

Introduction to the Unit

Background Information

Before starting the specific curriculum on the conflict I spend approximately 1-2 days studying the overall Middle East region. The first day consisted of completing and reviewing a survey on the Middle East and writing questions on the Middle East and people from the region. Throughout the unit, I tried to address the questions (usually 2-3 a day) until we finished as many as we could. Students were always encouraged to offer answers and some questions we didn't have answers to. Students then completed maps of the Middle East and the Arab countries. We discussed and took notes on the difference between and overlap of Arabs and people from the Middle East. This was followed by a lesson on common perceptions and myths associated with the Middle East. Students are familiar with the region from previous case studies on the revolutions in Tunisia and Egypt that we complete during our democracy unit in their ninth grade year. I start the study of the Palestinian-Israeli conflict by taking a couple of days to set context and introduce the pedagogy through which we will study the conflict. Once this is done, we go straight into the historical content. The lessons presented are outlined in simple form and include the materials that can be used. All of these lessons can be adjusted, supplemented with additional or different readings and multimedia presentations. I often require more reading from my honors students. As you choose to make additions and revisions, it is important to try and choose material that will lend itself to the multiple narratives approach, if you choose to teach the unit this way.

Pedagogy Summary

Studying the conflict can be done through a number of ways, but I find that using a multiple narrative approach has been the most successful. It challenges students to learn content, apply critical thinking skills, and synthesize content and analysis to complete various assignments throughout the unit, including the final project. This approach parallels what the new common core standards are asking of students. In addition, it asks students to come to their own conclusions and truth given the content they have learned which helps avoid controversy and criticism. It allows educators opportunities to teach students both historical content and important historical thinking skills.

The rationale behind multiple narratives is the attempt to balance the idea of history as a discipline based on facts with history as a collection of human experiences and memories often based on a person's own perspective. Students will be presented with historical facts, as well as be exposed to various perspectives and narratives around the events that have contributed to the ongoing conflict. The idea is to keep students open to outcome because while there are definite historical facts that they are expected to learn, there are no other specific outcomes expected from students. Although this often challenges students with close ties to the region or who have previously studied the conflict, I also have experienced that they grow as much or more than other students. The multiple narratives approach creates opportunities for students to synthesize the facts with the perspectives and narratives that they have read and learned about and come to a truth or multiple truths about the conflict. I have attempted to use as many primary sources documents, sources, and media as possible.

The unit's final assessments are preparing for a United Nations conference on resolving the conflict and developing a product (writing, art, music, etc) that reflects the student's truth. The conference is very academic in nature and is not a debate, while the truth assignment is more open-ended and allows students an opportunity to express a conclusion(s) they came to through the unit. Students do not present these to the class, unless they want to share. They are hung up in class for other students to see.

Following is a **potential** lesson outline with lesson topics and materials. These are lessons that I have used, although I, like all teachers, continually try to review, renew, and update materials based on the current situation and exposure to new documents and ideas. Additionally, some lessons are not taught to due to time restrictions. I did not include short quizzes I give to check for content mastery and understanding, although they are included in the materials I will share. I encourage educators to use what they think may be helpful or apply materials that already have or new materials they develop to fit into this framework of multiple narratives. I enjoy collaborating with others to develop relevant lessons and to compile documents, especially primary sources, to teach students about this important and often controversial subject.

Teaching the Arab/Palestinian-Israeli Conflict – A Multiple Narratives Approach

Lesson Outline

Lesson	Lesson Topic	Materials
Context and Geography		
1	<ul style="list-style-type: none"> Survey on the Middle East Region Maps of the Arab World and Middle East Brainstorm and discuss questions 	<ol style="list-style-type: none"> Survey Maps Butcher paper to record questions
2	<ul style="list-style-type: none"> Current geo-political/social/economic situation in the Arab World (related to the Arab revolutions) KWL on Palestinian/Israeli Conflict 	<ol style="list-style-type: none"> No specific lesson, but teacher reading materials included KWL chart
Pedagogy and Methodology		
3	<ul style="list-style-type: none"> Warm-Up: Each person has their own truth. What do you think this means? Discuss sensitivity/controversy of topic. Introduce the idea of multiple narratives. Blank map outline with notes on current demographics of the region. Introduce the unit terms/theme (narrative, perspective, fact, truth) HW: Historical Picture and the four terms 	<ol style="list-style-type: none"> Blank outline map with notes on demographics Terms Sheet (Narrative, Perspective, Fact, Truth) Homework Assignment (Student Work Examples)
4	<ul style="list-style-type: none"> Warm-Up: What gives people a claim to land? Handout with maps and population shifts – Students develop hypothesis to explain the changes and then class notes Practice four terms with Bush Speech 	<ol style="list-style-type: none"> Map Handout Bush Speech/Worksheet (Narrative, Perspective, Fact, Truth)
Historical Events		
5	<ul style="list-style-type: none"> Warm-Up: If someone promises you a national homeland, what does that mean? Zionist Conference and Balfour Declaration Class or HW: Jewish Diaspora and Immigration Worksheet 	<ol style="list-style-type: none"> Zionist Conference Primary Source Balfour Declaration Primary Source Worksheet to Guide Readings
6	<ul style="list-style-type: none"> Warm-Up: What issues did the Balfour Declaration and the First Zionist Conference raise for Palestinians and Jews? UNOS COP and UN Resolution 181 	<ol style="list-style-type: none"> UNOS COP and UN Resolution 181 worksheet
7	<ul style="list-style-type: none"> Warm-Up: What issues did the Balfour Declaration and the First Zionist Conference raise for Palestinians and Jews? Video Clip: Occupation 101 Group work (block period): The War of Independence/<i>Al Nakba</i> Historical Investigation 	<ol style="list-style-type: none"> Guiding Questions for 1948 investigation Packet of Documents for Investigation of 1948 events Film (Occupation 101)
8	<ul style="list-style-type: none"> Warm-Up: List as many FACTS as you can about what happened in 1948. Debrief Historical Investigation HW: Fact, Perspective, Narrative, Truth for assigned side (Al-Nakba or War of Independence) with a picture (AS does both) 	<ol style="list-style-type: none"> Student Work Examples
9	<ul style="list-style-type: none"> Wrap Up Historical Analysis of 1948 Events Six-Day War reading guide (finish for HW) 	<ol style="list-style-type: none"> Worksheet: 1948: One Peoples' Victory is Another's Loss 1967 War Reading Guide
10	<ul style="list-style-type: none"> Warm-Up: If you were a Palestinian, how would you respond to the 1948 events? If you were the government of Israel, how would you protect your new state? If you were a new Jewish immigrant, how would you feel? Power Point: Developments in Conflict 1960s-1980s HW: Yom Kippur War Document Analysis HW: First Intifada Documents and Reading Guide 	<ol style="list-style-type: none"> Graphic Organizer for Power Point Power Point Yom Kippur War Documents First Intifada Readings & Guide
11	<ul style="list-style-type: none"> Warm-Up: What would be the most effective way for Palestinians to resist what they perceived to be an unfair "occupation"? Review HW – Discussion of First Intifada and Warsaw Ghetto Uprising Pictures and statistics from First Intifada (power point) 	<ol style="list-style-type: none"> Power Point on First Intifada Israeli Narrative on First Intifada and Reading Guide

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	<ul style="list-style-type: none"> • HW: Israeli narrative on First Intifada 	
12	<ul style="list-style-type: none"> • Warm-Up: What conclusions and interpretations can you draw about each side in the conflict from the First Intifada? • Attempts at Peace (start with Oslo Accords) and New Barriers to Peace Power Point • HW: Voices from the Conflict (BBC series) 	<ol style="list-style-type: none"> 1. Power Point and Graphic Organizer 2. Narratives and Graphic Organizer for Voices of the Conflict
13	<ul style="list-style-type: none"> • Warm-Up: What did you learn from the different narratives you read for HW? • The Gaza Strip and Israel – Document Analysis • HW: The Wall/Security Barrier Document Analysis 	<ol style="list-style-type: none"> 1. Document Set for Gaza and Israel and Guiding Questions 2. Documents and Guide for Wall/Security Barrier Analysis 2. Student Paragraph Examples from wall/barrier analysis
14	<ul style="list-style-type: none"> • Warm-Up: If the Israeli government and the Palestinians are going to negotiate peace, what issues need to be addressed? • The Conflict Continues Power Point • Current Methods of Resistance (Palestinian and Israeli) • HW: AS classes – Carter Book Chapters 1, 16, & 17 	<ol style="list-style-type: none"> 1. Power Point on Conflict Continues and Graphic Organizer 2. Case study documents for resistance 3. Carter Book Chapters
15	<ul style="list-style-type: none"> • Unit Assessment – United Nations Conference • Truth Assignment Explanation 	<ol style="list-style-type: none"> 1. CP Project Documents 2. AS Project Documents 3. Truth Assignment Handout
16-20	Library Research/Group Preparation for Conference	1. Note-taking sheets
21	<ul style="list-style-type: none"> • Warm-Up: How do the multiple narratives of Palestinians and Israelis get in the way of peace? • Ilan Pappé & Desmond Tutu Readings in Pairs with guide (finish for HW) 	<ol style="list-style-type: none"> 1. Pappé reading 2. Tutu reading 3. Reading Guide
22	<ul style="list-style-type: none"> • Warm-Up: What can be done to help Palestinians and Israelis understand each other's narratives? (think about HW readings) • Co-existence Efforts Power Point & Video Clip (soccer camp) • Documentary Clip: Encounter Point 	<ol style="list-style-type: none"> 1. Power Point & Graphic Organizer 2. Video Clips
23-24	<ul style="list-style-type: none"> • UN Conference (presentations and negotiations) 	<ol style="list-style-type: none"> 1. Proposal Sheets 2. Student Work Examples
25	<ul style="list-style-type: none"> • Warm-Up: Desmond Tutu said: "A true peace can ultimately be built only on justice" in reference to the Palestinian/Israeli conflict. What do you think he means? • Debrief Conference & Unit – Lingering Questions and Thoughts 	Gallery Walk – Truth Assignments

It is hard to cover all of the historical events and complexities of the conflict in a few short weeks so you have to pick and choose areas of focus. Students tend to ask a lot of questions during this unit and the time it takes to allow for this space should be taken into account when planning. A few relevant topics to include if there is time, is the role of the media in the conflict (see One murder, Two Stories article and lesson on media reporting of the conflict with graphic organizer) and how the current Arab Revolutions may or may not influence what happens with Israel/Palestine.