**Lesson 1: Who are the Israelis and Palestinians?**

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| **Lesson Focus** | Discovering what students know already and establishing a base on which to learn more about Palestinians and Israelis and their history. |
| **Recommended Age Group** | 9h -12th grade |
| **Time Suggested** | One class period |
| **Materials needed** | Whiteboard or blackboard on which to write |
| **Objectives** | By the end of this lesson, students can:1. Have a basic understanding of who the Israelis and the Palestinians are
2. Identify their own biases and sources of their bias
3. Become interested in learning more about the Israeli-Palestinian Conflict
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| **Main Learning Activities** | The teacher starts by creating a simple chart on the board at the front of the class with two columns, one labeled “Palestinians” and the other labeled “Israelis”. The teacher then asks the students to make the same chart in their notebooks, and gives them a few minutes to fill in the two columns as much as they can with anything they know (or think they know) or associate already with the two headings. They should also indicate what they think are the sources of their information below their chart. Then students pair up to compare ideas, after which they share a few of their different ideas with the class and the teacher fills in the columns on the board. Finally, the teacher does a basic count of bullet points under each column to see whether the students could provide more information about one group or another. The teacher asks students what this suggests about their bias (first introducing the concept of bias if this is new), and asks them to share where their information comes from. The teacher then asks what they would most like to know that they do not know already. |
| **Closure** | Students are asked to fill out an index card as a “departure ticket” listing three things:1. The source of their current information about Israelis and Palestinians
2. What they would most like to know about Palestinians and Israelis that they do not know now
3. What they think might be a good source of this information
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| **Additional Planning Decisions** | Based on the departure cards filled out by students, the teacher can decide how best to approach the next lesson in this unit of study, using the packet “Learning Each Other’s Historical Narrative.” |

**Lesson 2: What is the Balfour Declaration? Learning One Perspective**

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| **Lesson Focus** | Using the text “Learning Each Other’s Historical Narrative” to begin to study Palestinian and Israeli history.  |
| **Recommended Age Group** | 9h -12th grade |
| **Time Suggested** | One class period |
| **Materials needed** | Whiteboard or blackboard on which to write |
| **Objectives** | By the end of this lesson, students can:1. Describe the Balfour Declaration (or one of the other historical moments in the text) from an Israeli or Palestinian perspective
2. Reflect on how the information they receive causes preference and bias
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| **Main Learning Activities** | The teacher begins by dividing the class into two groups, one of which will read the Palestinian narrative and the other the Israeli narrative. The teacher may decide to assign any portion of the first chapter of the document “Learning Each Other’s Historical Narrative” as homework before class, having each student read only one perspective (left or right side of the page) or the teacher may decide to simply have students spend time reading in class (the Balfour Declaration goes up through page 5). Then students work with a partner or in a small group to write down what they think are the major points from their narrative. It may be helpful to have them make a timeline. The teacher can then have a representative from each group go up to the board to write down under the appropriate section (Israeli and Palestinian) the points that they pulled out. Two timelines, one for the Israeli narrative and one for the Palestinian narrative, should be drawn. All students sit back down and look at the board. The teacher then asks students to observe what is similar about the two narratives and what is different, and possibly to write this down in their notes before sharing observations with each other as a class.  |
| **Closure** | Students are asked to fill out an index card as a “departure ticket” listing three things:1. What are the main differences between the two narratives?
2. What is the “truth” about the Balfour Declaration?
3. Which narrative shows more of the “truth”?
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| **Additional Planning Decisions** | Based on the departure cards filled out by students, the teacher can come to class the next day with follow-up activities or discussions planned. It is good to ask students to reflect on which narrative they agree with, and take a class poll to see who agreed with the Palestinian narrative and who agreed with the Israeli narrative, and then to take a poll of who studied which narrative and see if there was any overlap (or not).  |

**Lesson 3: Writing One Narrative**

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| **Lesson Focus** | Discovering what students know already and establishing a base on which to learn more about Palestinians and Israelis and their history. |
| **Recommended Age Group** | 9h -12th grade |
| **Time Suggested** | One class period |
| **Materials needed** | Whiteboard or blackboard on which to write |
| **Objectives** | By the end of this lesson, students can:1. Synthesize information from two sources into one narrative
2. Understand how historical narratives are written
3. Have a sense of the narrative of one event in Israeli-Palestinian history
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| **Main Learning Activities** | Building on Lesson 2: What is the Balfour Declaration? Students have already read Chapter 1 (or one of the chapters) of “Learning Each Other’s Historical Narrative”. Now they are assigned to work with a partner who read the **other** narrative (if Partner A read the Palestinian narrative, then Partner B read the Israeli narrative) to create a joint narrative that covers the most important events or points from each of the two narratives. The teacher emphasizes that this narrative should not be twice as long as each individual narrative, but rather a combined version that is about the same length as each of the originals. This will force students to pick and choose what to include. Another way to get at this may be to include a word limit at the teacher’s discretion. These narratives can be shared in front of the class, or continued in another class period or as homework.  |
| **Closure** | As a closing activity, students could vote on which narrative they think is most likely to be “approved” by both Palestinians and Israelis—and tell why. Students can be asked to reflect on the experience of learning history from two different perspective.  |
| **Additional Planning Decisions** | If there is time, the teacher could use this approach to teach multiple (or all) chapters of the text.  |