and geography of the Middle East, as well as the Palestinian culture and current events. The unit meets state and national standards. Some lessons focus on the fact that different peoples can have competing narratives/perspectives. Many lessons will help your student learn how to deal with conflicting views. The lessons will also help students separate fact from opinion. Other lessons help students understand different cultures and ethnicities. Ultimately, the focus will be on human rights and equal rights for all peoples, helping your child decide for him/herself what is fair and just. All of these lessons are important to a Social Studies curriculum.

The Palestinian-Israeli conflict is a very controversial issue in the United States. There are several competing perspectives about the conflict. Students may have heard of the conflict but only heard one point of view. They may have seen the perspectives of only a few stakeholders portrayed in the media. This series of lessons attempts to show students multiple perspectives on the conflict and to let students draw their own conclusions. This also helps students become critical thinkers, especially where the media and textbooks are concerned. This ability to analyze information (“information literacy”) is extremely important in our information-saturated society.

Palestinians are a group of Arab people who live in the Middle East and throughout the world. We are used to hearing the Middle East coupled with the words “violence” or “terrorism” or “the Holy Land”. In this unit, students will explore realities behind many of these terms. They will learn about the history of the area, the history of nonviolence, and why some people and governments on all sides of the Israeli-Palestinian conflict have resorted to violence. They will learn about Palestinian culture, hear Israelis and Palestinians speak about the issues, and come to an understanding of some of the components of the conflict and resolutions to it.

The focus on Palestinians, rather than on Israelis, is a deliberate educational choice. Palestinians are much less written about, focused on, or humanized in our American press. (See www.imeu.net) This unit will help right that imbalance and inform students. Also, understanding Palestinian culture is a gateway to understanding the many other Arab peoples who populate the Middle East. That region has been an important aspect of American foreign policy since World War II, and American domestic policy has also been influenced by events in the Middle East, at least since 2001. Finally, even as Islam is the fastest increasing religion in America, fear of Islam is also on the rise. Although not all Palestinians are Muslim, many are, and a greater understanding of Muslim peoples will help your child avoid stereotyping those who adhere to the Islamic religion.

In public dialogue there exists the sense that giving attention to the Palestinian side of the issue will be interpreted as anti-Semitic, and as a result we rarely see that

side. In our more balanced lessons, both the Israeli and Palestinian sides, as well as positions that don't fit simply on one or the other, will be explored in an effort to develop knowledge and analysis of the many questions that arise with regard to this issue.

These lessons encourage students to analyze information pertaining to the conflict. Because the various sides of this conflict tend to be simplified in the media and elsewhere, it will be stressed that criticism of any Palestinian individual or organization should not be generalized to include all of the Palestinian or Arab peoples, or the Islamic religion. Nor should criticism of individual Israelis, Israeli organizations, or the government of Israel be interpreted as an attack on all of Israel, the entire Jewish people, or the Jewish religion.

If you have any questions, please do not hesitate to contact me.

Sincerely,

National Council for the Social Studies Themes (<http://www.socialstudies.org>)

The National Council for the Social Studies (NCSS) is “the largest association in the country devoted solely to social studies education”. It has developed national curriculum standards for states and teachers. According to the NCSS web site’s description of its curriculum standards (revised in 2010), there are ten major social studies themes. The lessons in this curriculum help teachers cover all ten themes. All of the language below is quoted from the website. These particular excerpts (from the NCSS’s descriptions of the themes) are chosen because they relate particularly well to this curriculum focused on Palestinians and the Israeli-Palestinian conflict:

1. Culture: “Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.” (NSCC website)

2. Time, Continuity, and Change: “Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

.... They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.” (NCSS website)

3. **People, Places, and Environment: “During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments.** They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today’s social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

.... They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.” (NCSS website)

4. **Individual Development and Identity: “Personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout her or his development.** Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

.... Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

.... In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.” (NCSS website)

5. Individuals, Groups, and Institutions: “Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

.... Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.” (NCSS website)

6. Power, Authority, and Governance: “Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

.... Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.” (NCSS website)

7. Production, Distribution, and Consumption: “People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.” (NCSS website)

8. Science, Technology, and Society: “Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.

There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?

.... In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.” (NCSS website)

9. Global Connections: “The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.

In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past, exist currently, and are likely in the future? How do ideas spread between societies in today’s interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?

Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. By

interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine policy alternatives that have both national and global implications.

.... In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.” (NCSS website)

10. Civic Ideals and Practice: “An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

.... Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view.” (NCSS website)

Washington State Social Studies Standards -- EALRs & CBAs

The Washington state social studies standards can be found, tied to the Essential Academic Learning Requirements (EALRs), at <http://www.k12.wa.us/socialstudies/pubdocs/SocialStudiesStandards.pdf>. On this webpage, the Office of the Superintendent of Public Instruction offers sample lessons and suggests Classroom Based Assessments (CBAs). At <http://www.k12.wa.us/SocialStudies/Assessments/HighSchool.aspx>, you can find a list of all the CBAs for high school and how they are connected to the EALRs. The CBAs used for these lessons on Palestinians and the Israeli-Palestinian conflict are:

1. “Dig Deep”

<http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSHistory-DigDeep-CBA.pdf>

“A responsible citizen can use historical thinking to develop thoughtful participation in a democratic society. To develop your thinking skills you will develop and support a thesis on an historical question based on your analysis of primary sources and historical narratives.” The pdf gives explicit instructions and notes how the EALRs interact with the CBA. It also provides a useful organizer for a final paper or presentation.

2. “Causes of Conflict”

<http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSHistory-CausesofConflict-CBA.pdf>

“Understanding the causes of conflicts may help us resolve current conflicts or even prevent future ones from occurring. You will research a conflict and analyze its causes from different social science perspectives.” The pdf gives explicit instructions and notes how the EALRs interact with the CBA. It also provides a useful organizer for a final paper or presentation.

3. “Cultural Interactions”

<http://www.k12.wa.us/SocialStudies/Assessments/HighSchool/HSGeo-CulturalInteractions-CBA.pdf>

“A responsible citizen understands the various cultural influences that affect our lives, nation, and world today. You will choose members of one cultural group that reside, or have resided, in two regions or countries and analyze the contributions they have made, the economic success they have had, and the level of social and political participation they have attained.” The pdf gives explicit instructions and notes how the EALRs interact with the CBA. It also provides a useful organizer for a final paper or presentation.

4. Literature Circles

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, found at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf, call for students to learn to read, understand, analyze, and write about a variety of kinds of texts, including historical and historical fiction.

Classroom Based Assessments Table of Contents

1. Dig Deep CBA Palestine-Israel: The Effects of Occupation Table of Contents

I. **Introduction & the Wall:** Recent History overview, “Questions As You Go” handout, Wall: Movement Worksheet , Al Jazeera report, Statistics & Maps Relating to Israel’s Wall/Barrier. p. 5

II. **Promises** DVD & Study Guide: *Promises* features both Palestinian and Israeli children dealing with the conflict. It is a very moving and informative film. p. 17

III. **History of the Conflict:** “What’s the History? Questions and Answers from Understanding the Palestinian-Israeli Conflict by Phyllis Bennis”, “What’s the History ? : Timeline”. p. 22

IV. **Personal Account of the Conflict:** “The Life & Death of a Young Activist: Excerpts from *Let Me Stand Alone: The Journals of Rachel Corrie*”, Discussion Questions. p. 33

V. **Nonviolence in Palestine** (2-5 day lesson): Nonviolence discussion & definition, “Salt March to the Dead Sea: Gandhi’s Palestinian Reincarnation”, “Palestinian Nonviolent Movement Continues Despite Crackdown”, suggestions for student research on Palestinian nonviolence (Freedom Flotillas, *Budrus* film, tax resistance, International Solidarity Movement, Rabbis for Human Rights, Palestinian strikes in 1930s, Boycott, Divestment & Sanctions movement), culminating activity suggestions. (For more on nonviolence, see other CBAs and the Additional Lessons folder in this trunk). p. 43

VI. **Breaking the Silence --Israeli Soldiers Speak About the Occupation:** 7 testimonials + explanation: jigsaw reading and discussion questions. p. 55

VII. **Media Literacy:** *Peace, Propaganda & the Promised Land: US Media & the Israeli-Palestinian Conflict* -- Study Guide and Discussion Questions. p. 69

VIII. **Writing your Classroom Based Assessment:** suggestions for how to prepare students to choose their research question and write their paper. p. 73

DIG DEEP CBA: PALESTINE-ISRAEL: THE EFFECTS OF OCCUPATION

3 week calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (50 minute class)	Show map of Palestine & Israel. Explain Roots of Conflict. Handout: "Questions As You Go" to develop research question. Use "Movement Worksheet" to understand impact of the Israeli Wall. Small group and class discussion.	Play youtube report on Wall & E. Jerusalem. Analyze maps & statistics about the Wall.	Show <i>Promises</i> DVD of Palestinian and Israeli children dealing with the conflict.	History of the Conflict: Each small group reads about a part of the history, summarizes it, & prepares to present to class. Phyllis Bennis reading.	History of Conflict (cont'd): Groups present to class. Create a class timeline on board. "Palestinian Loss of Land" maps
Week 2	"Life and Death of a Young Activist." Readings by and about Rachel Corrie, from Olympia, WA, killed by a Caterpillar bulldozer driven by an Israeli soldier. Small groups read and answer discussion questions. Class discussion.	Nonviolence in Palestine (2-5 day lesson). Discussion & definition of nonviolence, followed by case studies in the Israeli-Palestinian conflict.	Nonviolence (cont'd) Activities include reading article, watching movies (<i>Budrus</i> , or Freedom Flotillas, etc.) & discussion.	Nonviolence (cont'd) Students Begin to develop a historical research question for your CBA. Discuss rubric and resources list.	Israeli Soldiers speak about Occupation: readings. Assign initial research over weekend.
Week 3	Research Day in library or classroom.	Media Literacy: Show <i>Peace, Propaganda & the Promised Land</i> .	Using Graphic Organizer for outline.	Writing Essay.	Essay due on Monday. Students can share final essays.

2. Israel-Palestine: The Causes of Conflict

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(Note: This describes a 9-week unit of study; a 2-week unit is also suggested below the calendar. In providing so many lessons, we hope that you can follow your students' interests and answer most of their questions; we understand that very few teachers will have the time to teach it all.)

I. History (3 weeks) p. 12

1. **Introduction Simulation:** Seattle Land Redistributed! News Flash discussion about indigenous peoples claiming land; introduction to CBA; homework to gather news items about the region/conflict. p. 12
2. **Know/Want to Learn/Learned** on Israel/Palestine: KWL table p. 14
3. **Middle East Map:** Blank Political Map; Instructions for filling in countries, cities, and geographical locations; Map Quiz p. 16
4. **Middle East 101:** suggested points to cover for a lecture or powerpoint p. 20
5. **Basic Facts about Israelis and Palestinians-- Now & Population Graphs Over Time, Comparing Israel & Palestine Table:** students look at quality of life, economy, and changing population over time. Goal is to raise questions about what is happening to make the situation so unequal. Students write one paragraph comparing and contrasting one aspect. p. 22
6. **Middle East History:** Palestine & Israel Through Time : Ancient - 1947-- lecture or race-to-research form, Detailed Lecture & Basic Notes form p. 28
7. **Holocaust:** necessary for background if your students have not already studied the Holocaust that occurred in Europe. Powerpoint format. p. 36
8. **Palestinian History: Early 1900s** -- lecture p. 43
9. **UN Partition Plan of 1947:** Students read either the **Arab perspective (A)** or the **Jewish perspective (B)** on the UN Partition Plan, discuss the plan and how each side felt, worksheet, class discussion. p. 44
10. **Competing Narratives of Catastrophe/Independence** (3-day lesson-- see Lesson 11 for alternative lessons on this portion of history): Introduce idea of "competing narratives" and show two **films:** *In Search of Peace* (Israeli-government perspective), *The Land Speaks Arabic* (Palestinian perspective); teacher chart of movies; blank student chart; teacher discussion questions; class develops the details of each competing narrative; Homework: Two **articles on Palestinian history banned** in Israeli high schools, students read and respond. (Choose one article) p. 49

11. Israel's Founding: Myths or Realities? (3-day lesson): based on Simha Flapan's (an Israeli "new historian") book. Students research a Flapan "myth" and decide whether they think it is fact or fiction. Class discussion. Extra credit HW: research the new historians. (This is an alternative to Lesson 10.) p. 69
Essay: Could the conflict have been avoided in 1947, was there someone to blame?

12. Competing Narratives About the 1956 Suez Crisis: Students compare an article from the Egyptian/African perspective (from *Key Events in the Decolonization of Africa: Suez Crisis* by Alistair Boddy-Evans) v. a 5-minute section of the film *In Search of Peace* (Israeli-government perspective). (This is an alternative to Lesson 13.) p. 76

13. Competing Narratives of Major Wars Since 1948: lecture on 2 narratives of 1956, 1967, 1973, 1978, 1982. (This is an alternative to Lesson 12.) p. 79

II Current Events-- Post 1967 (5 weeks) p. 82

A. Occupation p. 82

1. Overview of Occupation: UN Article summarizing the history, show *DVD Palestine for Beginners* parts II, III with Study Guide. Homework: Read and paraphrase UN Security Council Resolution 242. p. 82

2. International Law & War Crimes (2-day lesson): Introductory lecture and chart; 8 international laws for students to analyze: **Geneva Conventions 49 (settlements), 33 (collective punishment), 147 (war crimes), UDHR (arbitrary arrest), ICCPR (self-determination), UN SCR 242 (end occupation), the Right to Resist, Geneva Conventions 47 (can't negotiate away basic rights).** (Teacher notes and student copies included.) p. 89

3. What's So Settled About Settlements & the Wall? (4-day lesson): *Iron Wall* DVD, Study/Discussion Guide, Movie Notes, **7 articles pro and con** about settlements and the Wall, Guiding Questions, culminating **Socratic Seminar** with explanation of seminar, guiding questions for teachers, rubric, exit slip p. 104

4. Breaking the Silence-- Israeli Soldiers Speak About the Occupation: 7 testimonials, jigsaw reading activity & discussion questions p. 145

5. The Israeli Assault on Gaza 2008 ("Operation Cast Lead"): *One Family in Gaza* DVD (an online vimeo), discussion questions, readings: UN summary of UN Report on Gaza assault, "The Blockade on Gaza Began Long Before Hamas Came to Power", "Gaza on the Edge of No Return" by Amira Hass p. 158

6. Americans in the Debate: War Crimes Controversy in Seattle -- Arguments for and against an American bus ad criticizing "Israeli War Crimes." Includes **American support of Israel** articles. Two alternative assignments: 1) **Argumentative Essay**

assignment: “Bus ads shed no light, only heat” by Alex Alben, “Metro says never mind to ‘Israeli war crimes’ ad” by Janet Tu; “Israel right or wrong crowd advocates censorship” by Ed Mast; “A (missed) opportunity for dialogue” by Shiri Raphaely; “US hegemony, not “the lobby”, behind complicity with Israel” by Stephen Maher; “The Israel Lobby” by John Mearsheimer and Stephen Walt (very long -- use as teacher background) **OR 2) Reading in Pairs and Personal Response** assignment: “‘Israel right or wrong’ crowd advocates censorship in Seattle” by Ed Mast; “The truth about Israel beyond the failed bus ads” by Jonathan Singer; “Lawsuit Filed to Uphold Free Speech for Bus Ads” ACLU press release p. 169

II. B. Resistance to Occupation -- Nonviolent and Violent p. 229

- 1. Two Narratives of Two Intifadas:** Powerpoint lecture from the Palestinian and Israeli point of view. HW: develop 5 questions about the conflict. p. 229
- 2. Nonviolent Resistance (5-day lesson or longer):** a. resistance lecture, watch *Budrus DVD* (Palestinian resistance), answer study questions b. *ISM/Rachel Corrie readings* w/ a KWL chart (international resistance), c. read about Anarchists Against the Wall & Rabbis for Human Rights (*Israeli resistance*), d. **Boycott Divestment Sanctions (BDS)** lessons (including cultural boycott, but more on this in the Culture CBA): introduction, brainstorm examples, of other BDS movements, jigsaw reading, each student reads 2 of the 4 articles, discussion questions, pro and con articles on BDS, information on specific artists who support/reject BDS, extension suggestion includes having student write a letter to a favorite artist. (The BDS lessons could easily take 5 days on their own, but you can shorten them to two if you need to). p. 231
- 3. Two Narratives of Violence & Aftermaths (2-day lesson):** lecture and discussion questions, readings on Israeli targeted assassination of Hamas member, Bereaved parents circle with details of Palestinian suicide bombings and Israeli shootings of Palestinians p. 304
- 4. Cast of Characters:** readings on Hamas, Fatah, Labor, Likud -- students report, then play guessing game “Who Am I” p. 327
- 5. Fears:** p. 337
 - a. Does the PLO still call for the destruction of Israel? -- articles on both sides, switching sides debate HW: Personal Response
 - b. Is Israel a democracy or an apartheid state? -- articles or youtubes on both sides, switching sides debate (or a “dueling youtubes” lesson) HW: Personal Response
- 6. Genocide:** powerpoint slides, discussion, *Refugee Returns* article p. 360
- 7. Peace Processes:** two alternative lessons -- 1 is a summary of peace proposals, or 2 contains two articles and students can compare the different emphases; **One State or**

Two? extends this lesson with 3 articles & discussion questions about whether Israel and Palestine should be separate or should merge. p. 366

III Culminating Activity Choices plus Individual Causes of Conflict paper -- Choose one for your students: **(1 week) p. 386**

A. **Timeline** & individual papers p. 387

B. **Promises DVD** & individual papers p. 388

C. **Peace & Justice Talks Role Plays** (2 variations, including a Socratic Seminar) & individual papers p. 393

D. **TV shows** & individual papers (offers alternative Just Peace Essay topic) p. 405

E. **Speakers Panel** (includes Teacher letter to panelists & research prep for students) & individual papers p. 411

Causes of Conflict Paper: instructions p. 415

CAUSES OF CONFLICT CBA

9 week calendar (for a 2-week version, see below this calendar)

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Week 1</p> <p>I. History</p>	<p>Seattle Land Redistributed! Discussion about competing land claims. Introduce CBA. HW: news item about the conflict.</p>	<p>Know/Want to Learn/ Learned about Israelis and Palestinians. Class generates questions. Begin Middle East Map.</p>	<p>Middle East Map continued. Middle East 101 Lecture: ethnicities, geography, religions, etc.</p>	<p>Basic Facts about Palestinians and Israelis. Comparison chart and paragraph. HW: comparison paragraph</p>	<p>Map Quiz. Begin Middle East History lecture or race to research.</p>
<p>Week 2</p> <p>I. History</p>	<p>Middle East History: Palestine & Israel Through Time (lecture or race to research cont'd)</p>	<p>The Holocaust. Jewish History in Europe 1900s</p>	<p>Palestinian History: early 1900s Begin UN Partition Plan readings</p>	<p>UN Partition Plan -- discussion</p>	<p>Competing Narratives: Independence or Catastrophe? 2 films on creation of Israeli state OR use Israeli's Founding: Myth or Reality</p>
<p>Week 3</p> <p>I. History</p>	<p>Competing Narratives: Independence or Catastrophe? 2 films on creation of Israeli state OR use Israeli's Founding: Myth or Reality</p>	<p>Finish lesson on Israel's founding. HW: read article on Palestinian history banned in Israeli high schools</p>	<p>Choices: In next 3 days, you could either pursue Competing Narratives of 1956, OR lecture on Major Wars</p>	<p>1956, OR Major Wars (cont'd)</p>	<p>1956, OR Major Wars (cont'd) Optional: 5-paragraph essay assignment. Could the conflict have been avoided?</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 4 II. Current Events A. Occupation	<i>Palestine for Beginners</i> DVD (II, III) HW: UN Sec. Council Res. 242 read & paraphrase	International Law & War Crimes: lecture, groups analyze international laws	International Law & War Crimes (cont'd)	Settlements & Wall (4-day lesson): <i>Iron Wall</i> DVD	Settlements & the Wall -- readings
Week 5 II. Current Events A. Occupation	Settlements and the Wall (cont'd)	Settlements and the Wall -- Socratic Discussion.	Israeli soldiers Breaking the Silence -- jigsaw reading & discussion	Israeli assault on Gaza -- show <i>One Family in Gaza</i> -- discuss HW: readings	Americans Join the Debate: Pairs read pro & con articles on American ad about Israeli War Crimes -- discuss HW: Personal Response
Week 6 II. Current Events B. Resistance to Occupation	2 Narratives of 2 Intifadas lecture Begin <i>Budrus</i> (Palestinian Nonviolent Resistance)	<i>Budrus</i> (cont'd) Resistance lecture	ISM & Rachel Corrie readings (International Resistance)	Anarchists Against the Wall; Rabbis for Human Rights (Israeli resistance readings)	Boycott, Divestment Sanctions introduction, readings HW: more BDS readings
Week 7 II. Current Events B. Resistance to Occupation	BDS lesson: pro & con readings (cont'd -- could take more than 2 days if you have time)	2 Narratives of Violence & Aftermaths: lecture, readings on targeted assassination & militants	Bereaved Parents readings from Israelis & Palestinians who have lost loved ones to violence	Bereaved Parents readings (cont'd) & discussion	Cast of Characters: Fatah, Hamas, Labor, Likud -- readings, "Who Am I?" "Game"

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8 II. Current Events B. Resistance to Occupation	Switching Sides Debate: Does the PLO still call for the destruction of Israel?	Switching Sides Debate (or dueling youtubes): Is Israel a Democratic or Apartheid State?	Genocide discussion; Refugee Return reading	Peace Processes (alternative lessons)	One State or Two?
Week 9 III. Culminating Activity	Culminating Activity Choices include: Timeline, showing the <i>Promises</i> DVD & writing a paper (con'td)	OR students can role-play peace & justice talks OR present TV shows OR the teacher can present a panel of experts. (cont'd)	All of these culminating activities can be followed by a Causes of Conflict essay or a Just Peace essay or both.	Culminating Activity (cont'd)	Culminating Activity (cont'd)

Causes of Conflict CBA (2 weeks)

Israel-Palestine: The Causes of Conflict

Objective: This CBA asks students to research and analyze the causes of a conflict in order to help us resolve current conflicts or even prevent future ones from occurring. Students will use different social science perspectives to analyze the causes. They will prepare a presentation/paper explaining their position with supporting evidence. They will also prepare a timeline of events.

Note: all lessons referred to are in the Causes of Conflict CBA unless otherwise noted.

Day 1: To engage students, begin with News Flash (part of lesson I.1) and discuss. Then, introduce the CBA to the class by explaining what a CBA is, what the topic is and why students should study this conflict. Give students a Know/Want to Know/Learned Chart about Palestinians (part of lesson I. 2). Locate Israel/Palestine on a map of the Middle East (part of lesson I.3.) Homework: Ask students to listen/look for news stories about Palestinians at home. Send a letter home to parents since this is a controversial topic (see Introductory Documents).

Day 2: Work with students to complete a chart of the Basic Facts on Israel/Palestine (lesson I. 5). Once students are intrigued to know why there is such a disparity between two peoples living in close proximity, offer students a lecture on modern history 1880s-1948 (lesson I. 6).

Day 3: Students will read about the UN Partition Plan (lesson I. 9) from two perspectives and then share their learnings with each other. This lesson is also a good time to model looking for some causes of conflict from different social science perspectives (economic: land conflict; political: conflict over independence and self-determination; cultural: European immigrants v. indigenous peoples, etc.).

Day 4: Students will read a half page United Nations summary of occupation. Then they will read UN Security Council Resolution 242 and paraphrase it. (lesson II. A. 1)

Days 5 & 6: Show *Occupation 101* (90 minutes) over the next two days. Find the questions for this film in the Movies, Games & Study Guides folder. Use discussion questions to debrief. Before the movie, remind students of the CBA and its requirements. Students should take notes on possible causes of conflict and get ideas for what they want to research further.

Day 7: Ask students to read some articles in *favor* of the Wall and Settlements (Lesson II. A. 3): Wall articles A and B and Settlements article 3. These will provide *contrasting* views of the occupation to *Occupation 101*. Students should continue to take notes on possible causes of conflict. Homework: complete the readings.

Day 8: Present the requirements for a paper/project and timeline, according to the CBA. Give students a handout of credible resources (see Introductory Documents). Give them the CBA rubric and the CBA graphic organizer (on the OSPI website and

summarized at the end of Section III of the Causes of Conflict CBA). Give students time to research and write. Students can share good resources with class.

Day 9: Individual research on causes of conflict.

Day 10: Individual research on causes of conflict. HW: write a paper on the 2-3 main causes of the Israeli-Palestinian conflict. Support your hypothesis with evidence from at least 5 credible sources. Use several different social science perspectives. Include a timeline of events. (Other possible culminating activities are suggested in Lesson III.)

Followup: Students can present summaries of research if they are not going to do a final presentation such as a powerpoint. Try to make time for a culminating class discussion about what students have learned and how we can apply this learning to other conflict situations.

Timing Note: If you have a few more days, teach the three-day lesson on two narratives of violence and aftermaths (Lesson II. B. 3) before your students begin their individual research. These lessons will add depth to student analysis of causes of conflict.

3. Cultural Interactions CBA Palestinians: The Effects of Diaspora Table of Contents

(Note: This describes a 3-4-week unit of study; a 2-week unit is also suggested on below the calendar.)

1. Introduction of CBA, Culture, Palestinians: Culture Brainstorm, Class Culture/ Politics/Economy Chart, *Slingshot Hip Hop* DVD Notes, Discussion Q's, Palestinian Culture/Politics/Economy Chart (pre-1948) p. 9

Pre-1948 Culture:

2. Arabic Numerals & Language: Notes to teacher about Arabic Numbers, Arabic Words in English, and Arabic alphabet and writing: numerals chart, pairs math activity, pairs activity with Arabic loanwords in English chart, map of where Arabic is spoken, example of Arabic system to develop many words from the same root, example of how Arabic letters change in words & pairs activity, Bingo game, examples of Arabic calligraphy (note: use the alphabet cards from lesson 3 in lesson 2 as well). p. 17

3. Name That Town: embroidery, Arabic alphabet, embroidered purses, group activity for students to read the name on the purse p. 27

4. Find That Town: Photos of Palestinian towns pre-1948, population pie charts and maps, students report on the fates of their towns to rest of class p. 38

5. Palestinian Society pre-1948: Economy/Politics/Culture readings & photos from *Before Their Diaspora* p. 47

6. Sharing Research of Palestine pre-1948: students report on their readings to their groups; fill out chart p. 69

7. What Happened? (1947-49): readings from "palestine remembered" website, Benny Morris, Simha Flapan, and Ilan Pappé about what happened to the towns that students researched. Chart to fill in. Includes electronic sites that have maps of destroyed villages. See also books and posters in trunk with that information. p. 70

8. How did Palestinian Culture React to the Nakba (Catastrophe)?: Art Analysis Worksheet for analyzing three famous Palestinians (poet, writer, artist): p. 86
Mahmoud Darwish: biography, "In Jerusalem", "I Belong There" (see also "Earth Presses Against Us" in the Cause of Conflict CBA in the BDS section)
Kanafani: *Men in the Sun* synopsis, biography
Naji al-Ali: "Naji Al-Ali's caricatures: historical witness" by Arabia Online, "My signature, Hanthala: The Symbol of the Child" by Al-Ali

Post-1948 Culture

9. Palestinian Culture, Economics, and Politics in Refugee Camps in the Occupied Territories (2-3 day lesson that models CBA analysis): *Ibdaa*: p. 98

Movie about Bethlehem/Dheisheh refugees. Notes, Questions; Palestinian Culture/ Politics/Economy Chart (post -1948); Reading in magazine *The Palestinians: Ibda'a* and *Dabke Dancing*. The lesson goes on to offer choices to teacher for how to convey more modern history and fill in gaps in student knowledge: Article “*Temporary Injunction against New Building in Palestinian Village Destroyed in 1948*”; show *Occupation 101* (or portions) and fill in more of the chart/ or have students read the *Nakba* booklet and jigsaw information. (If you want to extend this lesson with more culture from the Occupied Territories, see Lesson 11).

10. Preparing Students for Individual Research: Suheir Hammad’s “This is to Certify That My Mother Is Now Natural”; Art Analysis worksheet ; **Palestinian Refugees Living in Diaspora** article; **Individual Research** chart and questions. p. 148

11. More contemporary Art from the OT and Artists & Cultural Boycott (an optional extension of Lesson 9): p. 159

Art Analysis Worksheet & Poems:

Gaza City by Nathalie Handal

Deluge and the Tree -- Fadwa Tuqan

Paintings & Sculptures:

Vera Tamari’s olive trees

Tyseer Barakat’s burnt images

Parkouring (the art of moving along a route efficiently and creatively):

Film and article: Free Running Gaza

Cultural Boycott Articles:

“Artists breaking the silence on Palestine” --academic and cultural boycott by international artists of Israel (for more on the Boycott, Divestment, Sanctions movement, and a debate on cultural boycott see the lessons in the Causes of Conflict CBA)

“Indian Artists Boycott Tel Aviv Museum Show”

CULTURAL INTERACTIONS CBA

3-4 week calendar (see below for a 2-week unit)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (50 minute classes)	<p>Discuss culture and CBA requirements. Culture Organizer for the class.</p> <p>Show <i>Slingshot Hip Hop</i> (part 1).</p>	<p><i>Slingshot Hip Hop</i> (part 2) Arabic: numerals chart & Arabic to English pairs work, roots, how Arabic is written, calligraphy</p>	<p><i>Slingshot Hip Hop</i> (part 3). Students learn about Pal. embroidery & more on Arabic alphabet & decode an embroidered town name. Students divide into Palestinian Town Groups.</p>	<p>Find that Town. Maps & pie charts.</p> <p>Student groups read about Palestinian Society pre-1948: culture, politics, economy.</p>	<p>Student groups share pre-1948 research.</p> <p>Begin work on what happened to their towns in 1947-49</p>
Week 2	<p><i>Slingshot Hip Hop</i> (part 4). Students continue to research what happened to their town in 1948. Map of 400+ villages destroyed.</p>	<p><i>Slingshot Hip Hop</i> (part 5) How did Palestinian Culture React to the Nakba (Catastrophe) ? Art Analysis Worksheet for Darwish, Kanafani, al-Ali.</p>	<p><i>The Children of Ibd'a'a</i> DVD. <i>Palestinians</i> Magazine. New chart. Discussion focuses on Occupied Territories. Discuss changes in culture, politics, economy for Palestinians displaced there.</p>	<p>Post-1948 Culture (cont'd):</p> <p>Choice to show <i>Occupation 101</i> DVD or read <i>Nakba</i> booklet history & fill in timeline</p>	<p><i>Slingshot Hip Hop</i> (part 6 & 7=end)</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 3	Prepare students for individual research: Suheir Hammad in America. Refugees in Diaspora article. Students choose a country with significant population of Palestinians to research. Individual Research Chart.	Research.	Research.	Research.	Research. Homework: Finish research. Complete Graphic Organizer of CBA. Students could turn in essays on Monday, or could take next week to write.
Week 4	First draft of essay.	Peer edits/ revise essay.	Essays due.	Other lesson ideas could complete this week.	Other lesson ideas could complete this week.

Cultural Interactions CBA (Alternative version: 2 weeks)

Palestinians: The Effects of Diaspora

Objective: This CBA asks students to compare one cultural group in two places. The student will analyze economic successes, political status, and social conditions, and then the student will decide in which place the group “fared better.” The student will do this by comparing economic, political, and social similarities and differences in the two places. **Note:** *In the two-week unit that follows, most of the materials can be found in the longer Cultural Interactions CBA that is presented in depth; lesson numbers of that CBA are referenced. More details are provided if the material is in another CBA. Any DVDs mentioned can be found in the trunk or online in the Movies folder.*

I. Introduction:

Day 1: Introduce the CBA to the class by explaining what a CBA is, what our topic is and why, (lesson 1) and giving students a Know/Want to Know/Learned Chart about Palestinians (Cause of Conflict CBA lesson I. 2). Ask students to listen/look for news stories about Palestinians at home.

Locate the Middle East on a map. (Cause of Conflict CBA lesson I. 3 and Maps folder)
Send letter home to parents since this is a controversial topic. (Introductory Documents)
Show some of the movie *Slingshot Hip Hop* to introduce students to the modern day hip hop community of Palestinians --the movie shows Palestinians in Israel, West Bank, and Gaza and humanizes a topic that students may not know or may have stereotypes about. (lesson 1)

II. Class Studies Palestinian Culture in First Place:

Day 2: Explain specifics of this CBA questions and goals.

Give students a reading on politics/economy/society of Palestinians in pre-1948 Palestine Mandate (excerpts from *Before Their Diaspora* by Khalidi) (lesson 5). Discuss.

Day 3: Together, students fill out a graphic organizer on politics/economy/society of Palestinians in pre-1948 Mandate Palestine (lesson 1). Practice citing to a source.

Day 4: Show maps of Palestine Mandate, Israel, Jordan, West Bank, Gaza, Egypt as the story unfolds. (Maps folder)

Day 5: Present war of 1947-49, creation of Israel, and displacement of 75% of Palestinians by using a short clip from *Occupation 101* or *Palestine for Beginners*, or use a reading. (Movies folder)

III. Class Studies Palestinian Culture in Second Place (as an example of how to do later individual research):

Day 6: Remind class of CBA questions and goals. Explain that we will now look at this same cultural group and what happened to them when some of them moved.

As a whole class, we will study Palestinians in the West Bank by watching *Ibdaa* about Palestinian teens in Deheisheh Refugee Camp who build a dance group around refugee issues. Read a magazine on *Palestinians* in the West Bank today (Cricket magazine issue) to gain more insights into Palestinian lives. (lesson 9)

Days 7 & 8: Watch another short clip from *Occupation 101* or *The Iron Wall* or have a reading from the booklet *Nakba* (Movies folder). Any of these will give students a lot of information on economy, politics, and society in the West Bank. Students fill out a

graphic organizer on politics/economy/society of Palestinians in the current West Bank (lesson 9). Again, practice citing to a source.

Class practice in analysis of the similarities and differences between Palestinians in pre-1948 Palestine and modern-day West Bank. Look for political, social, and economic similarities and differences. Focus on topics such as democracy/leadership/freedom of movement, land ownership and livelihood, and following cultural practices/ability to worship freely/persecution.

IV. Research and Writing

Day 9: Give students a handout listing countries where Palestinians are now living in significant numbers (lesson 10). Remind students of CBA questions and goals.

(Optional hooks to exhibit differences in Palestinian refugee experiences in different places: show clip of Suheir Hammad, Palestinian-American poet, reciting some of her poetry (lesson 10); show clip of Gaza parkouring youth (*Free Running Gaza* in Movies folder); tell about massacre at Sabra and Shatila Palestinian refugee camps in Lebanon (Cause of Conflict CBA lesson 1. 13); tell about the present Queen Rania of Jordan who is Palestinian, born in Kuwait to Palestinian parents from the West Bank.)

Each student chooses one place where Palestinians moved (other than West Bank). Small groups are okay too.

Give students a handout of credible resources (introductory documents). Give them the CBA rubric. Give them the CBA graphic organizer (find these online).

Day 10: Research and writing time for students. Students can share good resources with class.

Some days after the research begins: Turn in final project.

Students can present summaries of research if they are not going to do a final presentation such as a powerpoint. Culminating class discussion about what students have learned and how we can apply this learning to other situations (of war and refugees).

4. Literature About Palestinians Under Occupation -- Literature Circle Table of Contents

I. Know/ Want to Learn/ Learned Chart & students gather news articles p. 6

II. *Occupation 101* DVD and study guide, discussion questions and extension suggestions p. 9

III. Books, Study Guides & Literature Circles* p. 14

Shepherd's Granddaughter Study Questions

A Little Piece of Ground Study Questions

Extensions to Literature Circles

Discussion Rubric

IV. Research & Report on a topic from the Literature Circle book: individual and group organizers, internet resource list -- partial (a fuller list is included in the Introductory Documents to the whole curriculum) p. 25

V. The Occupation Game and Poem: includes individual poem assignment, pairs discussion, and written analysis p. 30

VI. Culminating Activity Choices A-C and Writing an Individual Paper: choose one for your students p. 35

A. *Promises* & Discussion and Written Response p. 36

B. Structured Peace & Justice Talks (2 versions of a role play: small group discussions or Socratic Seminar large group) --> Just Peace essay p. 41

C. TV Show/Groups Peace & Justice Talks --> Just Peace essay p. 52

VII. Additional Options for a Final Written Response: p. 58

Adding a chapter to the Lit Circle book

Poem from perspective of a person role-played or viewed in the culminating activities.

*This unit focuses on literature *about* Palestinians. For more writings, songs, and art *by* Palestinians, see the Cultural Interactions CBA.

LITERATURE CIRCLES: Palestinians Under Occupation
2-3 week calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (50 minute class)	<p>Students develop Know/Want to Know/Learned Chart about the Palestinians & Israeli-Palestinian conflict. Groups generate questions. HW: find news articles about the subject.</p> <p>Teacher gives short book intros to the Young Adult novels <i>Shepherd's Granddaughter</i> & <i>A Little Piece of Ground</i>. Students choose which book they want to read.</p> <p>If time, begin to show introductory DVD: Occupation 101.</p>	<p>Show or continue to show <i>Occupation 101</i>.</p> <p>Students receive their books and begin reading and answering study questions -- mostly homework, but if you have more time, students can meet & discuss in class.</p>	<p>Research Day: either in library or using pictures/articles in Trunk. Students each receive a different aspect of issue to research. They will present their findings in Week 2</p>	<p>Continue reading, researching, showing introductory DVD and filling in K/W/L chart.</p>	<p>Continue reading, researching, showing introductory DVD and filling in K/W/L chart.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	<p>Present Research. Day 1. (10 x 5 min. presentations)</p> <p>Topics include: Ottoman occupation; 1947-49 Nakba; Refugees & UN Res. 194; Jordanian occupation; 1967 occupation; olives; Israeli settlements & settlers & Art. 49 of 4th Geneva Convention; boycott settler products; checkpoints & curfews; water; American support for Israel; Rachel Corrie; Caterpillar bulldozers & divestment campaign; Islam-Judaism-Christianity -- 5 facts + 1 commonality; Pal. violent resistance; Bereaved Parents Circle; Nonviolent resistance: Christian Peacemakers Team, Rabbis for Human Rights, Yesh Gvul, Amira Haas, ISM, Bi'lin;</p>	<p>Present Research. Day 2. (10 x 5 min. presentations)</p>	<p>Write the Occupation Poem.</p> <p>HW: response or develop thoughts for next day's discussion.</p>	<p>Several choices of Culminating Activity include: showing another DVD, followed by discussion and a paper; or role-play in Small or Large Group Discussion; or TV show role play followed by a paper. This activity may stretch into the following week.</p> <p>Students should also have finished reading their books by today. Hand in Study Questions by Friday.</p>	<p>Student groups present their possible solutions.</p> <p>Class Discussion.</p> <p>Individual paper due on Monday.</p> <p>Culminating activity may stretch into third week.</p>

Maps Descriptions (online in a separate folder; in the trunk in a separate binder)(most maps are provided by Distributed Geospatial Solutions)

1. Basic Maps Folder
 - 1a. Basic Map w/ towns (Tel Aviv, Ramallah, etc.)
 - 1b. Basic Map w/ countries (Israel, West Bank, Jordan, etc.)
 - 1c. West Bank with cities

2. Disappearing Palestine Maps Folder

This is a series of maps from 1947 to the present (2009) showing Palestinian loss of land over time.

 - 2a. 4 maps (see descriptions below)
 - 2b. Disappearing 4 maps (see descriptions below)
 - 2c. Disappearing Palestine 1 (1947 Palestinian and Jewish Land)
 - 2d. Disappearing Palestine 2 (1947 UN Partition Plan proposal)
 - 2e. Disappearing Palestine 3 (1949-1967)
 - 2f. Disappearing Palestine 4 (Present: shows how Israeli roads/checkpoints/settlements/Wall/areas of control have sliced up the West Bank)

3. Gaza Folder
 - 3a. Gaza 1949
 - 3b. Gaza with settlements
 - 3c. Gaza without settlements (post 2005)

4. Pre 1948 Folder
 - 4a. Ottoman Empire
 - 4b. Ottoman Empire with Palestine indicated
 - 4c. Destroyed Villages (over 400 Palestinian villages were destroyed from 1947-49)
 - 4d. Jewish settlement pre 1947 (shows where most Jews were living in Palestine before Israel was formed)

- 5a & b. Israel annexed Jerusalem right after the 1967 war

6. Population numbers: shows populations of Israeli Jews, Israeli Palestinians, Palestinians living in the West Bank, Palestinians living in Gaza, Jewish Israeli settlers in the West Bank, Palestinian refugees who are living outside Israel/ Palestine.

7. Sinai and Golan (areas taken from Egypt and Syria during 1967 war)

8. South African Bantustans (compare to map # 16, 17, or 2f.)

9. West Bank with checkpoints
10. West Bank with aquifer (shows water issue)
11. Aquifer and Wall
12. Aquifer and Wall and settlements

13. Wall
14. West Bank with settlements and roads
15. West Bank with settlements and their growth zones
16. West Bank areas of Israeli control (shows settlements, growth zones, checkpoints, roads, Wall, areas of Israeli control in Jordan Valley -- all the places Palestinians cannot go/live)
17. West Bank w/ settlements & inaccessible areas (UN map showing settlements and other areas restricted or inaccessible to Palestinians mentioned in #16)

Resources -- Electronic

The ABCD's of Evaluating Information from Different Sources

Many university and college library websites offer the following advice on how to evaluate the credibility (believability) of sources: look for **A**uthority, **B**ias, **C**urrency, and **D**ocumentation.

Authority: The writer may have studied or experienced what s/he wrote about, or s/he may have no strong knowledge about the topic. Someone who has expertise on the issue has “authority” or “qualifications.”

Bias: Each of the sources below was written by a particular person with a particular point of view (“bias”, “perspective” or “objectivity”). Everyone has one; be aware of this in order to decide if you can still trust the information. (It also helps to read sources with very different biases before you arrive at your own point of view.)

Currency: The source may have been written a long time ago, or just last month. If it is likely that facts have not changed much since the source was written, then it is “current.” (Sources on some topics can be current even if they were written years ago; for instance, the science investigating the geology of a mountain range probably will not have changed much in a decade.)

Documentation: Moreover, the source may reference other documents or fieldwork that supports the facts, claims, and statistics printed; if so, then the source has “documented” its statements and can be considered more believable than one without documentation.

Be sure to think critically and analyze each source below to decide whether it is credible or not. There are many other resources on this topic; this list is just to get you started. The explanations are to help you ensure that you are reading a variety of perspectives before deciding your own.

www.acri.org.il: The Association for Civil Rights in Israel tackles many issues including Arab Minority rights, human rights defenders in the Occupied Palestine Territories, East Jerusalem,

www.alhaq.org/: Al-Haq is a Palestinian human rights organization founded by Palestinian lawyers to defend Palestinian human rights. Press releases, updates on the Intifada, reports on human rights violations, and a database of relevant U.N. Security Council resolutions.

www.aljazeera.com: This is the website of Al Jazeera, a news service based in Qatar, in the Middle East.

www.alternativenews.org/: Based in Jerusalem, the Alternative Information Center is a Palestinian-Israeli organization that disseminates information, research and political analysis. Includes reports on settler violence, and articles from back issues of the AIC's monthly publication “News from Within”.

<http://www.arij.org/>: Applied Research Institute of Jerusalem promotes sustainable development in the occupied Palestinian territories. Site includes useful maps.

www.awalls.org/: Anarchists Against the Wall is an organization composed of Israelis working in solidarity with the Palestinians. They implement creative actions in Israel, as well as being on the scene in the Occupied Territories in solidarity with Palestinian anti-Wall and anti-

Occupation activities. This site contains up-to-date news about the ongoing struggle and about activities of Israelis in its support.

www.bbc.co.uk: British government news source. In its Middle East section at the bottom of the page, it has country and territories profiles that give overviews of all major Middle Eastern actors.

www.bdsmovement.net: Represents and explains the Palestinian boycott, divestment, and sanctions movement. It has news of campaigns round the world.

www.btselem.org : The Israeli Information Center for Human Rights in the Occupied Territories. This site has maps, statistics, and primary source material in the form of written testimonials by Palestinians. You can also search for articles, videos, and other materials by topic. Provides background information; good place to go for the history behind specific issues.

www.boycottisrael.org: Israelis, both Palestinian and Jewish, who support the Palestinian call for boycott, divestment, and sanctions against Israel.

www.camera.org: American source that often supports the Israeli government.

www.cbs.gov.il/reader: This is the Israeli Central Bureau of Statistics. The page is in Hebrew, so find where it says “English” at the top of the page and click on it.

www.cpt.org/hebron/hebron.php: Christian Peacemaker Teams (CPT) is a religious-based pacifist international organization. Since 1995 CPT has supported a team of violence reduction workers in Hebron, West Bank. Has a description of the project in Hebron, urgent action bulletins, information about delegations to Palestine, case studies, and an excellent Middle East bibliography.

www.electronicintifada.net : An American source that often supports Palestinian people’s movements.

www.endtheoccupation.org/: A national coalition of more than 325 organizations working to change U.S. policy toward Israel/Palestine to support human rights, international law, and equality. Informs, educates, and mobilizes the public regarding the U.S. Government’s current as well as potential role in the Israeli-Palestinian conflict. Provides groups working against the occupation with a common platform to challenge U.S. policies supporting the Israeli occupation of Palestine. Under “Our Coalition” “Groups”, you can find groups working in your state. Contact them for more information and speakers.

www.fmep.org : The Foundation for Middle East Peace has maps, timelines, historical documents, statistics, and links to articles that cover a range of issues relating to the conflict. This site also has an excellent list of links to other organizations. Here you can find dozens more helpful sites that are categorized according to whether they are government, peace, human rights, or refugee organizations.

www.fromoccupiedpalestine.org : Source for dozens of articles by leading journalists and scholars on the region. The homepage is a little confusing: only a couple of articles are listed, but once you click on one of those, there is a sidebar next to the article where you can search the site by topic, by person, or by keyword.

www.guardian.co.uk: Independent British source for world news and analysis. Search the archives for specific stories.

www.gush-shalom.org/english/: Website of Gush Shalom, an Israeli grassroots movement composed of Jews and Arabs. It calls for: Israeli willingness to withdraw from all territories occupied since 1967; recognition of the PLO as the representative of the Palestinian people; and recognition of the right of the Palestinian people to establish a state of its own, with East Jerusalem as its capital, alongside the state of Israel. Archives of articles including many written by Uri Avnery, and a chronicle of direct actions against the occupation.

www.haaretz.com: Major Israeli newspaper, source of articles.

www.icahd.org: Israeli Committee Against House Demolition has maps, statistics, and analysis of Palestinian house demolition by Israel and displacement trends.

www.ifamericansknew.org: This American media website's mission "is to inform and educate the American public on issues of major significance that are unreported, underreported, or misrepresented in the American media." Focuses on Israel and Palestine.

www.imemc.org: International Middle East Media Center has up-to-date news briefs, commentary, editorials, op-eds, and interviews, by Ghassan Andoni and associated journalists.

www.imeu.net: Institute for Middle East Understanding "provides journalists with quick access to information about Palestine and the Palestinians, as well as expert sources, both in the U.S. and the Middle East."

www.ipl.org/: Internet Public Library. This site lists many sources on Palestine and Israel (type in the terms). It is an index maintained by librarians.

www.justvision.org : This site houses dozens of interviews with Israeli and Palestinian peace activists.

www.machsomwatch.org: Women -- Israeli peace activists-- against the occupation and for human rights who observe and report on Israeli soldiers' behaviors at checkpoints.

www.mecaforpeace.org: The Middle East Children's Alliance site has information about different Palestinian children's activities. Videos and photos show Palestinian children. Provides links to more information about where the children live.

www.mezan.org/site_en/index.php: Al Mezan Center for Human Rights is a Palestinian non-governmental organization based in the refugee camp of Jabalia in the Gaza Strip. Its mandate is "to promote, protect and prevent violations of human rights in general and economic, social and cultural (ESC) rights in particular, to provide effective aid to those victims of such violations, and to enhance the quality of life of the community in marginalized sectors of the Gaza Strip. News releases, publications, and an international campaign: "Gaza is Still Occupied."

www.mfa.gov.il/MFA : This is the website of the Israel Ministry of Foreign Affairs. Here you can find facts about Israel and information about the Israeli government.

www.miftah.org: The Palestinian Initiative for the Promotion of Global Dialogue and Democracy, MIFTAH, is a non-governmental institution dedicated to fostering democracy and good governance within Palestinian society through promoting public accountability,

transparency, the free flow of information and ideas, and the challenging of stereotyping at home and abroad. Established in December 1998, with Hanan Ashrawi (famous female Palestinian leader) as its Secretary-General. Maps, statistics, news, many articles.

www.minfo.ps : This is the Palestinian Ministry of Information. Change the language to English at the top of the page.

www.palestinercs.org/: The Palestine Red Crescent Society (PRCS) is a national humanitarian society (like the Red Cross) that provides a wide range of health, social and other humanitarian services for the Palestinian People throughout the Middle East. Entries on current events, the Intifada, documentation of human rights violations. Updates on construction of the Separation Wall, closures, settlement activities, and destruction of Palestinian land. Reference map and interactive charts-- enter specific dates to get the exact number of deaths for a given time period.

www.palsolidarity.org: The International Solidarity Movement to End the Occupation (ISM) is "A Palestinian-led movement of Palestinian and International activists working to raise awareness of the struggle for Palestinian freedom and an end to Israeli occupation. We utilize nonviolent, direct-action methods of resistance to confront and challenge illegal Israeli occupation forces and policies."

www.pcbs.gov.ps/: This is the Palestinian Central Bureau of Statistics.

www.pchrgaza.org/: The Palestinian Centre For Human Rights is an independent Palestinian human rights organization based in Gaza City. Provides a weekly report on Israeli human rights violations in the Occupied Territories, news updates, internship opportunities, and in-depth studies and reports.

www.pengon.org/: Palestinian Environmental NGOs Network (PENGON) is "A non-profit, non-governmental organization whose role is to serve the Palestinian environment by acting as a coordinating body for the Palestinian environmental organizations located in the Occupied Palestinian Territories (West Bank and Gaza Strip)."

www.rachelcorriefoundation.org: This website has information about Rachel Corrie, activist American projects, and links to other websites.

refusersolidarity.org/: The Refuser Solidarity Network provides support for the growing Refuser Movement in Israel. RSN's objective is to support all Israelis who refuse to serve Occupation. News of refusenik activities. Events, photos, resources.

rhr.org.il: Rabbis for Human Rights is "The rabbinic voice of conscience in Israel, giving voice to the Jewish tradition of human rights. We promote justice and freedom, while campaigning against discrimination and inhumane conduct." Updates and statements on human rights issues in Israel and the Occupied Territories. Photos, press coverage.

shministim-- search for information about Israeli high school students refusing to serve in the Israeli army.

www.shovrimshatika.org: This is the site of Israeli soldiers who have testified about what they have seen and done in the Occupation.

www.standwithus.com: American source that often supports the Israeli government.

www.stopthewall.org/: Regularly updated site with maps and news postings on the latest developments with the Wall. Fact sheets, activist resources, and photos.

www.state.gov :The US State Department website. Information on foreign aid, the peace process, etc..

www.taayush.org: (Arabic for "life in common"), a grassroots movement based in Israel of Arabs and Jews working to break down the walls of racism and segregation by constructing a true Arab-Jewish partnership. Past and present activities, upcoming events, news updates.

www.un.org/Depts/dpa/qpal/: United Nations Information System on the Question of Palestine (UNISPAL). Provides full-text U.N. documents relevant to Palestine and the Arab-Israeli conflict since 1946. Also includes links to all aspects of UN concern with Palestine.

www.usacbi.org: Website of the US Campaign for the Academic and Cultural Boycott of Israel.

www.whoprofits.org: Dedicated to exposing the commercial involvement of companies in the continuing Israeli control over Palestinian and Syrian land.

www.yeshgvul.org/index_e.asp: Yesh Gvul is an Israeli peace group campaigning against the occupation by backing soldiers who refuse duties of a repressive or aggressive nature. Writings about refusal, action announcements, and news about refuseniks.

www.youthagainsettlements.org/: "national Palestinian non-partisan activist group which seeks to end Israeli colonization activities in Palestine ...through non-violent popular struggle and civil disobedience." Based in Hebron in the West Bank.

Palestine Teaching Trunk Evaluation Form

Please fill out this form with whatever time you have. If you can only dash off a couple of notes, that would be much more helpful than no evaluation at all. Of course the more information you give us, the more we can improve the Teaching Trunk. We appreciate your time and effort!

Name:

Grade level(s):

School:

City/State:

Email:

1. Did you use the trunk in its physical form, or did you use the materials online?

2. How would you rate our responsiveness to your requests?

Unresponsive -- Somewhat Responsive -- Responsive -- Very Responsive

3. What materials did you use and find most useful? Why?

4. What materials were least useful? Why?

5. How did you modify the material? (If you can, please send us a copy of the modification and let us know if we may include it in the Trunk.)

6. What other material did you use in addition to our teaching trunk?

7. What do you think the students learned from the Teaching Trunk lessons? How did they respond to the material?

8. Other suggestions?

Please email this evaluation form to palestineteachingtrunk@gmail.com or send it back with the Trunk -- Thank you!