

**CENTER FOR COLD WAR STUDIES**  
**University of California, Santa Barbara**  
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**Title of Lesson:** The Israel/Palestine Conflict  
"And The Walls Came...": Perceptions, Perspectives, Prospects

**Duration of Lesson:** ~1 or 2 class periods

**Placement of the Unit:** Post-World War II/Unresolved Global Issues

**Rationale:**

Throughout the history of world civilizations and typically in the absence of natural barriers, societies have at times resorted to building massive structures to permanently separate from groups they perceived to be at cross-purposes from themselves. Such actions have tended to wreak heavy economic and human costs while at the same time assaulting the physical and social landscape with dramatic, unalterable results. Examples that come to mind include the Great Wall of China, Hadrian's Wall, and the walled cities of the medieval Middle East and Europe.

In this lesson, students will examine the people, places, and circumstances surrounding the construction of the Berlin Wall during the Cold War and the West Bank Barrier currently being built in Israel/Palestine. In the course of analyzing both cases, including geographical factors, historical contexts, and cause(s) & effect(s), students should further their understanding of human & social behavior and actions.

**History Standards:**

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

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
6. 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...**

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. 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:** At the end of this lesson students will be able to:

- locate Berlin, Germany and Israel/Palestine & the West Bank on a map
- provide pertinent historical information on the Cold War in Europe and the conflict in Israel/Palestine
- explain the purpose of walls/barriers
- give basic information about the walls under study
- list the advantages & disadvantages of living behind/within walls
- contrast the perceptions & perspectives of the Israelis & Palestinians
- compare the German experience with that of Israel/Palestine
- speculate on short- and long-term impacts of the separation of Israelis & Palestinians
- offer alternative solutions to resolving the conflict

**Diversity Component:** **Israelis & Palestinans, East & West Germans**

**Diverse Student Components:** **interactive Powerpoint presentation, classroom writing & discussion**

**Materials:** **Powerpoint slide information and/or handouts**

**Sources:**

[http://i-cias.com/e.o/rabin\\_yz.htm](http://i-cias.com/e.o/rabin_yz.htm)

<http://www.hrw.org/photos/2003/israel/>

[http://www.wordiq.com/definition/Israeli\\_West\\_Bank\\_barrier](http://www.wordiq.com/definition/Israeli_West_Bank_barrier)

<http://usa.mediamonitors.net/content/view/full/8715/>

[http://www.btselem.org/English/Separation\\_Barrier/Map.asp](http://www.btselem.org/English/Separation_Barrier/Map.asp)

<http://stopthewall.org/news/thehague.shtml>

<http://www.aljazeeraah.info/News%20Photos/2004%20News%20photos/July/11-14j.htm>

[http://en.wikipedia.org/wiki/Israeli\\_West\\_Bank\\_barrier](http://en.wikipedia.org/wiki/Israeli_West_Bank_barrier)

<http://cgi.wn.com/?t=worldphotos/viewphoto.txt&action=display&article=29880595>

<http://in.news.yahoo.com/031001/137/284y8.html>

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[http://story.news.yahoo.com/news?tmpl=story&u=/040707/photos\\_if\\_afp/040707045756\\_8hj3v2gx\\_photo0](http://story.news.yahoo.com/news?tmpl=story&u=/040707/photos_if_afp/040707045756_8hj3v2gx_photo0)

[http://www.usatoday.com/news/world/2004-02-08-west-bank-barrier\\_x.htm](http://www.usatoday.com/news/world/2004-02-08-west-bank-barrier_x.htm)

[http://www.freep.com/news/nw/mid2\\_20031002.htm](http://www.freep.com/news/nw/mid2_20031002.htm)

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<http://www.mfa.gov.il/MFA/Terrorism->

[%20Obstacle%20to%20Peace/Palestinian%20terror%20since%202000/Suicide%20and%20Other%20Bombing%20Attacks%20in%20Israel%20Since](http://www.mfa.gov.il/MFA/Terrorism-%20Obstacle%20to%20Peace/Palestinian%20terror%20since%202000/Suicide%20and%20Other%20Bombing%20Attacks%20in%20Israel%20Since)

**Procedures:** Utilize the Powerpoint presentation prepared for this lesson.

## Slide 2 - Anticipatory Set

Have students view & discuss the photograph. Ask them to guess location, time, people & event. [Alternatively, distribute hard copies of the photo & have students do individual quick-writes]. Debrief, using additional information on the slide.

Optional Activity: Have students construct & experience a separation barrier in the classroom with a rope & sheets or other materials. Debrief the effects.

## Slides 3 to 5 – A Controversial Construction

Show slides as an introduction to the West Bank Barrier. Tell students they will be learning more about the wall in the course of the lesson and that they should be thinking about questions to ask about it.

## Slide 6 – What Questions Do You Have?

Referring to the slide as a writing prompt, ask students to generate their own questions about the West Bank Barrier and write them down. Compile the questions & determine which may need further research for answers. This can be a computer, library, or homework assignment.

## Slide 7 – Wall Denotation

## Slide 8 – Barrier Denotation

## Slide 9 – Connotations

Explain difference between denotation & connotation. [Right click & select the pointer options/pen/color] Ask students to imagine having a similar wall in their midst. Have them give words that such a wall would connote for them. Write these words on the blank wall & discuss. (Writing via the computer may take practice; the script will disappear on its own as you continue to the next slide).

## Slide 10 – Where is the West Bank?

## Slide 11 – Maps

Show the route of the barrier. Have a student explain its circuitousness.

## Slide 12 – Perceptions

Discuss Israeli & Palestinian perceptions. Ask students for theirs.

## Slides 13 to 16 – The Israeli Perspective

Discuss/debate

## Slide 17 – The World Court Perspective

Discuss/debate

## Slides 18 to 20 – The Palestinian Perspective

Discuss/debate

Slide 21 – Pope John Paul II’s Perspective

Discuss, write

Slide 22 – Prospects for Peace?

Have students consider, speculate, write.

Slide 23 – Prospects for Quality of Life?

Have students consider, speculate, write.

Slide 24 – Prospects for Future Generations?

Have students consider, speculate, write.

Slide 25 - FINIS

Optional Extension: Slides 28 to 30 – Compare & Contrast the Berlin Wall with the West Bank Barrier

Optional Extension: Slides 31 & 32 – Write about the *iron curtain* separating Eastern & Western Europe during the Cold War. Describe the short- & long-term effects of this metaphorical barrier on people living on either side of it.

Optional Extension: Research & report other significant human-made barriers in history

Optional Extension: Discuss current U.S. efforts to control illegal immigration from Latin America by constructing barriers along its border with Mexico.

Arts Enrichment: Learn & sing “Joshua Fought the Battle of Jericho”

**Assessment:**

Student debate  
Student writings  
Teacher-generated test

Possible Questions:

- Draw a rough map of Germany during the Cold War, showing the location of Berlin in East Germany.
- Explain the reasons behind the construction of the Berlin Wall.
- Draw a rough map of Israel/Palestine showing the location of the West Bank.
- Explain the reasons behind the construction of the West Bank Barrier.
- How are the Berlin Wall & the West Bank Barrier similar? Different?

- Why do most Israelis view the construction favorably and prefer to call the structure a *barrier* or *fence*, while most Palestinians oppose it and refer to it as a *wall*, disparagingly as an *apartheid wall*?
- Describe daily life for Israelis & Palestinians in the presence of the barrier.
- How is the wall a peaceful solution to Israeli-Palestinian conflict? How is it not?
- What alternatives would you propose in lieu of a separation barrier?
- Do you foresee a time when the barrier will become obsolete & be dismantled? How will conditions have changed vis-à-vis the Berlin Wall?