

Literature About Palestinians Under Occupation

Literature Circle

LEVEL: Middle/High School

AUTHORED BY: Linda Bevis, Palestine Information Project

This document is intended primarily to assist teachers who are implementing Literature Circles for high school students, but may be useful to anyone teaching about multicultural literature, culture and diversity, current world issues, international relations and related fields.

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.

What do the Core State Standards for Grades 9-12 call on the students to do?

- 1) Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 2) Differentiate between what is said and what is really meant.
- 3) Analyze the development of central ideas in a text and how they interact.
- 4) Be able to provide a summary of a text.
- 5) Be able to write informative/explanatory texts to convey complex ideas and information.
- 6) Gather relevant information from multiple sources, assess the usefulness and credibility of each source in answering research questions. Be able to note discrepancies in data.
- 7) Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric.
- 8) Apply knowledge of language to understand how language functions in different contexts to comprehend fully and make effective choices for meaning and style.

Please see the following website for more information: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

OBJECTIVES

Upon completion of this activity, students will be able to:

- 1) Through reading a novel, discussing it, and doing independent research, students will be able to explain how historical events have created and impacted the current Palestinian-Israeli conflict.
- 2) Identify problems with occupation and write about them in a poem.
- 3) Develop and discuss an individual opinion regarding possible solutions to some of the issues that are part of the conflict.

Time: 2 - 3 weeks

APPROACHING THIS UNIT

This Unit helps students understand the Palestinians and the Israeli-Palestinian conflict. It also helps them understand larger issues such as causes of conflict, the role of culture, ethnicity and cultural diversity, and historical analysis. **Please refer first to the introductory material in the Palestine Teaching Trunk.** This material includes a letter to educators, sample letter to parents, discussion of the National Council for the Social Studies Ten Themes, the Washington State Standards, and a curriculum comprised of four units. If you feel there are gaps in these units, we encourage you to use the other lessons in this curriculum binder/web site to fill those gaps.

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

The 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 p. 25

V. The Occupation Game and Poem: includes individual poem assignment, pairs discussion, and written analysis p. 34

VI. Culminating Activity Choices A-C and Writing an Individual Paper: choose one for your students p. 39

A. *Promises* & Discussion and Written Response p. 40

B. Structured Peace & Justice Talks (2 versions of a role play: small group discussions or Socratic Seminar large group) --> Just Peace essay p. 45

C. TV Show/Groups Peace & Justice Talks --> Just Peace essay p. 56

VII. Additional Options for a Final Written Response: p. 62

Adding a chapter to the Literature Circle book

Poem from the 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 -- 2-3 week calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (50 minute class)	<p>Students develop Know/Want to Learn/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>The 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: <i>Occupation 101</i>.</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 i <i>Occupation 101</i> and filling in K/W/L chart.</p>	<p>Continue reading, researching, showing <i>Occupation 101</i> 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.</p> <p>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>

I. KNOW/WANT TO LEARN/LEARNED

Day 1: Pass out the KWL handout (below), tell students they will be learning about Palestinians and reading novels about them, ask if anyone has ever heard of them before, and elicit some responses.

Then ask students to fill out the KNOW column of their paper with what they already know or think they know about Palestinians. Tell them it's alright if their knowledge is scanty or turns out to be wrong; that's why you're going to study them.

Then have them write down what they WANT TO LEARN in the second column of the handout. Have them share with a partner. Then ask each pair to share with the class one thing they'd like to know. Generate a large list of questions. If you can, post these questions prominently in the classroom so that you can all be reminded of some of the answers you'd like to find. Encourage students to continue to fill out this handout with more questions and what they've learned at various points in this unit.

Then ask students to go home and gather a news item about Palestinians. They can use the radio, TV, internet, or newspaper. They should write down what they hear or read and also note the source and date.

During this same class period, you can begin to show *Occupation 101* (study guide below) and tell students about the books they will be reading. Students should write down which book they would like to read.

PALESTINIANS

KNOW	WANT TO LEARN	LEARNED

Show *Occupation 101* over the next two days and discuss. Or you can break this down into smaller segments, and show a part of the movie each day for several days, reserving the rest of class time for reading their novels. Suggestions for which segments to show and discussion questions for each segment are included below.

Choosing books: Give short book talks and allow students to choose which book they will read. Both books tell the story of Palestinian youths living in the West Bank. Palestinians there want independence, but they are ruled by Israel. The characters in the novels encounter challenges because of Israel's occupation. *The Shepherd's Granddaughter* is set in the countryside in the 2000s and has a female protagonist; *A Little Piece of Ground* is set in the city in the 1990s and has a male protagonist.

II. Occupation 101: Voices of the Silenced Majority (90 minutes) (2007)

Watch *Occupation 101*. A copy of the DVD is included in the Teaching Trunk.

Alternatively, you can watch it on youtube with your students:

www.youtube.com/watch?v=K_jvXnPG9Xc (full movie) www.youtube.com/watch?v=1rSd9HuPZYU (first of ten segments)

Warn students that they will see some shooting, beating, and blood; however, no one is killed on film.

Teacher warning: At about minute 44, the fundamentalist Christian community in America is linked to support for Israel. You may need to debrief this section with your students if some of them belong to this community.

This is a very visual film, covering most aspects of the conflict, and students should watch it carefully and not take notes unless they want to. You can either have them watch the entire film and discuss at the end, or you can do so by sections. Section notes and discussion questions are provided below.

Alternatively, this film could support other lessons. Look through the notes on each section to find what you need to provide visuals and commentary for other lessons. For instance, there is a section on Rachel Corrie which could be shown on its own. And there is a section on US support for Israel. Etc.

Watch *Occupation 101* with the following questions in mind. Be prepared to discuss them at the end:

1. The film says that any violence by a large number of people is a warning that something is wrong. How does this relate to the film?

2. What is occupation?

3. What are settlements & what impact do settlers have on Palestinians?

4. How have Palestinians reacted to occupation?

5. What is the root cause of the violence in Israel/Palestine?

6. What is the main myth about the conflict?

7. What is the American role in the occupation?

8. What can or should we do about the occupation?

9. Challenge: select three persons from the film; identify and evaluate the point of view of each, their reasoning, use of evidence, and rhetoric.

Teacher Notes and Discussion Questions on Each Film Section

Introduction to Occupation and Settlements

Minute 1-16 occupation, settlements

Discussion: What have you heard about the conflict prior to this class? What seems to be the problem in Israel/Palestine according to this film? Does this differ from anything you have heard before?

Zionism/Early History

Minute 16- 26: root cause of the violence, myth of eternal conflict, Zionism by European Jews, Palestinians already there, population changes, immigration, Balfour and McMahon agreements, British complicity, first clashes, effects of Nazi Holocaust in Europe, UN Partition Plan, superior Zionist military preparation, systematic expulsion of Palestinians, Deir Yassin, flight, Arab armies intervene after May 15, more Israeli soldiers than Arab soldiers, truce, refugees, 400/500 villages erased, UN affirms right to return of refugees v. Law of Return for Jews.

Discussion: Why did some European Jews (Zionists) want to establish a country in Palestine? How did the Palestinians feel about this? What happened?

1967 Occupation & Failure of “Peace Process”

Minute 26- 36 : 1967 war: tensions, more refugees (1/2 were 1948 refugees), Palestinians (Pal.) lived as second class citizens, occupied, UN & Arab countries champion them verbally but take no actions, 1st Intifada = Uprising, break the bones strategy, detention, torture, 1993 “peace process”, Pal. lives deteriorating in health, jobs; settlements expand, Palestinian Authority (PA) governed with no power over shrinking areas of land with permission by Israeli authority, not liberated but surrounded by an army, Palestinian officials hide the truth/police Palestinians/waste money, Hamas wins election in 2006, more demolitions, more settlements.

Discussion: What happened in 1967 (this would be a good time to refer to a map and clarify what is Israel and what is the Occupied Territories of West Bank & Gaza)? What was the Intifada? What was wrong with the “peace process”? What kind of power does the PA actually have? Why was Hamas democratically elected?

Settlements

Minute 37- 41: Take land, bypass roads are Israeli-only, Pal. day to day life very difficult, settler violence, attacks on nonviolent international observers, laws applied leniently to settlers, push Palestinians to leave country, ideological/religious settlers & majority economic settlers, government-subsidized housing.

Discussion: What are the two kinds of settlers? What impact do settlers and settlement building have on Palestinians?

Apartheid & US Support

Minute 41- 52: similar to S. African apartheid, Nelson Mandela, US is sole supporter of Israel, Congress does not debate Mid East policy with regard to Israel, AIPAC lobby, fundamentalist Christian community, American media omits information to manipulate news, all leads to bias and lack of free speech, US Aid to Israel -- the numbers, Israel

violates international law/Geneva Conventions & Security Council Resolutions, US funds Israel disproportionately, US wants to control oil-producing region.

Discussion: What are the factors that lead the US to support Israel?

Israel's Disproportionate Power & Palestinian Uprising & Economic Difficulties

Minute 52 - 1:04: why Pal. rejected an offer of about 50% of the Occupied Territories, lack of control or power, Sept. 2000 Second Intifada/Uprising, resistance to occupation, excessive Israeli force, shootings, rubber-coated metal bullets, suicide bombings, shootings at settler cars, context of brutal Israeli occupation, Israeli 5th largest nuclear power in the world, a regional superpower, not equal forces, most victims are unarmed Palestinian civilians, checkpoints, unemployment, poverty, educational closures, college students fear shootings and tanks in going to school, medical issues, lack of freedom of movement

Discussion: Why did Palestinians rise up a second time? What other impacts of occupation are there besides not being citizens of anywhere? What challenges do Palestinian schoolchildren face that are different from your own challenges? Why do some people say that Israel uses disproportionate force on Palestinians?

Gaza -- settler withdrawal but still occupied

Minute 1:04 -- 1:11: refugees, Gaza problems, 1.3 mil. Palestinians and 8000 Israeli settlers, settlers relocated and paid, Israel retains control of water, borders, electricity, airspace, over 4 mill. refugees in camps today throughout region, neighborhood demolitions, military attacks on civilian neighborhoods, traumatized children, Palestinians want international observers but Israel refuses.

Discussion: What are the problems that people in Gaza face?

International Solidarity Movement & Rachel Corrie

Minute 1:11 --1:16: International Solidarity Movement (ISM) of Palestinian/Israeli/ international human rights activists provide nonviolent international presence, Rachel Corrie - American ISMer killed by US-made Caterpillar bulldozer driven by Israeli soldier as she tried to protect a doctor's home from house demolition, footage of Rachel talking in 5th grade & interview with her parents.

Discussion: What is the ISM trying to do? What do you think of Rachel's ideas and actions? What are causes that you would work hard for?

The Wall & 2- State Problem & Resistance to Occupation

Minute 1:16 -- 1:26: The Separation Wall & its impacts, for settlement not security, problems with 2-state solution, will it be 2 prisons for Palestinians plus Israel?, Israelis who are anti-occupation, occupation causes terrorism, Rabbis for Human Rights, Yesh Gvul (Israeli soldiers who won't serve in occupied territories), resistance to violence is legitimate, debate on whether to use violence to resist, criticizing Israel is not anti-semitic, links to American War of Independence resisting British occupation, Israeli peace activists, .. during the credits, there are concluding ideas from the major speakers about what Americans can or should do to end the occupation.

Discussion: What is the problem with the Wall? How do some Israelis work to end the occupation? What do you think of Palestinian (violent/nonviolent) resistance to

occupation and what do you think of American colonial resistance to British rule?
What can or should Americans do about the occupation?

Extensions

1. Research one of these other instances of mass movements shown in the opening moments of the film:
 - Irish struggles against British occupation/colonization
 - Algerian struggle against French occupation/colonization
 - Indian struggle against British occupation/colonization
 - American Civil Rights Movement for equal rights for African-Americans/Blacks
 - South African struggle against White rule/Apartheid
2. Research an aspect of the Israeli/Palestinian conflict mentioned in this film. Use multiple sources, assess the usefulness and credibility of each source in providing information. Note discrepancies in data. Summarize the information you research in your own words.

Note to Teachers

If students want to hear the Israeli government perspective on the occupation, please refer to the Causes of Conflict CBA which offers opposing viewpoints on all the major aspects of the occupation.

III. BOOKS, STUDY GUIDES & LITERATURE CIRCLES

Day 2: On your second day, show another part of *Occupation 101*. Give students time to generate more questions that they want to learn and time to fill in parts of the LEARNED section of the handout. Continue to remind students to do this every day.

Assign students their novels and give them the study questions. The study questions can be used for writing prompts or group discussion guides. This Unit assumes that you will use them for discussions. You can also ask your students to write summaries for each chapter.

Establish the reading schedule: there are about 220 pages in each book, how many pages can your students read every day? how often will you have them discussing what they read? how much time do you have for this unit of study? The number of pages in each chapter is listed on the study guides to help you. It might be useful to prepare a calendar for your students. Allow students time to begin reading in class.

Day 3: (or whenever you have your first discussion) Begin Literature Circles Discussions by talking about what would make people safe discussing their thoughts and feelings in a small group. Examples include: respecting other people's opinions, no name-calling, no interrupting, everyone gets a turn, etc.. Create some Lit Circle Agreements and post them. Divide students into small Lit Circle groups. 4-5 work best for deep and critical discussions.

In group discussions, explain the role of a facilitator/group leader: a facilitator can draw out or limit contributions by different students, s/he can keep the group focused on the question. Model words to respectfully disagree. ("I have a different opinion" "On the other hand"). Rotate the roles of facilitator and time-keeper so that the roles are played by different group members in each discussion.

In the materials that follow, you will find an example of a discussion rubric for a Lit Circle. Of course you will modify this for your own class. The rubric headings give a more detailed idea of some of the skills you can teach your students while discussing their novel. Share this rubric with students so that they know what is expected of them when they discuss their books.

THE SHEPHERD'S GRANDDAUGHTER by Anne Laurel Carter
STUDY QUESTIONS

Chapter 1 (p. 11-19)

1. How long have there been shepherds in the family?
2. What has driven the wolves away or killed them?
3. Why do you think the author takes the time to describe the lamb's birth in such detail?
4. What does the ram do to Amani?

Chapter 2 (p. 20-27)

1. What's the difference between how Seedo (grandfather) and Amani treat the ram?
2. How does Seedo's view of wolves differ from what Amani has learned?
3. What do they hide from Mama? Do you think they should have?

Chapter 3 (p. 27-32)

1. There is a Glossary of Hebrew and Arabic words on page 222. Look up the words: *muezzin*, *kufiyyi*, and *sahem*. What do they mean? Use the Glossary for other words you don't understand.
2. What does Seedo decide about Amani? Why do Amani's parents agree?

Chapter 4 (p. 34-37)

1. Why can't they all go to Al-Khalil?
2. What has happened to the valley north of Amani?
3. What difficult skills is Amani learning as a shepherd?

Chapter 5 (p. 38-42)

1. What three changes happen when Amani is 13?
2. How does Baba (Amani's father) want to fight the settler highway?
3. How does Hani want to fight it?

Chapter 6 (p. 43-50)

1. Why do villagers have to use the Road to Hell to get to Al-Khalil?
2. What technology have you noticed in the book so far (for example: hearing aid)?
3. Summarize the arguments for and against suicide bombing given by Hani, Omar, and Baba.

Chapter 7 (p. 51-63)

1. Why won't the Israeli soldiers allow Omar into Al-Khalil?
2. How does Omar feel after his night at the checkpoint?

Chapter 8 (p. 64-69)

1. What does Seedo do before he dies?
2. Why hadn't the family sold the grapes?
3. What had happened to the north valley over the winter?
4. Who is Surprise?
5. Why does Amani cry?
6. What happens to Surprise?

Chapter 9 (p. 70-75)

1. What does Amani give the wolf?

Chapter 10 (p. 76-79)

1. Who is Survivor?
2. Where is the yellow bulldozer?

Chapter 11 (p. 80-84)

1. What is the Nakba (Catastrophe)?
2. What does Omar find out?
3. Baba wants Hani to consider Gandhi's nonviolent ways of ending the British occupation of India. How/why is Israel's occupation different?
4. What does Omar win? Where will he go?
5. What is Hani's bargain with Omar?
6. What is Musical Sitti's story?
7. Where is Mama going? Why?

Chapter 12 (p. 90-95)

1. What do you learn about Hani and Seedo?
2. Mama is a Christian. Why are Omar and Amani Muslim? How does Mama feel about this?
3. What do the Xs mean?

Chapter 13 (p. 96-101)

1. How long have Amani's ancestors owned the land?
2. Who kills Black Face?
3. What does the boy yell?

Chapter 14 (p. 102-104)

1. How does Amani persuade Hani to allow her to continue to care for the flock?

Chapter 15 (p. 105-113)

1. What does Baba organize?
2. Why does Sitti welcome the Rabbi? Why do you think Amani is stunned to see him?
3. How do the villagers stop the construction that day? What other such protests have you learned about in other times or places?

4. Why does Amani decide to study English?

Chapter 16 (p. 114-119)

1. What does Amani find?
2. Who else is there?

Chapter 17 (p. 120-128)

1. How is Amani's first day at school?
2. Why is she going to school early?

Chapter 18 (p. 129-133)

1. What is the Firdoos?
2. What does Amani learn about wolves?

Chapter 19 (p. 134-139)

1. Why can't the family sell their grapes in other markets?
2. Who agrees to buy the grapes?
3. Why do they drive on the highway?
4. What happens to Hani?

Chapter 20 (p. 140-147)

1. Does Hani get a trial before he goes to prison?
2. What happens to Fatima? How does she recover?
3. Was Hani released?

Chapter 21 (p. 148-154)

1. What is Amani's wish?
2. What did the settler's son leave as a gift?

Chapter 22 (p. 155-160)

1. Where did the settler's son live before he moved to the settlement?
2. What beliefs (pre-judgments or prejudices) do Amani and the settler's son have about each other?
3. What does the settler's son believe about the land?
4. The settler's son tells her to go and not to go. What does he mean?

Chapter 23 (p. 161-169)

1. Why can't Mama come back?
2. Why can't they finish harvesting the olives?

Chapter 24 (p. 171-176)

1. What happens to the olives?
2. Why is Mama denied entry this time?

Chapter 25 (p. 177-183)

1. Where did Amani's teacher learn her English?

2. Does Jonathan agree with how his father treats Amani's family?
3. What is in the water?

Chapter 26 (p. 184-187)

1. What happens to Amani's sheep?

Chapter 27 (p. 188-196)

1. What happens to the family's olive trees?
2. How does Amani try to stop the house demolition?
3. What happens to Baba?
4. What happens to Sahem?
5. Why does Amani lead the bulldozer into the wall leading to the Firdoos?

Chapter 28 (p. 197-199)

1. What does Amani give the wolves? Why?

Chapter 29 (p. 200-205)

1. Why is Jonathan leaving?
2. What does Amani tell him before he goes?

Chapter 30 (p. 206-213)

1. Who has come back?
2. What's been saved in the house? Why do you think the author saved it?

Chapter 31 (p. 214-218)

1. Who donates a tent to the family?
2. Who comes to help Amani's family?

Chapter 32 (p. 219-221)

1. What does Miss Aboushi want Amani to do?
2. What does Abu Nader want Amani to do?
3. Who comes home?
4. What do you think will happen to Amani?
5. What do you think will happen to her family's olive terraces, grapes, water, and homes?
6. What do you think will happen to Omar?
7. What do you think will happen to Jonathan?

A LITTLE PIECE OF GROUND by Elizabeth Laird with Sonia Nimr
Macmillan Children's Books. 2003.

STUDY QUESTIONS

Chapter 1 (p. 1-9)

1. Before you read, write out the following lists:
"The Ten Things I Want to Do (or Be) in My Life"
"The Ten Things I Don't Want to Do (or Be)"
2. Now read the chapter. How are your lists similar to Karim's? How are they different?
3. Why is the town of Ramallah under curfew? What's a curfew?
4. What did Karim see Jamal doing?
5. Why can't Karim go near windows?

Chapter 2 (p. 10--16)

1. How is curfew affecting the family?
2. What does each family do when curfew lifts for 2 hours?
3. Whom does Jamal like?

Chapters 3 & 4 (p. 17-25)

1. Where did the people in the refugee camp come from?
2. Why wouldn't Mama approve?
3. Who is Karim's new friend?

Chapter 5 (p. 26-32)

1. What happens to shopkeepers when there is a curfew? Why is Hassan (Baba) worried?
2. What is Lamia's (Mama's) work?
3. What did the Israeli tanks do to Jamal & Karim's school?
4. What does Jamal want?
5. What do Karim and Joni have in common? How are they different?

Chapter 6 (p. 33-41)

1. Where is the family going in the car?
2. What does Lamia think of Hopper's job? What does Hassan think?
3. What did the Israeli settlers do? What did the Israeli soldiers do?
4. Why do you think Lamia says Karim is 11, not 12?
5. What do the soldiers make the men and boys do? Why does Lamia think they are doing it?
6. How does Karim feel towards the soldiers?
7. What does Karim realize when he feels the soldier's fingers shaking?
8. What does the soldier call the Palestinian men in line? Why do you think he does so?

Chapter 7 (p. 42-50)

1. What would you have done if you'd been in Hassan's place? How do you think that would have turned out?
2. Why do you think everything is disgusting or mortifying to Karim?
3. Why is there both a mosque and a church in the village?
4. Why do you think Farah wet her bed?
5. Whom do you identify more with: city kid Karim or his country kid cousins? Why?
6. Who shoots at Karim and his family? Why?
7. How had the villagers tried to stop the building of the settlement? Can you think of other ways that the villagers did not try?

Chapter 8 (p. 51-59)

1. Where is one man at the table considering moving? Why?
2. What is the reaction of the adults to the suicide bombing? What is Karim's reaction? Why do you think there is this difference?
3. How long has Karim's family lived on this land?
4. What does Abu Feisal realize about the settlers?
5. What happens to conquerors and the conquered, according to Abu Feisal?
6. What does Abu Feisal think about the suicide bombing?
7. Who else has occupied Palestine?
8. What are the various attitudes towards occupation represented by Karim? by Hassan? and by a cousin?

Chapter 9 (p. 60-70)

1. What happened to Hopper's grandma in 1948? Why do you think they live in a refugee camp in Ramallah?
2. What have the soldiers done to Karim's school?
3. Karim seems uncomfortable having Joni and Hopper meet. Why? How might money and class be related to city or refugee dwellers?

Chapter 10 (p. 71-77)

1. What do you think happens when Palestinians install street lamps, pave roads, or build schools?
2. What should Karim do about Joni and Hopper? Why?
3. What happens as Karim approaches manhood? Is this similar or different from where you live? Why do you say so?
4. What does Jamal sell in order to buy Violette the necklace? Why is Karim upset about that?
5. Why do you think the boys haven't had any allowance since the uprising began?
6. What deal do the brothers make?

Chapter 11 (p. 78-91)

1. Why is Bethlehem shut down by the Israelis?
2. How do Joni and Hopper meet?
3. Why did Hopper make the fake bomb?

Chapter 12 (p. 92-98)

1. Who lives in the car?
2. How will Karim get the photo?

Chapter 13 (p. 99-108)

1. Why did Hopper want revenge?

Chapter 14 (p. 109-115)

1. How was Hopper's father supporting the family before he died?
2. Many refugee families like Hopper's keep the key to their old house. Why do you suppose they do this?
3. What does Karim give Jamal?

Chapter 15 (p. 116-121)

1. How does the Israeli occupation affect the students' education? (list 3 ways)

Chapter 16 (p. 122-127)

1. Why is the flag on their little piece of ground important to the boys?

Chapter 17 (128-134)

1. What symptoms of trauma from the occupation does Farah show? (list 5)

Chapter 18 (p. 135-146)

1. In what ways might Hopper's ground represent the whole West Bank and Gaza Strip?
2. How does Jamal get hurt? What does Violette think happened?
3. What does Karim get back?

Chapter 19 (p. 147-153)

1. Why does Karim feel that the two halves of his life might come together?
2. How does the football game end?

Chapter 20 (p. 154-158)

1. What does Hopper throw at the Israeli tank?
2. What happens to Karim?

Chapter 21 (p. 159-162)

1. Where does Karim hide?

Chapter 22 (p. 163-168)

1. What does Karim name the smaller kitten?
2. What two forms of resistance does Karim name? Who returns?

Chapter 23 (p. 169-178)

1. What other ways does Hopper's Ground now resemble all of Palestine? (other than those you already mentioned in Ch. 18?)
2. Aziza turns the "enemy" into someone like Jamal. What do you think this man is probably like when he's not on duty in uniform?
3. What's the tenth thing Karim wants? Do you think he'll achieve that? Why/Why not?
4. Explain the words that cheer Karim up. What is "endurance" (in your own words) and why is the "shame" on those who "humiliate"? Do you agree? Why/why not?
5. Where does Aziza take her kittens? Why doesn't Karim stop her?

Chapter 24 (p. 179-188)

1. How is Karim living in the car? Give 3 details. How many days do you think he can stay there?
2. Why does Karim get shot? What do the soldiers probably think he is doing? Do you think the misunderstanding could have been avoided?

Chapter 25 (p. 189-194)

1. How does curfew affect the hospital?
2. Why is it difficult for Karim to tell Jamal a soldier looked like him? Do you think he should have tried? Why/why not?

Chapter 26 (p. 195-201)

1. Karim feels like a different creature when he gets home. How do you think he has changed? What do you think he has learned?
2. Where is Joni moving? Why? Do you think he'll move back? Why/why not?

Chapter 27 (p. 202-208)

1. What happened to Ginger and Hurriye/Freedom and Aziza/Queen? What might these cats symbolize?

Chapter 28 (p. 209-214)

1. Do you agree with Karim's analysis that Joni's family is "running away"? Why/why not?
2. How should people balance welfare of the family with the welfare of their ethnicity and society? What would you do if you were living under occupation and had the chance to leave? Why? What would the advantages and disadvantages of your decision be?
3. What happened to Salem in prison? Why do you think he can't face the crowds and hero's welcome?
4. Knowing that Israeli tanks could return to smash Hopper's Ground again, do you think the boys should clear it again? Why/why not?

Extensions to Literature Circles

1. Watch (<http://www.youtube.com/watch?v=hTlrSYbCbHE>) and/or read the **Universal Declaration of Human Rights** (<http://www.un.org/en/documents/udhr>). (Also available in the Teaching Trunk.) Find at least five points where Palestinians do not have their human rights because they live under occupation.
2. Research **one question** that the book made you think about. Use at least two sources. Find at least **two different perspectives** on the issue. (Hint: go to a website or book that presents the Israeli government view, and go to a source that presents a Palestinian view.) Which perspective is represented in the book and how do you know this -- did the author make choices of meaning and style that help you understand which perspective is represented in the book? How would the book have been different if the other perspective had been represented? Write a scene involving the book's characters and include the other perspective.
3. Analyze how one of the author's ideas, claims, or **themes** is developed and refined by particular sentences, paragraphs, or larger portions of the text. For instance, how does the author develop the idea that land is important to the protagonist?
4. How does one trait of a main character's **personality** allow the author to explore a particular **theme**? Be sure to explain both the theme and the trait in depth with many examples from the book. For instance, explore how a character's stubbornness might allow the author to pursue a larger idea in the book.
5. Discuss the **setting** in detail and explain how it is central to the story.
6. Analyze the development of at least **two central ideas** in the book and discuss how they interact.

IV. Research & Report

Day 4: Continue to show *Occupation 101* if you have not finished it. Give time to read novels and discuss.

Today you will also assign research topics: ask students to get in small groups to research and report on the following topics as they pertain to the Occupied Territories:

curfew, checkpoints, closures, settlements, settlers, settler roads, suicide bombing, nonviolent resistance, violent resistance, Intifada/Uprising (1987 and 2000), Palestinian economy, the Wall/Barrier, prisoners, detainees, education, Palestine National Authority, Israeli military orders, food, Ottoman Empire, British Mandate, UN Partition Plan, 1947-49 war, 1967 war, Jordanian occupation, Oslo Accords, Camp David Peace Plan.

(All of these can be researched online, but there are also books, lesson plans, and readings in the Trunk/online about these issues. Check the table of contents for each Unit/CBA to find which lessons cover which research topics.)

Below is the student assignment, individual research organizer, partial list of internet resources, and group report organizer.

Days 5-7: You will need to decide on a schedule that fits your class. During these days, the students will be reading, discussing, researching, and planning their reports.

Days 7-9: Students can present their reports and finish reading and discussing their novels.

Research A Topic From Your Book

Form small groups to research and report on one of the following topics as they pertain to the Occupied Territories:

curfew checkpoints closures settlements settlers
settler roads suicide bombing nonviolent resistance

violent resistance Intifada/Uprising (1987) Intifada/Uprising (2000)

Palestinian economy the Wall/Barrier prisoners & administrative detainees

education Palestine National Authority Israeli military orders

food Ottoman Empire British Mandate

UN Partition Plan 1947-49 war 1967 war

Jordanian occupation Oslo Accords Camp David Peace Plan

Use materials in the classroom and library to find **3 sources each** about your topic. Note any discrepancies or inconsistencies in the data you find. **Turn in notes and citations (MLA style)** to your teacher before your presentation. Organize with your group so that you **each talk for about ___ minutes** and do not repeat what others in your groups say. You should also have a **visual** of your topic.

Before you start, write some questions you have about your topic. Try to find the answers as you research:

Questions:

- 1.
- 2.
- 3.

RESEARCH NOTES

NAME: _____

TOPIC: _____

For internet sources, use ones that end in **.edu**, **.org**, or **.net** or **.gov**. These often have more reliable information. Use at least **one print source**. Use more paper as necessary.

Source #1:

Cite: _____

Useful information (paraphrase):

Source #2:

Cite: _____

Useful information (paraphrase):

Source #3:

Cite: _____

Useful information (paraphrase):

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 Authority, Bias, Currency, and Documentation.

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.

GROUP ORGANIZER

OUR TOPIC IS _____

Speaker #1 is _____

S/he will talk about:

His/her visual is: _____

Speaker #2 is _____

S/he will talk about:

His/her visual is: _____

Speaker #3 is _____

S/he will talk about:

His/her visual is: _____

Speaker #4 is _____

S/he will talk about:

His/her visual is: _____

V. The Occupation Game & Poem

About Day 10: your class will be ready to play the Occupation Game. This is a poem writing exercise about the Occupation. You will find cards to play the occupation game in the trunk or you can print them out from the end of this unit. Following the Occupation Game is a series of Culminating Activities from which you should choose one activity and a written response to end your unit of study.

THE OCCUPATION GAME & POEM

In this game, you will write a poem about occupation and how it affects one person. You will pretend to be that person. Use critical thinking and empathy to help you imagine what occupation would be like for that person. Finally, you will think about how occupation might affect you.

I. First, choose a name. Here is a list of Palestinian names to help you:

Girls

Amani -- wishes
Ameena--loyalty, believer, having faith, peaceful
Aysha -- alive, prosperous
Fatima -- daughter of Prophet Muhammad
Hanaan -- tenderness, compassion
Hawwa -- Eve
Hurriye-- freedom
Khadeeja -- first wife of Prophet Muhammad
Layla -- night
Maryam -- Mary
Muna -- hope, wish
Noor -- light
Raya--flag
Salwa -- comfort, consolation
Sameera -- companion
Sarah -- Sarah

Boys

Ali -- exalted, elevated
Ameen--loyal, trustworthy
Dawud -- David
Fareed -- unique, unrivaled
Hanna -- John
Hasan, Husayn -- handsome, superior
Ibrahim -- Abraham
'Issa -- Jesus
Jameel -- handsome
Khaled -- everlasting, immortal
Majd -- Glory
Mohammed, Muhammad, Ahmad, Mahmoud -- praised
Musa -- Moses
Omar -- long life, thriving
Rasheed -- rightly guided, sensible
Saleem -- safe, faultless
Shareef -- honorable
Yusef -- Joseph

II. Now choose from these occupations (or come up with your own):

shepherd	lawyer	veterinarian	human rights worker
doctor	teacher	mayor	worker's rights advocate
grape grower	librarian	priest or imam	actor/playwright
olive tree farmer	taxi driver	artist	social worker
computer scientist	engineer	biologist	mathematics professor

III. Does your work mean that you probably live in a town or in a village in the countryside? Why?

IV. How many people are in your imagined family and how are they related to you?

V. Now begin your poem on your own paper. Use the answers to I-IV above to fill in the missing words. **On the first lines, write:**

My name is _____

My name means _____

I am a _____

I live in a _____

VI. Get in groups of four with a pile of Occupation Cards in the middle of each foursome. Now draw the first Occupation Card. (Alternatively, you can go around the room looking at each Occupation Card in turn.) Look at the card.

1) Write what has happened to you.

2) Write how you think it impacts you/your family/your community.

3) Write how you feel.

4) Write what you do in response.

For example, you might write:

Soldiers stop me at a checkpoint.

I stand all day in the rain before they give me back my ID card.

I lose a day's wages.

My students don't have a teacher.

My family eats more bread and less meat tonight.

Cold. Wet. Shivering.

Angry. Hopeless.

I must try to get to my job again tomorrow.

Maybe I will try a different route. Maybe I will organize a demonstration.

After you have written this down as part of your poem, discard your Occupation Card in the discard pile and draw another Occupation Card (or move on to the next card in the room.) At each card, answer the four questions above.

Continue to play and write.

VII. When your teacher says it's time, find a partner in another group.

Exchange occupation poems with your partner and read his or hers.

Then talk about it, answering the following questions:

1. Did some of the same things happen to both of you?
2. Did you have different reactions or the same? Why do you think that is?
3. What would you yourself do if you were living right here, but under occupation by a foreign army, and these problems happened to you? Would your responses differ from your imaginary person? Why?

VIII. **Homework:** Respond to your Occupation Poem. What effect did it have on you?

What did it make you realize? When you read your partner's poem, what else did you learn? Summarize your discussion with your partner, then analyze it: what did you learn about occupation and yourself in this process?

Occupation Game Cards:

Each group of four students will play with one “deck.” Alternatively, you can lay large cards around the room in a circle, and students can progress from one card to another.

The Occupation Game is in the Trunk in two forms: deck of cards, large laminated cards. If you do not have access to the Trunk, you can print out the 100 or so pages of large cards or the 10 pages of small cards (9 to a page). The Occupation Game can be found in the Movies Games & Study Guides folder of the electronic curriculum.

The game’s rules are loose: You can progress from card to card in order (probably the way you should go in a classroom), or you can try to follow the occasional directions which tell you to go to a specific card. If you have dice, it can be interesting to roll them. Or tell students to hold up zero, one, or two fingers each, count the number of fingers in the group total, and that is the number you “rolled.”

VI. Culminating Activity Choices A-C and Writing an Individual Paper -- Choose one for your students

A. DVD Discussion: You can show the *Promises* DVD about Israeli and Palestinian children, followed by discussion and individual papers.

B. Role-Play Peace Talks: This choice involves having students take on roles (Israeli settler, Palestinian farmer, etc.) and engage in small group peace talks, then write a paper. There are two variations of this, read them both because parts of one can support the other, based on your particular class.

C. TV Show Peace Talks: This choice brings the students together in groups to perform TV shows offering a peace plan, then students write individual papers.

Stress to students that the goal is a peace that is just enough (equal enough) that all sides will be satisfied; this is the only kind of peace that will last.

The final written response can be based on the culminating activity you chose, or there are more response choices at the end of this section.

Choice A: *Promises* DVD and Discussion

***PROMISES* by the Promises Film Project, 102 minutes, English subtitles**

Show the movie *Promises*. This movie has been cited by many as the most memorable resource for them as teenagers; it made them pay attention to the conflict. You can show it at the beginning, middle, or end of your unit of study. There are so many aspects of the conflict and the cultures in this movie that it could also be a great jumping-off point for individual research projects.

Tell students that *Promises* is a documentary filmed in 1997-2000, which was between the two Intifadas (Uprisings) by the Palestinians against the Israeli occupation. As the opening lines say, it was a time of relative peace for Israelis, but the opening lines fail to mention that many Palestinians during that same time were being thrown out of their homes as settlement activity ramped up. Checkpoints, arbitrary detention, and the strangulation of the Palestinian economy deprived many families of their livelihood. Thus it was not a time of peace for Palestinians. The film has subtitles, so you should not ask students to take many notes. The movie sections are presented below with detailed notes for the teacher. Five general questions for the students are also included. Tell them the questions in advance and discuss them with students at the end. The last two questions can also be assigned as Homework/Response.

Problems with this film:

- The film maker starts by characterizing the Mideast as a place of war and perpetual conflict. Actually, the Israeli-Palestinian conflict dates from the 1920s when Zionist Jews began arriving in British-ruled Palestine in significant numbers with plans to displace Palestinian Arabs and create a political nation-state for Jews.
- The film does not compute settlers in E. Jerusalem when it gives numbers of settlers (the numbers are out of date anyway; tell students that there are over half a million settlers in the Occupied Territories, which include E. Jerusalem).
- Many of the people in this movie use “Arab” when they mean Palestinian, and “Jew” when they mean Israeli -- you may want to warn students about this.
- The relative poverty of the West Bank and refugee camps compared to Israel is not explained; it is actually the direct result of Israeli occupation, dedevelopment, land confiscation, and lack of funding of the Palestinian economy.
- The movie doesn't explain that Israel illegally annexed (not just occupied) E. Jerusalem after 1967.

Teachers' notes:

The People:

The Twins: Yarko and Daniel (Jewish Israelis)-- live in W. Jerusalem, fear terrorists on buses

Mahmoud -- (Palestinian Muslim) lives in E. Jerusalem, says Jerusalem belongs to the Palestinians

Shlomo -- lives in W. Jerusalem, observant Jew with American Rabbi father, feels safe because there are both Arabs and Jews in the city

Sanabel -- (Palestinian) brief history of 1948, maps, 1967, Deheishe Refugee Camp, dad is journalist, in PFLP, and in jail (arbitrary detention = no charge, no trial, just kept in prison), nondelivery of letters

Faraj -- (Palestinian) Intifada footage, tells of his friend Bassam who was shot dead for throwing a stone, we see Faraj a year later and he justifies throwing stones against bullets and nuclear power, lives in Deheishe Refugee Camp

Moishe -- (Jewish Israeli) settlement history, encouraged by government, Moishe is part of a religious settler family living in Beit El (near Ramallah in West Bank), says land belongs to descendants of Abraham (Jews), says that settlers are people who fight Arabs,

Raheli -- (Jewish Israeli) Moishe's sister, notice the difference in girls' roles in the family, discusses what happens on Shabbat/Sabbath, the "chair girl"

The Issues:

Checkpoints-- between W. Bank & Israel, between different areas in W. Bank, need permits issued by Israeli military, humiliate Palestinians, make Israelis feel safer

Somewhere Safer-- twins' grandfather reminisces about the Holocaust and moving from Poland to Israel to become safer; he seems to be an atheist but tells the twins to decide for themselves

Al-Aqsa Mosque --in E. Jerusalem in an area holy to both Jews and Muslims, praying at the Mosque

The Western Wall -- holy to Jews, praying at the Wall, division between secular and religious Jews

The Palestinian Dance -- Sanabel in Deheishe is part of a dance troupe (Ibda'a) that celebrates culture and history and dream of Palestinian statehood; they sing that the pen and the sword are their symbols

The Jerusalem Finals -- the twins in a volleyball tournament; notice that the off-duty soldier in stands has a rifle slung around his shoulders

Faraj the Sprinter -- notice the kids in army fatigues; he cries when he comes in second; the twins say they cry too

Ashkelon Jail -- Sanabel and her family get up very early and ride on a bus to visit her father in prison, notice Santa Claus over the bed, go through checkpoint, soldiers seek

translation from Hebrew to Arabic, bus goes into Israel to Ashkelon Prison, takes about 8 hours for a 30 minute visit, no visitors other than immediate family (even though he has not been charged or convicted but is an “administrative detainee”)

Our Land -- both Israeli and Palestinian kids say that the land is theirs. They have different explanations: religion, or conqueror’s rights, or land deeds (1931, 1942), or keys to houses

This is our House -- traveling to Ras Abu- Ammar, Faraj’s family’s house inside Israel (snuck in by filmmakers); village is completely destroyed and erased but they find stones from their house; grandmother discusses why they left: massacres in Dir Yassin (Deir Yassin), and fear of rape; says they sought refuge in Bethlehem; Faraj says that he has the right to live without checkpoints and to return to his ancestral village; parade for refugee rights against colonialism and Zionism and Israel; Faraj says he’ll pass the key to his children

All of Jerusalem -- Jerusalem schoolteacher contrasts captivity with freedom; children draw pictures of what it feels like to live as Palestinians; all the kids weigh in on how they feel about Jerusalem and why; settlers in Jerusalem march through Muslim Quarter guarded by soldiers; celebration and provocation; kids on both sides discuss how the other side should be killed

Murdered -- Moishe tells of a terrorist shooting of his Israeli friend Ephraim and his mother; Israeli memorial day for fallen soldiers and those killed by terrorists

Hadassa Hospital -- the twins visit their babysitter in the hospital: Matan has been hit by a missile while serving in the army; they are not sure they will join the army, they don’t want to shoot people; religious Jews are exempt from the army

Burping Contest -- Shlomo and Palestinian neighbor; Shlomo says he doesn’t want to make friends, but then joins in burping contest

Why Don’t We Meet Them? -- the kids continue discussing whether they could meet and befriend kids on “the other side” (notice the range of opinion on both sides)

Invitation -- the children record why they want to meet each other and talk on the phone with each other; they discuss whether they have pizza or hummus in the camp, international soccer teams; the Israeli children come to the camp because checkpoints prevent the Palestinians from going into Israel; parents worry about the meeting

The Meeting -- (notice that only the twins visit; we can wonder why the other Israelis did not visit, but it’s not explained) they meet in Deheishe, explain areas where there were clashes, ask that the twins don’t speak Hebrew, play games, eat, teach each other martial arts, play soccer, use slingshots, learn the Dubke (traditional Palestinian dance)

Our Day Together -- then they sit down and talk about issues; Ahmed remembers his brother Bassam shot by Israelis; fear that they will forget each other when BZ, the filmmaker, leaves

Respect Will Grow -- two years later, they talk about not being able to meet again, and about the situation; movie shows babies in a hospital with both Palestinian and Israeli parents

Choice B: Structured Peace & Justice Talks (2 Variations, try mixing and matching)

Variation 1 of Choice B: Introduce the culminating activity, assign roles, and have students read the handout on the first day. Students take on roles of

- A. Israeli settler,
- B. Israeli inside Green Line,
- C. Palestinian Israeli,
- D. Palestinian in Gaza,
- E. Palestinian in West Bank,
- F. Palestinian Refugee living outside Israel, West Bank, and Gaza

Students read about citizens' dialogue groups as homework (see Handout below)-- answer questions in a journal.

On the second day, talk through a peaceful and just solution. Try to find a solution that will involve equal rights for all, honoring everyone's interests.

On the day of the talk, students in their small groups allot time to a process as follows:

Peace & Justice Talks

1. Agree on ground rules
2. Hear each other's interests
3. **Reflecting Back:** Party A reflects to Party B what Party B's interests are. Then Party B does this for Party A. Reflecting back can be a powerful tool to make each party feel heard and understood.
4. Try to come up with practical solutions that honor everyone's interests. If you can, come up with solutions to: borders, security, settlements, water, refugees. But if you can only come up with a practical solution to even one of the issues, that's okay too.
5. Present your fair, just, equal, practical, honorable solution(s) to the class. (This can be the next day)

Assign a Written Response: Just Peace Essay

After the talks, each member will turn in a five-paragraph essay. In the essay, students will give their own opinion as to what would create a lasting peace with justice. The first paragraph will contain the main idea/thesis statement. Each of the following three paragraphs will support the main idea. The final paragraph will contain the conclusion.

Directions: Read the following description of a public peace process. Try to respond to the questions in italics with any thoughts you have:

Dr. Harold Saunders' definitive new book is now available. More about [A PUBLIC PEACE PROCESS: Sustained Dialogue to Transform Racial and Ethnic Conflicts](#), 1999, by St. Martin's Press, can be seen at <http://www.igc.org/traubman/thebook.htm>.

Jewish-Palestinian Living Room Dialogue Group

1448 Cedarwood Drive, San Mateo, CA 94403

Voice: (650) 574-8303 • Fax: (650) 573-1217

Web: <http://www.igc.org/traubman>

E-mail: LTRAUBMAN@igc.org

Five Stages of the Public Peace Process

Overview

The public peace process is based on the assumption that there are things governments can do that people cannot; and there are things people can do that governments cannot.

The public dialogue process and resulting action demonstrate that citizens have the freedom to be innovative and to create new, deeper relationships. While governments are the official bodies that make peace agreements, newer ideas and sustainable implementation depend on public consent and involvement. Thus citizens have a critical role in peacemaking, sometimes called "citizen"- or "track two"-diplomacy. Our colleague Dr. Harold Saunders (HSaunders@kettering.org), former Assistant Secretary of State under President Carter, has had extensive experience in both citizen dialogue and in official diplomacy, as with the Camp David Accords. He first described citizen involvement as the "public peace process." With former Russian diplomat Gennady Chufrin, he delineated the interconnected Five Stages of a Dialogue Process leading to reconciliation and collaboration.

Stage One: *Deciding to Engage*

The decision to engage is the first requisite to the public peace process. Sensitive to political or even physical risks, citizens may be reluctant to talk with "the enemy." The most likely participants are those who have courage, and who recognize that current methods are not working and could lead to future failure, even disaster. Potential participants will look for a trustworthy, competent convenor and a safe, neutral location. Helpful ground-rules will include participants representing themselves, not organizations; sensitive listening; and confidentiality. An open mind and desire to expand one's thinking and worldview is required.

Question: Israel and the United States currently refuse to speak with Hamas because they declare it a terrorist organization. They say they will not speak to them until they renounce terrorism. Do you think this is reasonable? Is this in the best interest for peace? Explain why or why not.

Stage Two: *Mapping the Relationship Together*

The dialogue opens with a period of expressing and exploring each party's interests, defining the context and scope of the relationship. The central task is to map the relationship together, and to start to understand how specific problems and underlying interests define the relationship.

In time, the nature of the discourse must be changed to unload and transform the dehumanization and demonization that has marked the past. Dealing with participants' life experiences and feelings is important. There may be feelings of gratitude for the opportunity of finally being together face to face, or fear of failure. In the relationship, the earliest feelings to emerge might be anger, resentment, and blame. Hurt, sadness, and guilt could be less forthcoming in the beginning. From the expression of strong feelings, participants can learn to probe for deeper causes or needs rather than letting blame block further discussion.

Dialogue is different from traditional negotiation, which deals with exchanging formal positions and technically defined issues. Dialogue focuses on the state of the relationship and its potential for change. It requires that participants (1) value the relationship and studying it, and (2) will ask themselves, and each other, what underlies the expressed emotions and positions evoked by an issue. They thus learn about underlying needs, and discover essential dynamics of the relationship. Too often groups skip over this critical work by looking for "solutions" before they have experienced the realities of the relationship.

*What resentments would the Israelis have to let go of before peace can be achieved?
How about the Palestinians?*

Stage Three: *Probing the Dynamics of the Relationship Together*

The purpose of each side in Stage Three is not to present or persuade but to understand and reflect back fully how the other's mind works, the other's frame of reference. In addition to the discoveries about the relationship from Stage Two, the diversity of experiences and perceptions that make up the relationship are better understood.

The parties begin to identify with each other. As they expand their own identifications to include one another, they are laying the foundation for problem-solving together. Again, it is essential to take this time to understand the relationship, and overcome the old tendency to "not waste time."

*Why do the Palestinians insist on E. Jerusalem as their capital?
Why do they want "the right to return" to their homes in Israel?
Why do the Israelis insist on the Palestinians ending terrorism?*

Stage Four: *Experiencing the Relationship by Thinking Together*

The fourth stage has the participants examining together how to deal with a practical problem. In this process, they further experience the relationship itself. One approach could be to divide into subgroups to create scenarios and their stepwise implementation, describing how each party's interests would be affected, and how

resolution and reconciliation would be served. The group could then choose its favorite scenario and course of action.

This collective thinking can lead the group as a whole to change systemic flaws or get around obstacles. Perhaps only one step can be taken, but in time that may make further steps possible. But now a new relationship and process is in place for further progress.

Many dialogues stop at this point, if they get this far at all. Some group participants may share their insights with policy makers; others take fresh understandings into their own constituencies; still others see their work together as establishing a model for others.

How would life for the Palestinians be affected by a wall dividing Israel and the West Bank? How would this wall help with Israel security? What can the Palestinians realistically do to stop terrorism?

Stage Five: *Acting Together*

The ultimate group experience would be to move out from such meetings and act together to have a concrete impact - to change the relationship and effect a visible social outcome. They could carry out scenarios proposed in Stage Four; take their fresh understandings to community institutions; creatively interact with government officials; or implement the Five Step Public Peace Process with an expanded group of new citizens. The parties, to some degree, have now experienced transforming blame into responsibility, enemies into partners. They have modeled the process of dialogue and reconciliation, thus dispersing this practice into their diverse, evolving culture.

What is one thing each side can do to start the process?

Variation 2 of Choice B

Guess Who's Coming to Dinner:

A Jerusalem Dinner Party to Discuss Plans for Peace

Materials:

Handout: **"Guess Who's Coming to Dinner"**.

Student's notes from all previous classes.

Props (optional): microphone, envelopes for invitations.

Food/snacks (optional): for party.

Invitations: Invitations will state: "You are cordially invited to a dinner party. You will speak from the perspective of. . . ." (see next page).

Role Play Characters:

- **You are cordially invited to a dinner party. You will speak from the perspective of:** an Israeli Palestinian Muslim whose family lost its land in 1948 but who fled to a nearby village and who has been living in that village ever since (an internal refugee)-- but the village is denied road repair or electricity by the Israeli government because it is inhabited by Palestinians.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** A Palestinian refugee whose parents were attacked in 1948 but survived and fled to Lebanon. This refugee was brought up in the impoverished refugee camps of Lebanon but managed to win a scholarship to an American university. Now she is a university professor with American citizenship and two children.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** A Palestinian refugee living in the West Bank refugee camp of D'heisheh near Bethlehem -- you are a carpenter and have five children.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a moderate Jewish Israeli settler in the West Bank who lives there because housing is cheap -- you have five children and commute to Tel Aviv for your job in a bank -- .
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a Palestinian farmer woman in the West Bank, with three children, whose family has lost three-quarters of its land to the Israeli settlement nearby; the settlement also pollutes your remaining land and water with effluents from its chemical factory.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a Jewish Israeli doctor parent who lives in West Jerusalem and whose daughter was killed in a suicide bombing.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a West Bank Palestinian father, an accountant in his 40s, who was dragged from his home in the middle of the night and tortured and imprisoned in an Israeli jail for being suspected of belonging to a Palestinian nonviolent movement organizing against the Wall (he is part of that movement). One son is also in a different prison; one daughter was killed by Israeli soldiers while she was walking home from school.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a West Bank Palestinian university student studying electrical engineering, in his 20s, who was dragged from his home in the middle of the night and tortured and imprisoned in an Israeli jail for being suspected of belonging to a Palestinian nonviolent movement organizing against the Wall (he is not part of that movement).

- **You are cordially invited to a dinner party. You will speak from the perspective of:** a West Bank Palestinian, in his 30s, lawyer, father of a 3-year-old, who was dragged from his home in the middle of the night and tortured and imprisoned in an Israeli jail for being suspected of belonging to a Palestinian violent movement organizing against the occupation (he is part of that movement).
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a West Bank Palestinian in his 50s, a labor rights organizer with three children, who was dragged from his home in the middle of the night and tortured and imprisoned in an Israeli jail for being suspected of belonging to a Palestinian violent movement organizing against the occupation (he is not part of that movement).
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a West Bank Palestinian parent who doesn't like the occupation but who can only find work building Israeli settlements.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** an Israeli soldier, 19, assigned to a checkpoint in the West Bank, who wants to study computers in university after getting out of the army.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** an Israeli Jewish farmer whose parents survived the Holocaust.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a Jewish Israeli university professor with two children; her parents survived the Holocaust and moved to Argentina. She moved to Israel as a young adult.
- **You are cordially invited to a dinner party. You will speak from the perspective of:** a religious Jewish Israeli settler living in a settlement in the West Bank. You are a doctor and have three children.

Procedure for the Teacher

Anticipatory Set (5 minutes)

Read the following script, using the prop microphone when the U.N. representative begins to speak:

“Ok, here’s the scene. You are all living in Israel or the Occupied Territories. You are sitting at home or work watching the nightly news. The U.N. has again been trying to restart peace talks between Israelis and Palestinians. A U.N. representative comes on at that moment and makes the following announcement: ‘Hello, citizens of Israel and the Occupied territories. I am Mr. [insert your name here] with the U.N. As you know, we have had difficulties in the past in designing a lasting peace treaty for your peoples. Well, we have decided to do something radically different this time. We have invited you to come to Jerusalem to take part in a dinner party to discuss options for peace. This dinner party will resemble a Socratic Seminar, if any of you are familiar with this style. You should be receiving an invitation shortly. I hope you will help us with the process and accept our invitation. Thank you for your time.’”
At this point, pass out invitations (in optional envelopes) and the handout.

Context (1-2 minutes)

“By now, you should have a grasp of the conflict. You should have a good understanding of the significant historical events in the history of the area as well as an awareness of recent events, including the failed attempts at peace. You should also understand the difference between an Israeli Palestinian and a West Bank Palestinian, between a Zionist settler in the West Bank and a Jew whose family has lived in Palestine/Israel for 200 years. In one of our final assignments of this unit, you will pull together everything you have learned up to now to role-play someone intimately involved with the conflict and help come up with some possible solutions for peace with justice. We will have a Socratic Seminar while you role-play.”

Purpose (2 minutes).

“This lesson is important for several reasons. It will provide one more opportunity for you to practice research skills by forcing you to pull together information from a variety of sources. It will show me that you truly understand the complexity of this conflict and, most importantly, it will provide you with an opportunity to practice your social and negotiating skills.”

Instruction (35-40 minutes total)

Input (10 minutes): Pass out handout (see invitation below) and read through instructions with students. Make sure instructions and expectations are clear. Remind students that they should take notes during the dinner party and will be trying to arrive at a just and peaceful solution to the conflict.

Student Activity (Remainder of day one): Students can work independently or with other guests **who have the same perspective** (e.g. both are Israeli soldiers, etc). They are to use all resources available to them (handouts from class, their notes,

books in class and the internet) to come up with what they plan to discuss at the dinner party.

Student Activity (Day two, full period): Class will be set up for the “dinner party.” Desks will be set up in a circular formation. Teacher will then act as “host,” thanking them for coming and taking part in this momentous occasion. The “rules” of discussion will be given again: one person speaks at a time, try to allude to your role as you begin (“As a religious settler, I feel that....”), you may present new information or elaborate on something that was said by a previous student and there will be no personal attacks against another. Remind students that this is a discussion, not a debate. Ask them to try to be as informative as they can be in explaining complex ideas. Students will then be allowed to take turns offering their perspective. They should try to focus first on what they feel are obstacles to peace. Half-way through the class period, we will move to concessions that they are willing to make.

Closure: “Excellent discussion. You see now why the peace process has been so difficult over the years. Some of you thought you had excellent options for concessions but found that others didn’t agree to them. Hopefully, you also found places of agreement that you might not have expected. Remember to turn in your preparation sheet with notes from yesterday and the seminar/dinner today. Thanks and have a great day.”

INVITATION

Guess Who's Coming to Dinner

A Jerusalem Dinner Party to Discuss Plans for Peace

Introduction

By now, you should have a grasp of the conflict. You should have a good understanding of the significant historical events in the history of the area as well as an awareness of recent events, including the failed attempts at peace. You should also understand the difference between an Israeli Palestinian and a West Bank Palestinian, between a Zionist settler in the West Bank and a Jew whose family has lived in Palestine/Israel for 200 years.

A team of U.N. officials has decided to host a dinner party in Jerusalem and you have been invited to speak on behalf of your assigned perspective. All guests invited to this dinner party, including you, were chosen because you are able to speak passionately but clearly and factually about the position of your people. It will not be acceptable to rant and rave emotionally as though you are a dramatic guest on a TV talk show. It is also important that you are able to listen; no one will be allowed to dominate the conversation.

The topic of conversation for the dinner party:

What are the biggest current and historic, real and emotional obstacles to peace in Israel/Palestine? How can we reach a compromise and overcome those obstacles?

The Task

- Research and gather information on your perspective.
- Be prepared to present your perspective and defend your statements.

The Process

1. You will be given an invitation stating what perspective you are to take. You can work individually or with other guests ***who share your perspective.***
2. You are then to use all available resources (handouts from class, your notes, books in class and the internet) to come up with what you plan to discuss at the dinner party.

Use the attached handout as a guide in your preparation (you will turn this in to me after the party):

Guess Who's Coming to Dinner Preparation Sheet

Name: _____

The Central Question:

What are the biggest current and historic, real and emotional obstacles to peace in Israel and Palestine? How can we reach a compromise and overcome those obstacles?

What's your role?

In your role, what are your greatest needs and concerns? emotional and physical?

What are the obstacles to peace, as you see them?

What concessions on the occupation, settlements, borders, refugees, water, and security are you willing to make in order to achieve a lasting/just peace?

Dinner/Seminar Notes (use other side of paper if necessary):

Choice C: TV Talk Show/Groups

Peace & Justice

Most of you have formed ideas as to what has created the unrest in Palestine and Israel. Over the past few weeks we have looked at the history, population, current events and geography of this region. In thinking you know/known what has caused this unrest, you have a conscious or unconscious idea as to what would need to happen for any type of lasting peace with justice to occur. Now it is up to your group to present your case.

The Group (about 5 people)

In your group you must present a plan for peace. Aim for a peace with justice and equal rights for everyone. Even if everyone in the group agrees, you must present an alternative point of view (At least one). Each group will put on their own news/talk show. One group member will have to take the lead role as the monitor/host. The rest of the group will be split between the two sides. The monitor will present questions and maintain order in the lively debate. Every member will be given a chance to answer every question. Each member will need to have information from valid sources. Each group will be given 5-10 minutes.

What the group turns in:

Each group will turn in a list of at least 15 questions used to guide their presentation. These questions should help you cover the main points of the Israeli-Palestinian conflict. You will also hand in a formal statement (one paragraph) for each point of view (at least two points of view need to be presented).

What you turn in:

You will need to hand in, at least, 10 quotes from sources. Each quote will be cited using the MLA format. The quotes will contain statistics, history, geography, current developments, etc. Each member will use these quotes to help them develop talking points in their presentation. Your presentation will be in answer to the host's questions. When answering questions/making statements you will be able to refer to your sources by name.

Written Response: Just Peace Essay

You will turn in a five-paragraph essay. In the essay, you will give your own opinion as to what would create a lasting peace with justice (you do not need to agree with your group). The first paragraph will contain the main idea/thesis statement. Each of the following three paragraphs will support the main idea. The final paragraph will contain the conclusion.

Group Worksheet

Names

Roles

Host

Israeli

Israeli

Palestinian

Palestinian

What Perspective?

QUESTIONS: Host should try to ask each panelist a similar number of questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

Peace Plan (Choice 1)

Peace Plan (Choice 2)

Individual Worksheet

Name: _____/

Role: _____ Perspective: _____

Write 10 main points about the conflict from your perspective, covering history, geography, population, current developments, occupation, borders, security, settlements, refugees, water, etc. For each point, find a quote and cite the source (MLA format). Use extra paper as needed. Notice discrepancies in the data you are collecting.

1. Viewpoint:

Quote supporting this viewpoint:

Citation:

2. Viewpoint:

Quote supporting this viewpoint:

Citation:

3. Viewpoint:

Quote supporting this viewpoint:

Citation:

4. Viewpoint:

Quote supporting this viewpoint:

Citation:

5. Viewpoint:

Quote supporting this viewpoint:

Citation:

6. Viewpoint:

Quote supporting this viewpoint:

Citation:

7. Viewpoint:

Quote supporting this viewpoint:

Citation:

8. Viewpoint:

Quote supporting this viewpoint:

Citation:

9. Viewpoint:

Quote supporting this viewpoint:

Citation:

10. Viewpoint:

Quote supporting this viewpoint:

Citation:

VII. Additional Options for a Final Written Response

If you do not have much time for this CBA, then the final written response should be one of the responses already written or suggested in the culminating activities or in the extension to the Literature Circle. Here are some other ideas if you have more time:

1. Write an additional chapter to the Literature Circle book. What happens to one of the characters because of how s/he has changed in the book? Add details from another aspect of the occupation not mentioned in the book.
2. Write a poem from the perspective of a person you role-played or viewed in the culminating activity. Or write a poem from two different perspectives, emphasizing the different voices, tones, and emotions.