

LESSON PLAN
THE COLD WAR
THE ARAB-ISRAELI CONFLICT

TITLE OF LESSON:

The Palestinian- Israeli Conflict

DURATION OF LESSON:

It is expected that this particular lesson unit will involve at least two days and possible will be extended to four days depending upon the participation of guest speakers.

PLACEMENT WITHIN THE UNIT:

This particular lesson unit will be included within California State Framework 10:10

RATIONALE:

Perhaps no other region of the world has generated so much international attention within the last 50 years than the Middle East. And part of the reason for such attention has been the on going Palestinian-Israeli conflict.

In fact, the conflict has been going on since May 15, 1948, the date of Israeli proclaimed statehood.

Since that time Israel has been involved in 3 major wars with its Arab neighbors and Confronted with a sullen and resentful Palestinian population. The Palestinian alienation has confronted Israel and the world with the nagging question of what must be done to solve what seems to be an intractable problem.

GRADE LEVEL: The lesson unit is designed primarily for students in grade 10 (Sophomores), World History is a course for 10th graders and it is within that parameter that the issue of the Palestinian –Israeli conflict is discussed within the assigned textbook and within the curriculum of the California State Standards for students in Social Studies classes.

STATE STANDARDS:

The lesson plan fall within the state framework 10.3, 6 and 10.10 and . Specifically, students are to become aware and sensitive to the issues of today's world and those issues spurring conflict among people of a particular region.

California State Framework, 10:10 (students should be able to 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.

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

SET ACTIVITY:

The lesson plan deals with the ongoing conflict between the Israeli and the Palestinian. This problem has existed since the beginning of Jewish immigration within the region starting as early as the late 19th Century.

This second great Jewish EXODUS resulted in the creation of the state of Israel in 1948. As a set activity, I am going to play the famous song, EXODUS, by Bob Marley.

Students will be instructed to listen to the words of the song and try and to interpret what the words mean. I will review with the class the definition of the word, EXODUS. In addition, once a discussion of various words related to the topics such as Palestine, Zionists, The Balfour Declaration, The McMahon-Hussein Talks, we will review the history of the Jewish migration into Palestine and its subsequent impact on the lives of Palestinians.

In addition, we will utilize a video (The Legacy of Hatred) dealing with the history of this conflict.

ACTIVITIES:

Students will be given an assignment to engage in role playing of the two opposing groups in the conflict.

In addition, two speakers focusing in on both sides in these issues will have an opportunity to address the class and engage in a question and answer session.

Obviously, in order for the process to work well, the two opposing speakers will address the class on alternate days.

ANCILLIARY ACTIVITIES:

The lessons will utilize Power Point Presentations, lectures, simulation/role playing, small group discussions, quick writes and guest speakers.

STUDENTS EXPECTATIONS FOLLOWING THE UNITS:

- 1). Students will be able to locate the Middle East on maps. Globes
- 2) Students will be able to locate the region of Palestine on maps
- 3) Students will be able to identify the location of Israel on maps, globes
- 4) Students will be able to name and locate neighboring countries in the region.
- 5) Students will understand the early Zionist movement and its ideology
- 6) Students will understand the far ranging affects of the Balfour Declaration
- 7) Students will understand the underlying issues between Israel and the Palestinians and the causes of those issues.

ASSESSMENT/EVALUATION:

Students will be evaluated on the basis on assigned work, formal group discussion and at the end of the sessions, a quiz.

DIVERSITY COMPONENT:

The diversity component of this lesson will reflect in the overall ethnicities, cultural religion and socio-economic standards of living of the people living within this small entity known as Palestine.

DIVERSITY STUDENT COMPONENTS:

This lesson plan, to some extent will be reflective of the diverse student component of Santa Barbara High School.

Santa Barbara High School has a very diverse student population of various ethnicities, nationalities, religions, cultures and socio-economic backgrounds.

MATERIALS:

- Primary Sources
- Secondary Sources
- Maps
- Globes
- Graphs
- Images

SOURCES:

- Primary Sources
- Secondary Sources
- Audio-Visual materials
- The Internet
- Books and Periodicals

THE CENTER FOR COLD WAR STUDIES
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
THE PALESTINIAN – ISRAELI CONFLICT
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Presented

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