Title: The Palestinian/Israeli Conflict
Duration of lesson: 2 days on a block schedule
Placement within the unit: This lesson can be placed at the end of a unit on nationalism or components of the lesson can be used with a study of the Cold War.

Rationale: Prior to the lesson students should understand and be able to apply the concept of nationalism. From prior lessons students should have a familiarity with the Jewish Diaspora, Islam and Judaism, the development of Middle eastern expansion, and western imperialism. Students should have already the appropriate sections in their text or other appropriate primary and secondary source material to support those standards.

This lesson will give the historical context to delve deeper into the particulars of the Israeli-Palestinian conflict, its aim is introductory. It displays how the Nationalistic, Imperialistic and Cold War forces of the 19th and 20th century played out in the Middle East ultimately contributing to conflict in that area. Each slide of the PowerPoint or activity could/should be given it’s own day since each idea, declaration, resolution, and event displays over and over again the nationalistic, imperialistic, and Cold War forces that created them. By looking closely at this situation students will be able to make connections to current American involvement in the Middle East and other parts of the world.

Standards:

Student Outcomes: At the end of this lesson:
✓ Students will be able locate: Syria, Lebanon, Egypt, Jordan, Libya, Tunisia, Saudi Arabia, Israel, Palestine (?)
✓ Students will be able to trace the origins and development of the Palestinian/Israeli conflict beginning in the late 1800s
✓ Students will be able to state the significance of the terms: Zionism, Balfour Agreement, 1947 UN Partition Agreement, PLO, Yasir Arafat, Camp David, Intifada
✓ Students will analyze a political cartoon associating the key figures as well as the cartoonist “point of view”
✓ Students will discuss possible solutions to how the Israeli/Palestinian conflict could be resolved.
Diversity Component: Israel, “Palestine”, Egypt, United States, Great Britain, USSR (Russia)

Diverse Student needs Component:
Each day’s lesson has students working in pairs, groups, or interacting with the whole class. Students have the opportunity to analyze visuals, take notes from PowerPoint lectures, and have time to reflect and discuss the topics at hand.

Materials:
- ✓ Blank maps of the Middle East (From NW Africa, to Iran, to Turkey, and Southern Saudi Arabia) [http://geography.about.com/library/blank/blxmiddleeast.htm]
- ✓ Atlases
- ✓ PowerPoint Presentation The Palestinian Israeli Conflict (Printouts attached for transparencies.
- ✓ Political cartoon analysis handout

Sources:
Herzl, Photo [http://www.jajzed.org.il/100/people/bios/herzl.html]
Assorted maps, [http://www.jajz-ed.org.il/100/maps/six.html]
Yasir Arafat, Photo [http://www.merip.org/]
Frightened Boy, Photo, [http://www.intifada.com/childhood.html]
Feris Odeh, Photo [http://www.intifada.com/childhood.html]
Father and son-victims, photo, [http://www.intifada.com/childhood.html]
Political cartoon by Gomma, [http://www.ahram.org.eg/weekly/2001/538/cartoon.htm]
& [http://www.ahram.org.eg/weekly/2001/537/cartoon.htm]

Procedures:

Anticipatory set:
Values Clarification: This activity will help get the students prepared for the lesson by reflecting on a personal scenario where “their” private space and property was being reduced then taken away. As the lesson progresses the values described in this activity will be compared to the Israeli-Palestinian conflict. No eluding to the current political conflict should be made at this time.

Have students in their notebooks or journals write a response to the following situation:

Using specific examples from your own experiences write a response to the following situation:
What would you do if your brother, sister, or other family member (that use to share the bedroom with you) came into the room later today and said that you have to make room for them and their stuff or find another place to sleep? Who should
get the room? Suppose you got pressured? How could you solve the problem peaceably?” (It’s in the PPT as well.)

After the students have had time to compose an answer discuss the options as a class. Socratically ask them what they value based on their writing and discussion. Sharing? Space/Territory? Freedom? Privacy? What things would be different if Mom or Dad got involved? Could this situation be applied to groups in cities and nations?

**Introduction to the Israeli-Palestinian conflict:**
Explain to the students that they are going to learn about the conflict between the Israeli’s and Palestinians. The values clarification was used to introduce the struggle of two historically related groups of people living in the same geographic area and who should possess it now or at the very least how to share it.

**Geography:**
Where’s the Middle East?
Pass out the blank maps of the Middle East as well as atlases. (If you have access to the Internet go to this great interactive map site of the world that has anthems, flags, and maps; [www.thenationalanthems.com](http://www.thenationalanthems.com)) Have students label the major Middle Eastern Countries and their capitals on the map. If you are pressed for time create a word bank of the the major countries such as Isreal, Egypt, Saudi Arabia, Lebanon, Syria, etc.

After the students have finished have them make generalizations regarding the number of Arab states. The size. How does Israel compare? Palestine? Where is Palestine?

Connect to Values Clarification and transition to PPT lecture

**PowerPoint lecture:**

**The Israeli Palestinian Conflict- An Introduction**
This interactive PowerPoint Lecture traces the historical roots of the Israeli-Palestinian conflict. The significant individuals, ideas, and events are introduced. During the lecture have students analyze what the see. After the lecture, through a guided discussion, ask students to reflect on how the conflict could be solved? Does either group have more rights to the land then the other? How so?

**Primary Source Analysis:**

**Political Cartoons**
Introduce the political cartoons and have students work in pairs. The political cartoons and discussion will serve as a reinforcement of the individuals and relationships between the United States, Isreal, Palestine, and other Middle East countries.
Discuss their analysis.

Closure/Assessment:

**Persuasive Letter to President Bush**
Have students write a letter to President Bush. They will then share their possible solutions for peace in a guided discussion. Below is a suggested guideline for the letter to President Bush.

- You will write a letter to President Bush enlightening him on the historical and current relationship between Israeli’s and Palestinians and conclude with a personal recommendation for how to help resolve the Middle East conflict.

Your letter will include:
- A chronological tracing of the Israeli and Palestinian situation since the 1800s
- Western involvement in Middle East affairs (British mandate, UN 1947, etc.)
- The human cost on both sides in the struggle.
- How our involvement is viewed in the Middle East.
- ! YOUR POSSIBLE SOLUTION FOR PEACE N THE MIDDLE EAST!
Point of View

Political cartoons are a way of visually expressing a point of view regarding a person, group of persons, political decisions, or world events. The cartoonist uses generalizations, stereotypes, and symbols to convey his/her message.

For this activity you will analyze the cartoon, supporting your hypothesis with facts from the lesson, and determine:
- What are the symbols?
- What/who do they represent?
- Who are the key people?
- What is the message?