

**CENTER FOR COLD WAR STUDIES**  
**University of California, Santa Barbara**  
**August 2- 7, 2004**

**Participant name:** Jennifer K. Ritz

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**Title of lesson:** The Partition of Palestine

**Duration of lesson:** 2-3 days

**Placement within the unit:** Contemporary World Issues or Nation-Building. It can either be placed in a Cold War or Post-Cold War context.

**Rationale:** Students will develop a historical understanding of the complex issues behind the decisions made in the Middle East, specifically in Israel/Palestine, by examining the multiple perspectives & agendas of the various parties involved. Students will pursue research using the internet to give them background knowledge which will help them to articulate their evaluation, as well as, creative solutions to this problem.

**History standards:**

10.9 Students analyze the international developments in the post-World War II world.

--Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the

following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

--Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

--Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

--Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

**Student outcomes/ Learning objectives:**

- 1. Students will identify the various arguments surrounding the Partition of Palestine**
- 2. Students will develop internet research skills to seek information in a directed manner.**

3. Students will be able to trace the origins and development of the Palestine-Israel conflict.
4. Students will identify the significance of Zionism, Balfour Declaration, 1947 UN Partition agreement, PLO, Camp David Accords and other key individuals
5. Students will analyze & discern primary and secondary sources.
6. Students will increase verbal and written communication skills through persuasive speaking and writing activities.
7. Students will work independently and in cooperative groups to develop & demonstrate their understanding of these historical events.

**Materials:**

Internet access to HOTLIST

**Procedures:**

**Day 1—**

Students are assigned a specific perspective to research in the question of partitioning

Palistine: British, Soviet, U.S., Zionist & Palestinian.

Students use HOTLIST to research background info, their perspective & the peace process. Teacher circulates and assists students as needed.

Students continue this research at home.

**Day 2—**

Students are divided into their respective groups to share their research and develop individual competency in their area.

Students then participate in a “Virtual Chat room” facilitated by the teacher.

*Guidelines for chat room:*

1. One student types/speaks at a time
2. Students must “sign on” with creative and relevant screen name
3. Everyone must participate at least twice for credit.
4. Limit comments to 2-3 sentences for concise dialogue.

Teacher guides “chat” with relevant and thought- provoking Chat topics

*Suggested guiding question:*

1. Who is most entitled to the land in question?
2. What is the most appropriate solution to this conflict?
3. What solutions have not been considered?

**HOMEWORK:** Students create a written version of a chat room dialogue where s/he assumes the identity of all “chatters” (2-3 perspectives must be represented). Students can treat the conversation as a “debrief” of the classroom conversation, or may re-create an entirely new conversation now that they have seen a model and have heard the multiple arguments. This written dialogue should be creative, yet historically accurate. It should be creative and designed to look like an actual chat room (screen names and all!) It should be a minimum of 2 pages (adjustable to the students’ needs).