

# **PALESTINE & ISRAEL HOW WILL THERE BE A JUST PEACE?**

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A Citizenship Education Resource for Transition Year and  
Key Stage 4 based on Human Rights and International Law

CDVEC Curriculum Development Unit and Sadaka

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# Acknowledgements

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# FOREWORD

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***"There is no turning back on the road to peace."***

Tony Blair on the Good Friday Agreement 1998

***"Peace will not be achieved in this region unless the Palestinians gain their right to statehood, and Israel will not achieve real security unless the Palestinian people also achieve security and a decent life in an independent state."***

King Abdullah II of Jordan, 16 May 2009

***"Without determined intervention by governments, including the United Kingdom, Ireland and their European partners, the vision of two states will surely disappear, condemning generations of Palestinians and Israelis to a future of crippling poverty and relentless insecurity."***

'Facts on the Ground', Christian Aid, 2004

Education for Reconciliation's aim is to contribute to peace, reconciliation, human rights, and justice on the island of Ireland, through enabling young people to develop the skills of conflict resolution and peace building. In addition to approaching these from the local perspective, it is also helpful to take a step back, and to reflect on and learn from the lessons of conflict and peace building in other parts of the world.

The current situation between the Israeli and Palestinian peoples is one of the critical international conflicts of our time. It is central to political developments and divisions in the Middle East, influences politics in the United States, features strongly in EU foreign policy, and is a key consideration in Iran's relationship to the West. Understanding this situation is therefore key to understanding many of the factors which influence global political developments. Analysing the on-going peace process provides a greater understanding of the nature of peace building and of how conflicts can be resolved with justice.

This resource is an important development in helping post-primary students throughout the island of Ireland to explore the Palestinian Israeli situation within the context of Human Rights and International Law. The resource addresses key issues underlying the origins of the conflict and current obstacles to bringing about a just peace.

Citizenship education helps students to become informed, active citizens and provides them with the skills and confidence to work together to influence life in their communities, wider society and on an international stage. It gives them the confidence to take action and to recognise the ability of individual and collective actions of ordinary citizens to make a difference. This resource encourages a sense of critical appraisal and stimulates that sense of collective responsibility. It locates the Palestinian / Israeli situation in the context of increasing global interdependence, and demonstrates the necessity of engagement in peace-building by the international community.

Importantly, the resource enables the student to move from an understanding of the situation into consideration of how that situation might change. Its focus on the work of Palestinian and Israeli NGOs encourages students to think creatively and constructively of potential solutions. Its examination of the peace process encourages them to critically appraise the role of national governments, NGOs, the public and the international community in building a lasting peace. It enables students to realise that ordinary people can and do contribute to peace-building and the upholding of human rights, and that they too can contribute to peace building within their own communities.

The resource has distilled large amounts of information into the essential facts necessary to understand the core elements of the Palestinian / Israeli situation. We are indebted to Dr. Mary Gannon, Manager of the Education for Reconciliation Project and Dr. Elaine Murtagh, Education Officer, Sadaka – the Ireland Palestine Alliance for making a potentially difficult topic accessible to young people. The interactive methodologies and the use of photographs and video bring teachers and students into the heart of the situation.

We highly recommend this resource and see it as significant in developing understanding among young people of conflict and the efforts used to bring about peaceful resolution. We further see it as an opportunity for young people to develop their own sense of responsibility, and to take action to shape the world we live in - locally and globally, so that the rights of all people are upheld and respected.

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June 2012

# INTRODUCTION

This resource is intended to support young people in critically exploring conflict and peace building within a framework of Human Rights and International Law. Looking specifically at the Palestinian/Israeli situation, the resource provides an opportunity for students to increase their knowledge and understanding, develop their skills of critical analysis, and share the experiences of those working towards a peaceful outcome.

Using a variety of active learning methodologies, the resource enables students to:

- ➔ Understand the origins of the situation and the current barriers to peace
- ➔ Learn about the role of international law and the United Nations in protecting human rights
- ➔ Experience the work of peace activists, both Palestinian and Israeli
- ➔ Develop their own peace proposals

## Outline of the Resource

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There are fourteen lessons in the resource, involving active learning activities and use of visuals – photos, maps and videos – to bring the experiences of people closer to the students.

- Lessons 1-4** encourage students to examine their perceptions of Israel and Palestine and to learn about the origins of the situation we have today.
- Lessons 5-6** provide basic facts about the main barriers to peace – borders, settlements, refugees, East Jerusalem and the separation barrier. They ask students to identify the impact on everyone involved, analyse the Palestinian and Israeli positions, explore how international law could provide a solution, and finally come up with proposals for improving the situation.
- Lesson 7** looks at the role of the United Nations in protecting human rights and has the students play the role of the Human Rights Council and consider recommendations made by the UN Special Rapporteur on Palestine in his 2011 report.
- Lessons 8-10** are key in moving students from consideration of conflict to the realisation that ordinary people can contribute to peace building. These lessons provide teachers with a choice of looking at the work of number of prominent human rights organisations, both Palestinian and Israeli – the Parents Circle, the Israeli Committee against House Demolitions, the Olive Tree Campaign, Addammeer, and Breaking the Silence.
- Lessons 11-13** get students involved in developing a peace plan for Palestine and Israel in relation to the barriers they have looked at earlier. Having considered the facts, Palestinian and Israeli popular opinion and official positions, they are asked to make proposals which will bring about a just peace, one which considers the human rights of everyone involved.
- Lesson 14** encourages the students to reflect on what they have learned throughout the module and how this could apply to peace building on the island of Ireland.

## Curriculum Links

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The resource is intended primarily for use in Citizenship Education in Transition Year (Ireland) and Key Stage 4 (Northern Ireland). It is clearly based on human rights and responsibilities, which underpin the citizenship curricula in both jurisdictions.

It meets the aims of the KS 4 curriculum for Local and Global Citizenship by helping students:

- ➔ Identify and exercise their rights and social responsibilities in relation to local, national and global issues
- ➔ Develop awareness of key democratic institutions and their role in promoting inclusion, justice and democracy
- ➔ Develop awareness of the role of non-governmental organisations
- ➔ Develop their understanding of how to participate in a range of democratic processes

Transition Year provides a major opportunity to reinforce and build upon the work of the Junior Cycle and to achieve the goals of Civic, Social and Political Education. The resource helps students deepen their understanding of the key concepts of CSPE, in particular, human dignity, rights and responsibilities, democracy, law, and interdependence.

The resource may also support learning within other curriculum areas, for example, within Leaving Certificate History in *Later Modern Europe* and the *Wider World, Topic 5*, or within GCSE History in preparing a Controlled Assessment Special Topic.

## Skills Development

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The active learning methodologies used throughout the resource enable students to further develop the skills identified in the key skills frameworks for both jurisdictions. These include: managing information, critical and creative thinking, problem solving, communicating, working with others, and being personally effective.

## Using the Resource

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Each lesson plan includes Learning Intentions, Materials Needed, and a description of the activities. Several of the lessons involve photos, maps and video clips. All of the photos and maps are additionally provided in electronic format on the accompanying DVD. Where it was possible to get permission to download video clips, these are also included on the DVD. Where this was not possible, you will need to have a suitable Internet connection to show them. This is clearly indicated at the beginning of the relevant lessons.

The complete resource, including the DVD material, is also available on [www.reconciliation.ie](http://www.reconciliation.ie) and [www.sadaka.ie](http://www.sadaka.ie)

# TEACHING CONTROVERSIAL ISSUES

Teaching about the Palestinian/Israeli situation can potentially be contentious or controversial. The methodologies used throughout the resource are designed to minimise the risks associated with teaching controversial issues in a classroom setting and to enable the issues to be discussed in a way that is safe and respectful of others. You may find it helpful to incorporate the approaches below.

## Creating a Conducive Climate - Class Agreement or Ground Rules

It is normal practice in citizenship education to spend time at the beginning of each year in developing a class agreement or set of ground rules which will underpin relationships and behaviour in the classroom. Before commencing this module, it is strongly advised that the students review their agreement - in terms of the underlying core values they espouse, as well as the behaviours they expect of each other. They should preferably reflect on how these core values are implemented - for example, spend some time unpacking what respect for the rights of others really means and what it would look like in practice in small group work, discussion of any kind, and other situations.

## Encouraging critical thinking and the inclusion of a range of perspectives

It is recommended that, before you start, you think through the positions or stances you will take as you work through the module and decide which position is the more appropriate for you to take in any particular lesson:

- be a neutral facilitator
- declare where you stand on an issue
- play devil's advocate to provide a wider perspective when the whole class is in agreement
- support a minority viewpoint among the students to ensure the majority seriously consider all aspects of an issue

You will find that all of these positions are appropriate or inappropriate at different times. When in doubt, returning to your basic aims in teaching the module and to the fundamental basis of human rights will help you decide.

## Using Safe Methodologies

Pairs and small groups provide a safe environment for students to engage fully with discussion questions without having to publicly state their position. Questions which are framed within the context of what human rights or international law say about an issue make it safer for students by depersonalising the discussion. The human rights framework is also paramount in helping students move on from looking at an issue to exploring possible solutions. When difficult issues arise or there is strong disagreement in the class, recording these on a No Easy Answers Board allows you to come back to them at a later date.

For further reading on approaches, frameworks and methodologies, see *Tackling Controversial Issues in the Classroom. A Resource for Citizenship Education (2012)* published by the CDVEC Curriculum Development Unit. It is available from the CDU (address on back cover) or on-line at [www.reconciliation.ie](http://www.reconciliation.ie)



# LESSON 1

## IMAGES OF PALESTINE AND ISRAEL

### Learning Intentions:

- Students will examine their perceptions of Palestine and Israel and what they know about the two countries and the conflict
- Students will learn some basic facts about Israel and Palestine.

### Materials



- Flip chart paper and markers, sufficient for students to work in pairs
- Basic fact cards on pages 10 and 11 copied on to card and cut up

## ACTIVITY 1

### WHAT DO YOU ALREADY KNOW?

Ask students to pair up and brainstorm anything at all that they know about Palestine and Israel and to write on a flip chart sheet facts, impressions, images, words, names of people – anything at all that springs to mind. They then share with another pair, comparing what they have written, and identify the common facts or impressions that they have. These common facts or impressions should be underlined or circled on the sheets.

These can be put up on the wall and the class can look at all the sheets to see what the dominant impressions are.

Ask each group of four to then think about where their information or impressions have come from.

## ACTIVITY 2

### EACH ONE TEACH ONE – BASIC FACTS ABOUT PALESTINE AND ISRAEL

Copy and cut up the basic fact cards on the following page. Give each student one fact card and then ask the students to walk around the classroom, sharing their own fact with as many people as possible. If they meet someone with a fact that relates to theirs, e.g. Jerusalem as a sacred city, they should join up with that person and go around as a pair sharing both facts. When you feel most students have heard most facts, then ask the students to return to their places and briefly take feedback on:

- A fact that really surprised someone
- A fact that was contrary to what they had believed
- Something that made them curious to know more

Palestine and Israel are in the Middle East – on the eastern side of the Mediterranean Sea.

The climate is quite warm and good for growing vegetables and fruit, including oranges, fresh herbs, and avocados.

Palestinians are mostly Muslim but a small number are Christian.

Jesus was born in Bethlehem which is situated in the West Bank area of Palestine.

Yossi Benayoun is an Israeli footballer who plays for Chelsea. He is currently on loan to Arsenal.

Countries which border Palestine and Israel are Lebanon and Syria to the north, Jordan to the east, and Egypt to the south east.

Palestine and Israel are often in the news because of the conflict between them over the occupation of Palestine by Israel.

For Jews, Jerusalem is a sacred city. Important sites include the Wailing Wall and the Temple Mount.

For Muslims, Jerusalem is a sacred city. Important sites include the Dome of the Rock and Al-Aqsa mosque.

For Christians, Jerusalem is a sacred city. Important sites include the Church of the Holy Sepulchre, and the Way of the Cross (the Via Dolorosa).

Palestinians are Arabs and speak Arabic. Palestinians living in Israel also speak Hebrew.

There are approximately 5 million Palestinian refugees registered with the UN and living in Jordan, Lebanon, Syria, the Gaza Strip and the West Bank, including East Jerusalem.

Zionism is an international movement originally for the establishment of a Jewish national or religious community in Palestine and later for the support of modern Israel.

A kibbutz is a Jewish community of families where the members share everything and usually support themselves through farming.

The Palestinian Flag



The Israeli Flag



Palestine is divided into two parts – Gaza and the West Bank. The West Bank includes East Jerusalem which the Palestinians consider their future capital.

The award-winning rapper 'Belly' was born in Jenin, Palestine (his real name is Ahmed Balshe). He is now based in Canada and has released singles featuring Snoop Dogg and Drake.

The parliament of Israel is called the Knesset. This means 'assembly' in Hebrew.

The parliament of Palestine is called the Palestinian Legislative Council.

In the state of Israel, 75% of the population are Jewish.

In the state of Israel, approximately 21% of the population are Palestinian (both Muslim and Christian).

The State of Israel was declared in 1948.

Israeli Jews speak Hebrew.

# LESSON 2

## IMAGES OF PALESTINE AND ISRAEL (CONTINUED)

### Materials



- Photos (with their descriptions in envelopes stuck onto the back of each photo)
- A sheet of flip chart for each pair of students in the class
- Markers

### Preparation

Cut up the descriptions of the photos and put each one in an envelope with the photo number on the outside. Stick each envelope on to the back of its matching photo.

### HOMWORK SUGGESTIONS

Students could complete the reflection sheet on page 15 or do some online research to find out more about some of the places, people or events that have particularly interested them.

## ACTIVITY 3

### PHOTO ACTIVITY

Put all the photos out on display and ask the students to look at them and to choose one photo that appeals to them. In pairs they should share their photos and discuss:

- Why did you choose this photo?
- What appealed to you in particular?

Give each pair of students a sheet of flip chart paper and a marker. Ask them to choose one of the photos and put it in the middle of a flip chart sheet and write the answers to these questions on the flip chart:

- What do you see in the photo?
- Do you know who the person/people are and what is happening?
- What questions do you have about the photo?
- What questions does the photo raise for you about Palestine and Israel?

Then ask them to open the envelopes with the description of the photos. When they have read it, they should revise their comments, as appropriate and add any additional questions which the description raised for them.

Then ask them to discuss the following and add their conclusions to the flip chart sheets.

- Are you surprised at how your interpretation was different to/was the same as the reality?
- What does this say to you about your perceptions of Israel and Palestine?

Next ask them to swop their sheets with two students near them and read what the other students have written about their photo. They could add additional comments or questions before returning it. Finally ask them to put their sheets up on the wall and walk around to see what others have written. Keep all the sheets so that you can refer back to them at the end of the module.



PHOTOCOPY AND CUT CAPTIONS (FOLLOW THE BROKEN LINES)

1. A beach at near Ashqelon in Southern Israel. Ashqelon is believed to be the birthplace of Herod the Great.

2. Palestinians with relatives in Israeli jails demonstrating in the West Bank city of Bethlehem demanding the release of all Palestinian prisoners June 18, 2005.

3. Palestinians gather outside the Church of the Nativity in Bethlehem for the traditional Christmas procession, Christmas Eve 2009.

4. Tel Aviv, a large Israeli city, located on the Mediterranean Sea.

5. A Palestinian youth holding rocks hides behind an olive tree during a clash with Israeli soldiers in the West Bank village of Bilin. Since 2005 the village is home to a weekly demonstration against the Israeli-constructed Separation Barrier, which incorporated more than half the village's land onto the Israeli side of the barrier

6. Players fight for control of the ball during the first round in the Palestinian Women basketball championship between Terra Santa Beit Hanina (blue) and Serie Ramallah (grey) at the Abu Amar sport hall in Bethlehem November 13, 2005.

7. Palestinian Orthodox Christians celebrate the coming of the Holy Fire in the West Bank city of Bethlehem on April 18, 2009. The Holy Fire came from the Church of the Holy Sepulcher, the traditional burial and resurrection site of Jesus Christ, in Jerusalem.

8. Israeli soldiers scuffle with Palestinian and foreign peace activists during a demonstration against the Separation Barrier in the village of Bilin, near the West Bank city of Ramallah January 12, 2007.

9. Pedestrians walk past Cafe Hillel on Jaffa Street in Jerusalem.

10. An Israeli man walks out of the undamaged door of a restaurant where the windows were shattered by an explosion on December 11, 2003 in a nearby foreign currency exchange booth in Tel Aviv, Israel.

11. View of the Dead Sea, from the shoreline in the West Bank, near Jericho. Jordan can be seen in the distance.

12. The 'Dome of the Rock' mosque in the Old City of Jerusalem is the site where the Prophet Mohammed is said to have ascended to heaven. It is of important religious significance to Muslims.

13. Family members mourn during the funeral of Islamic Jihad militant Kamel Ad-Dahduh in Gaza City on September 26, 2009. Dahduh was killed the day before along with two other Palestinians in an Israeli air strike north of Gaza City.

14. Palestinians ride on a donkey cart after receiving food supplies from the United Nations Relief and Works Agency (UNRWA) headquarters at the Shati refugee camp in Gaza May 5, 2008.

15. A Palestinian child stands under posters for the election to the Palestinian Legislative Council in Gaza city January 25, 2006.

16. Palestinian students search newspapers for their 'Tawjihi' results in Rafah, in the southern Gaza Strip, on July 21, 2009. The exam is a nation-wide test whose score determines which university programmes a student can apply to.

17. An Israeli soldier guards blindfolded Palestinian students during an army operation in Al-Arrub village near the West Bank city of Hebron October 30, 2008. Around 20 Palestinian students of the Palestine Technical College were detained.



PHOTOCOPY AND CUT CAPTIONS (FOLLOW THE BROKEN LINES)

18. The Western Wall (sometimes called the Wailing Wall) is located in the Old City of Jerusalem and said to be the remnant of an ancient wall on which the Second Temple once stood (the temple was destroyed by the Romans in 70AD). It is one of the most sacred sites in Judaism.

19. Nets erected by Palestinians to catch rubbish thrown by Israeli settlers who have occupied the homes overlooking the street in Hebron, West Bank.

20. A shop in the Old City in Jerusalem.

21. A Palestinian woman sits near the rubble of a house that was demolished by Israeli authorities in the east Jerusalem neighborhood of Silwan November 21, 2005.

22. An Israeli soldier searches the belongings of Palestinian farmers as they walk past a gate on their way to harvest olives in the West Bank village of Salim, near Nablus, October 8, 2008.

23. A sign warning of land mines near the Golan Heights.

24. Boats in the harbour of the old walled city of Acre/Akko, a predominantly Palestinian city in Israel. It was once an important trading port receiving ships from Europe. St. Francis of Assisi and Marco Polo are said to have visited.

25. Palestinians demonstrate against poverty and unemployment July 4, 2005.

26. Graffiti by Bansky on the Separation Wall near Ramallah. The Wall was ruled illegal by the International Court of Justice.

27. The Bahá'í Gardens in Haifa are on the UNESCO World Heritage List. The Bahá'í Faith is a monotheistic religion based on the teachings of the Báb and Bahá'u'lláh, each of whom received a direct revelation from God.

28. Palestinian girls going to school in Burj Shemali Refugee Camp, Lebanon.

29. Shops in the Old City of Jerusalem.

30. Orange trees are grown in Palestine and Israel.

31. Israeli school children on a field trip learn about the Knesset Menorah, a bronze monument located in front of the Knesset.

32. A road sign showing the direction to Bethlehem.

33. A Palestinian child with his father while he casts his vote to the Palestinian Legislative Council in Gaza strip January 25, 2006.

34. A group of young skateboarders sliding down the Karibach bridge in Tel-Aviv with their back to the camera. Many more children on bicycles seen in the background. This bridge (and main street) is usually one of the busiest in Israel; but on Yom Kippur there are no radio or television broadcasts, airports are shut down, there is no public transportation, and all shops and businesses are closed



# REFLECTION SHEET

**3** things I have learned from this activity...

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**2** questions it raised for me...

1 \_\_\_\_\_

2 \_\_\_\_\_

**1** thing that I found particularly interesting...

# LESSON 3

## HOW PALESTINE AND ISRAEL BECAME WHAT THEY ARE TODAY

### Learning Intentions:

- Students will develop an understanding of the changes in borders and populations which have led to the situation of conflict which exists today.
- They will become broadly familiar with the significant events and dates and causes of these changes

### Preparation



For each group of 4 students in the class make enough copies of:

- The Palestine/Israel timeline on page 20
- A set of additional information cards on pages 18 and 19
- The set of maps (cut up into individual maps) on page 17

## ACTIVITY

The students will have come up with the image of Palestine and Israel as a divided region where there is conflict over jurisdiction and who has rights to the land. Start this class with a quick brainstorm on how and why countries come to be divided or change their borders – examples could include Northern Ireland/Ireland, Germany East and West, Poland, Korea North and South, Vietnam etc.

### TIMELINE – MATCHING MAPS AND EVENTS WITH DATES

Divide the class into groups of four and give them each a copy of the Palestine/Israel timeline and a set of maps. Ask them to place the maps at the appropriate place on the timeline and then examine how the borders have changed during the 20th century. Ask the students:

- What questions do you have about why these maps have changed so much?
- What would you like to find out about these changes?

Give the groups the additional information cards and ask them to add these to the timeline – does this answer all their questions?

**1897:** Growth of Zionist movement - the Basle Declaration (1897) which was agreed at the first Zionist Congress, declared that the main objective of Zionism was the “colonisation of Palestine by Jewish agricultural and industrial workers”.

**1917:** The Balfour Declaration in which Britain stated that they would support a homeland for Jewish people. At this time the population of Palestine was approximately 90% Palestinian and 10% Jewish

**1930s:** Jewish immigration to Palestine increased greatly after WW1, especially in the 1930s. By the end of the 1930s, Jews made up nearly 30% of the population.

**1942-1945:** The Holocaust takes place in Europe: 6 million Jews and up to half a million Roma Gypsies were killed by the Nazis.

**1945:** World War 2 ends

**1945-47:** Greatly increased Jewish immigration from Europe after WW 2 into Palestine

**1947:** UN partition plan - granting 56% of the area to a Jewish state, even though they only comprised 1/3 of the population and owned less than 6% of the land. Outbreak of war between Israelis and Palestinians

**1948:** Proclamation of the State of Israel. 750,000 Palestinian refugees fled homes. West Bank & East Jerusalem came under Jordanian control. Gaza Strip came under Egyptian control

**1948-1951:** In 1948 all restrictions on Jewish immigration to Palestine were lifted. Between 1948 -1951, 700,000 Jews arrived from Europe, including two thirds of the Jews displaced after World War 2.

**1967:** ‘Six-Day’ War - Israel occupies Gaza, the West Bank and East Jerusalem. Palestinians in those areas living under military rule. Israel began to build settlements in Palestinian areas.

**1993:** Oslo Accords – Palestinian Authority was created, with limited powers. Israel still occupying West Bank and Gaza.

**2005:** Withdrawal of Israeli settlers from Gaza strip. Israel still controlling all access to area

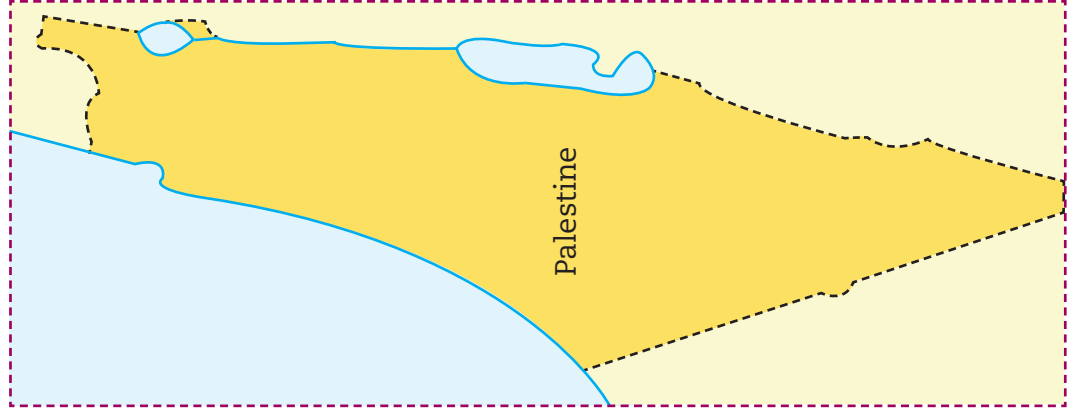
**2009:** A ban on new Israeli settlements in the West Bank was agreed

**2010:** The ban on Israeli settlements in the West Bank ends. Palestinians now only have access to less than one-third of the West Bank territory.



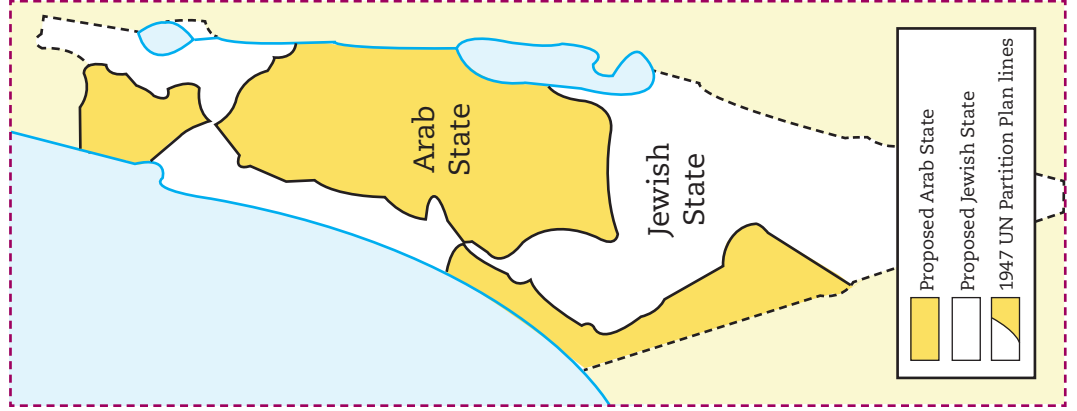
✂ PHOTOCOPY AND CUT CARDS

**Pre 1948**

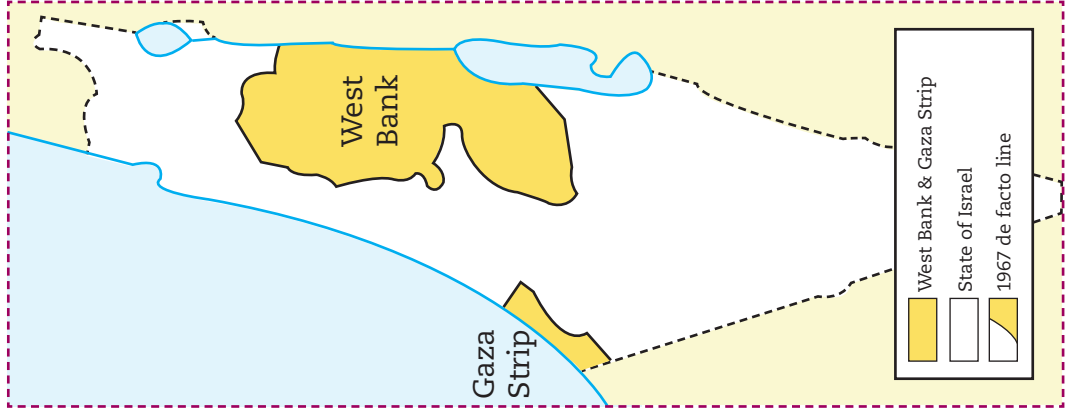


**1947**

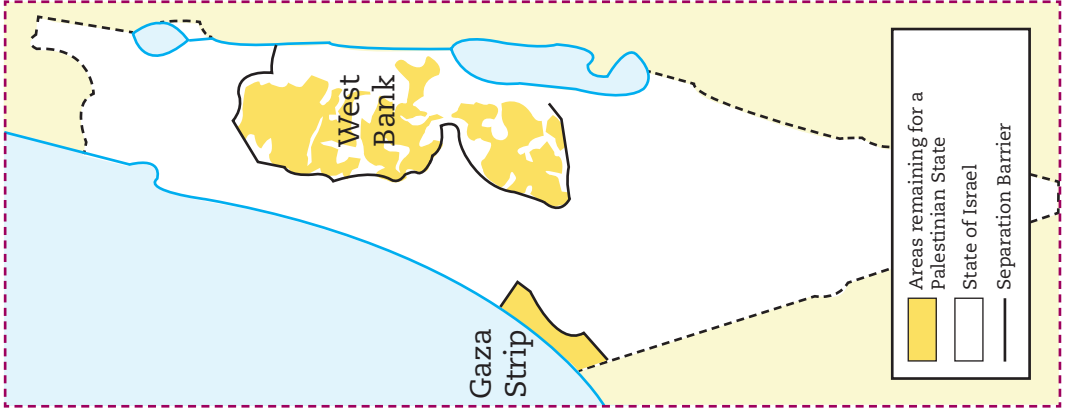
UN Partition Plan



**1967**



**2010**



# 1942- 1945

The Holocaust takes place in Europe (6 million Jews, and up to half a million Roma Gypsies were killed by the Nazis).

# 1945

World War 2 ends.

# 1947

UN partition plan - granting 56% of the area to a Jewish state, even though they only comprised 1/3 of the population and owned less than 6% of the land. Outbreak of war between Israelis and Palestinians.

# 1945-47

Greatly increased Jewish immigration from Europe after WW 2 into Palestine.

# 2005

Withdrawal of Israeli settlers from Gaza strip. Israel still controlling all access to area.

# 1948

Proclamation of the State of Israel. 750,000 Palestinian refugees fled homes. West Bank & East Jerusalem came under Jordanian control. Gaza Strip came under Egyptian control.

# 1917

The Balfour Declaration in which Britain stated that they would support a homeland for Jewish people. At this time the population of Palestine was approximately 90% Palestinian and 10% Jewish.

# 1930s

Jewish immigration to Palestine increased greatly after WW1, especially in the 1930s. By the end of the 1930s, Jews made up nearly 30% of the population.

# 1897

Growth of Zionist movement – the Basle Declaration (1897) which was agreed at the first Zionist Congress, declared that the main objective of Zionism was the “colonisation of Palestine by Jewish agricultural and industrial workers”.

# 2010

The ban on Israeli settlements in the West Bank ends. Palestinians now only have access to less than one-third of the West Bank territory.

# 1948-1951

In 1948 all restrictions on Jewish immigration to Palestine were lifted. Between 1948 -1951, 700,000 Jews arrived from Europe, including two thirds of the Jews displaced after World War 2.

# 2009

A ban on new Israeli settlements in the West Bank was agreed.

# 1993

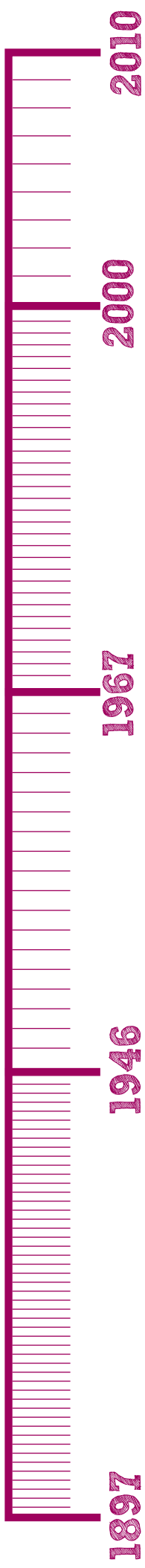
Oslo Accords – Palestinian Authority was created, with limited powers. Israel still occupying West Bank and Gaza.

# 1967

‘Six-Day’ War - Israel occupies Gaza, the West Bank and East Jerusalem. Palestinians in those areas living under military rule. Israel begin to build settlements in Palestinian areas.

PHOTOCOPY THIS PAGE

# TIMELINE OF PALESTINE AND ISRAEL 1897-2010



# LESSON 4

## WHY PEOPLE HAD TO MOVE

### Learning Intentions:

- Students will reflect on the needs and experiences of Jewish immigrants/refugees to Palestine and Palestinian refugees who had to flee their homes
- Students will consider which human rights were upheld or denied in the creation of the Israeli state

### Materials Needed

#### Method 1 The Carousel



- The ten people story cards on page 26 and 27 copied onto card and cut up. You will need one set of cards for every ten students in your class.
- Copies of the Human Rights worksheet on page 25, one for every 4/5 students in your class.

### Materials Needed

#### Method 2 Group Interviews



- The ten people story cards on page 26-27, copied on to card and cut up. You will need enough to give each pair of students the story of one Palestinian and one Jewish person.
- Copies of the Interview questions on page 23, one copy for each group of 4 students.
- Copies of the Human Rights worksheet on page 25, one for every 4 students in your class.

### NOTE

Before starting this lesson, it may be appropriate to revise students' basic knowledge of the UDHR which was being developed at the same time as Jewish people were moving to Palestine and which was agreed in 1948, the same year as the declaration of the state of Israel.

You could use either Method 1 (Carousel) or Method 2 (Group Process) for this lesson:

The benefits of the Carousel methodology are that it allows all of the students to identify with one person who had to move in the 1940s, encourages full participation by the whole class, provides the equivalent of a whole class discussion, but in a safe way, and supports the students in developing their critical thinking skills as they progress through the circle. It benefits kinaesthetic learners. On a practical level it requires that you have enough space for 2-3 circles in the classroom.

The benefits of the Group methodology are that it allows each group to consider the situation of both a Palestinian and a Jewish person who had to move and provides structured questions in which to do this. On a practical level it requires less space.

## ACTIVITY

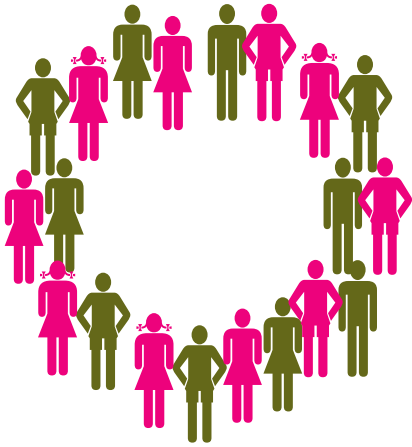
### WHY WE MOVED

The first part of this activity encourages the students to think about the needs and experiences of the individuals and how they felt about what happened, as well as the similarities and differences between the stories.

The second part moves them on to looking at how human rights were upheld or denied through these events.

## PART 1, METHOD 1

### CAROUSEL ACTIVITY



Divide the class into groups of 10, with one set of cards for each group. Each student is given a card with an extract of the story of either a Jewish or Palestinian person who moved, or whose family had to move in the years following WWII. Each group should form two circles, an inner and outer, with each circle facing each other. (If space is tight, they could also form two rows between desks). Each person should then share their story with the person opposite them. After a few minutes, ask the outer circle to move one person to the right and to share their story again with their new partner and discuss how they feel about what happened.. This time they should additionally discuss the questions:

- Why do you think this happened?
- What are the similarities and differences between the stories?

Encourage the students to give feedback to successive partners on the experiences of the others they have talked to and how sharing each other's stories may have changed their initial views of their own experience.

When they have finished, take some brief feedback on what struck them most about the stories and their sharing. Then ask them to sit in groups of four and continue with Part 2 on page 24.

## PART 1, METHOD 2

### GROUP INTERVIEWS

Divide the class into pairs and give each pair two of the Story Cards, making sure that each pair has a Palestinian and a Jewish story. Ask them to read their cards carefully and to imagine what it would be like to be that person. Then ask them to share their story with their partner, and describe how they feel about what happened to them.

Then ask them to join up with another pair and give each group a copy of the Interview Questions on page 23. Ask them to take turns to interview each other using the questions.

Allow some time for feedback or questions and then continue with Part 2 on page 24.



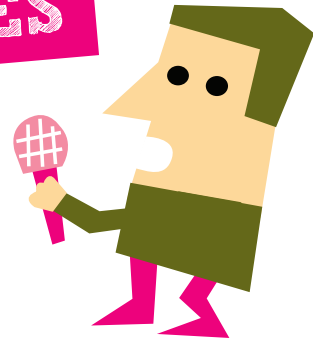
**REMINDE THEM THAT ARTICLE 30 OF THE UDHR SAYS THAT NOBODY CAN INTERPRET THE DECLARATION IN A WAY THAT CAN ENDANGER ANY OF THE RIGHTS AND FREEDOMS OF OTHERS**



## PART 1, METHOD 2

# PEOPLE'S STORIES

## INTERVIEW QUESTIONS



**Who are you?**

**What happened to make you move?**

**Where did you originally live?**

**Where did you go?**

**Why do you think this happened?**

**How do you feel about what happened to you?**

**What are the similarities and differences between the stories?**

## PART 2

# HUMAN RIGHTS

Use the worksheet on page 25 to encourage students to consider the rights of involved in the stories of the people who moved. In groups of 4, and using the numbers provided, they should match the reasons and rights to show how they relate. Some reasons may involve more than one right.

When they have finished the discussion, take feedback of key points and note them for reference in some of the following lessons.

The map on page 28 is provided on the accompanying disc and can be displayed on a data projector to provide an overview of the levels of population movement during the period.

When they have finished the worksheet, remind the students that Article 30 of the UDHR says that nobody can interpret the Declaration in a way that can endanger any of the rights and freedoms of others. In the light of this, ask them to discuss the following questions with their group and to record their conclusions.

- Are some rights more important than others?
- If giving rights to one group means taking them from another, what is the best solution?
- Is it possible to meet the rights of both groups represented in these stories?

### RELEVANT UDHR ARTICLES

**Article 3:** Everyone has the right to life and the right to live in freedom and safety

**Article 5:** Everyone has the right not to be hurt, tortured or treated cruelly

**Article 9:** No one should be arrested, imprisoned or expelled from their country without good reason.

**Article 14:** Everyone has the right to seek asylum in another country if they are being persecuted in their own country

**Article 15:** Everyone has a right to a nationality

**Article 17:** Everyone has the right to own property on their own or with others. No one should have their property taken from them without good cause

**Article 18:** Everyone has the right to their own free thoughts, conscience and religion

**Article 23:** Everyone has the right to work for a fair wage in a safe environment

**Article 25:** Everyone has the right to a home

**Article 30:** Nobody can interpret the Declaration in a way that can endanger any of the rights and freedoms of others



# REASONS FOR MOVING AND HUMAN RIGHTS WORKSHEET

## HUMAN RIGHTS

- |                                     |   |
|-------------------------------------|---|
| 1 Right to life                     | 7 Right to asylum / safe place                                    |
| 2 Right to work                     | 8 Right not to have property taken from them without a good cause |
| 3 Right to freedom from persecution | 9 Right to freedom of conscience and religion                     |
| 4 Right to a home                   | 10 Right not to be discriminated against                          |
| 5 Right to a nationality            |   |
| 6 Right to liberty/freedom          |   |

## REASONS FOR MOVING

Read the reasons for moving and then write in the number which matches the human right being denied.

Suffered persecution

Believed in having their own homeland

Evicted by Egyptian government

Looking for work

Home destroyed in war

Attacked by Jewish settlers

Evicted from our home by Jewish forces

Risk of being sent to a concentration camp

Family killed by the Nazis

Anti-Semitism

# STORY CARDS

## FOUAD

My name is Fouad and I am a Palestinian. I was born on a hill overlooking Ein- Kerem near Jerusalem. In April 1948 many Palestinians in Deir Yassin were massacred by Jewish forces from the Irgun. Then Ein Kerem was attacked and we had to flee. People thought that they would be going back to their homes and land in a few weeks. With many other families we spent that first cold winter in a refugee camp outside Bethlehem. We were never able to return to our home in Ein-Karem. Later we learned that a Jewish family had moved into our house.

## SARAH

My name is Sarah and I am Jewish. I was 12 when our home in Lida in Poland was occupied by the Germans. All Jews had to wear the yellow Star of David. Many of my family were shot by the Nazis. We lived in hiding in a forest for two years and then when the war ended we went to a camp for displaced people. We got the chance to move to Palestine, and were given an abandoned house in Lod. We were told the Palestinian family had left a few months before.

## SORAYA

My name is Soraya and I am a Palestinian. I was only seven years old when the Jews came to our village in the north of Palestine and attacked it. We had to leave our homes and went to Lebanon. We thought it was only for a while, that we could return to our home and our olive farm, but now I am an old woman of 70 and I am still in a refugee camp along with my children and grandchildren.

## MIKA

My name is Mika and I am Jewish. In 1948 many Arab families fled West Jerusalem because of the war, and waited to return when the war was over. However, the Jewish authorities shared out Palestinians' homes and property among the Jewish population. My father was an army officer fighting against the Palestinians, so my mother was offered a house, but she refused to live in the home of a family that was now displaced and homeless. Instead we stayed in our small house which was not very good.

## SAMUEL

My name is Samuel and I am a Jew. I was 12 when my family were taken away to Dachau. Somehow I and my brother survived the camp. In 1948 we came on an illegal boat to Palestine and we both joined the Irgun ( Jewish armed force). We fought the Palestinians to get land so we could set up a kibbutz with other people near Galilee. Now we are citizens of Israel where all Jews have a right to live.

# STORY CARDS

## ELIAS

My name is Elias. I am Palestinian and a Christian. I lived on my family's olive farm until I was seven. We heard that other villages had been attacked by Jewish forces. Then Jewish forces came to our village and forced everyone to leave their homes and their farms. Some went to Lebanon but we went to a refugee camp in Galilee. We never got our farm back.

## NINA

My name is Nina and I am a Palestinian and a Christian. I lived in East Jerusalem until I was 14. Then when war broke out between the Jews and the Palestinians, we had to flee from our home because Zionists threatened to detonate a 1 ton car bomb in our street. We went first to my uncle in the Old City but this also became too dangerous and we fled to Jordan. We have never returned to our home, which was given to an Israeli family. My father died in Jordan and I came to America.

## AMEL

My name is Amel and I am a Palestinian woman. I was born in Isdud, a small village of 5,000 people where we grew fruit and had orange and palm orchards. I was six when the Zionists attacked the village by air and then forced all of us out of our homes. They destroyed our village. We walked for days to a refugee camp in Gaza and lived in tents at first. As time went on small concrete houses were built and we have lived there ever since.

## YOSEF

My name is Yosef and I am a Jewish. I was born in Egypt where many Jews lived, and spoke Arabic. When I was five, we were forced to leave Egypt when the government expelled 25, 000 Jews after the Suez Crisis in 1956. We became refugees and fled to Israel. I have grown up here.

## KAHALANI

My name is Kahalani. I am Jewish and grew up in Yemen (in the Arabian Peninsula). At the time of the Arab-Israeli war in Palestine there were several attacks on Jewish communities in Yemen. The new Israeli government organised a plan to move nearly all Yemenite Jews to Israel between 1949 and 1950. My entire community emigrated to the new State of Israel. This was the first time I was on an airplane. In Israel we were housed in a tent with other Jews from Yemen. Eventually we settled in a kibbutz and learned to be farmers.

# Population Movements 1948-51

The width of the arrows indicates the relative number of people who moved.



# LESSON 5

## BARRIERS TO PEACE

### Learning Intentions:

- Students will be aware of the principal barriers to peace in Palestine and Israel
- Students will understand something of the Israeli and Palestinian perspectives on these barriers
- Students will begin to think about possible solutions to the conflict

### NOTE

All of the worksheets can be displayed in the classroom or kept safely for use in Lesson 12 on Developing a Peace Plan.

### Materials Needed

#### 1. BORDERS (OF ISRAEL AND OF FUTURE PALESTINIAN STATE)

- Key Facts
- Maps: Maps of the pre-1967 borders and the West Bank settlements on page 34. Maps showing change in borders since pre 1948 from Lesson 4.
- Photos: of checkpoint and separation barrier
- Positions of all groups - in separate envelopes with title of group on envelope

#### 2. JEWISH SETTLEMENTS IN OCCUPIED PALESTINIAN TERRITORIES

- Key Facts
- Maps: map of settlements in West Bank
- Photos: of settlements in Gilo, West Bank
- Positions of all groups - in separate envelopes with title of group on envelope

#### 3. REFUGEES

- Key Facts
- Maps: Map on page 28 showing where Palestinian refugees went
- Photos: of refugee camps in Lebanon
- Positions of all groups - in separate envelopes with title of group on envelope

#### 4. STATUS OF JERUSALEM

- Key Facts
- Maps: Map of Jerusalem and demarcation lines
- Photos: of Old City, East Jerusalem, Sacred places – use photos from Lesson 1
- Positions of all groups - in separate envelopes with title of group on envelope

#### 5. SEPARATION BARRIER (TO BE COVERED IN NEXT CLASS)

- OCHA Walled Horizons Video at <http://www.ochaopt.org/videos.aspx#> and on accompanying DVD.

## ACTIVITY

Divide the students into groups of four. Give each group a set of materials for one of the 4 barriers and the accompanying worksheet. (Some groups will have the same barrier, depending on numbers in the class.)

Ask them use the Worksheet on the following page to:

- Read carefully through the Key Facts and agree on their significance for the lives of people in that situation
- Look carefully at any photos and/or maps provided to make sure they understand them
- Read the positions of the Palestinians and the Israelis and try to see the situation from each perspective. It will help if they try to imagine themselves in the position of a person living in the situation described and to work out why the people concerned would take that position
- Think about what would need to happen in order to improve the situation for all those involved – Palestinian and Israeli.

Then ask for feedback on their discussions (splitting the feedback between groups who both looked at the same barrier). This ensures that all the students become aware of the barriers which have been discussed.

### Optional Follow up:

Depending on your students you may wish to ask each group to join another group who had looked at a different barrier and to summarise their discussions so far.

The new groups should then try to identify:

- What was similar or different about their barrier in terms of impact on the conflict?
- Are there any similar approaches to improving the situation?
- Have they any ideas as to how the international community could support a solution?

They should record their conclusions on the worksheet on page 31.

# BARRIERS TO PEACE

## TASKS AND QUESTIONS

Read through the key facts and agree three ways in which these impact on the people involved

**1** \_\_\_\_\_  
\_\_\_\_\_

**2** \_\_\_\_\_  
\_\_\_\_\_

**3** \_\_\_\_\_  
\_\_\_\_\_

Look carefully at any photos or maps and make sure you understand what they mean.

Record any questions you have below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Read the position cards.  
Why do you think the two groups hold these positions?

Palestinians:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Israelis:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How would International Law help find a solution to this issue?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How could the situation be improved for both the Palestinians and the Israelis involved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# COMPARISON OF TWO BARRIERS TO PEACE

Barriers we discussed:

1

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2

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**Similarities between barriers**

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**Differences between barriers**

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**Are there similar approaches to improving the situation**

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**How could the international community support solutions?**

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**BARRIER  
ONE**

# **BORDERS OF ISRAEL & PALESTINE**

## **BORDERS – KEY FACTS**

**IN 1948**  
THE STATE OF  
ISRAEL WAS  
DECLARED.

The 1949 ceasefire agreements gave Israel 78% of Mandate Palestine (*this was the name for Palestine at the time*)

**SINCE JUNE 2002**

Israel is building a Separation Barrier which runs deep into West Bank territory.

**IN 1967**

Israel occupied the Gaza Strip and the West Bank, including East Jerusalem.

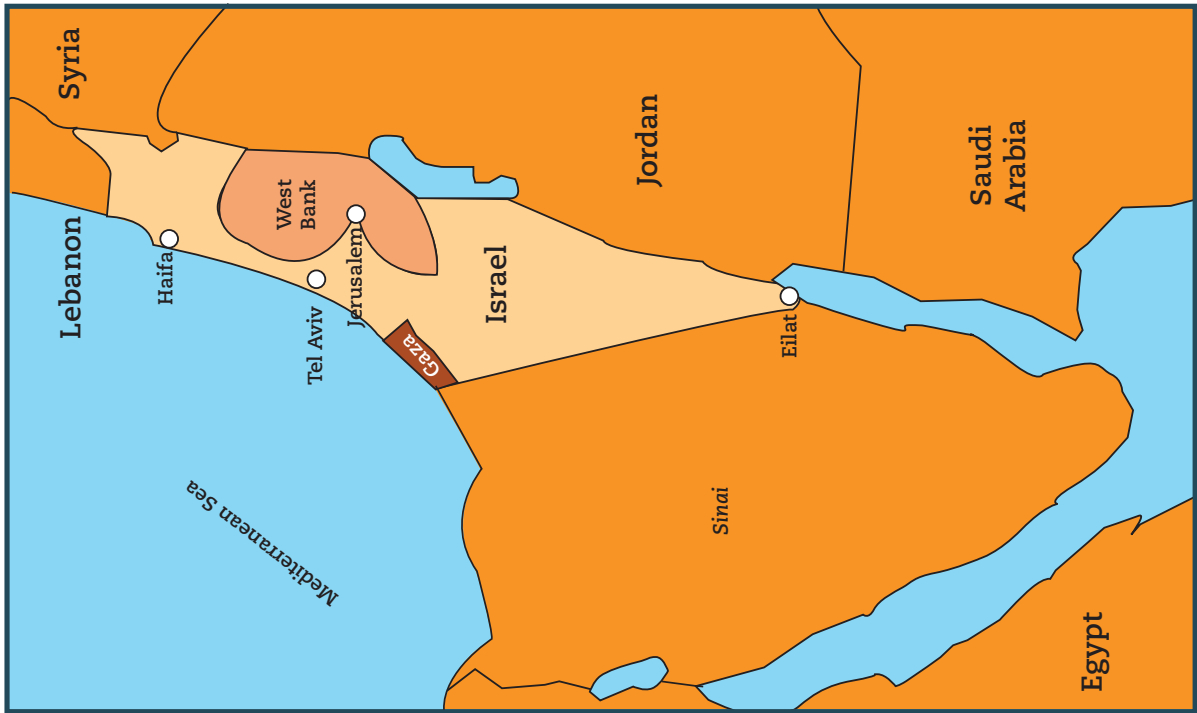
**SINCE 1967**

Israeli settlers have taken land in the West Bank and East Jerusalem. **CURRENTLY, 300,000 ISRAELIS LIVE IN 200 SETTLEMENTS** in the West Bank and 200,000 in Arab East Jerusalem.

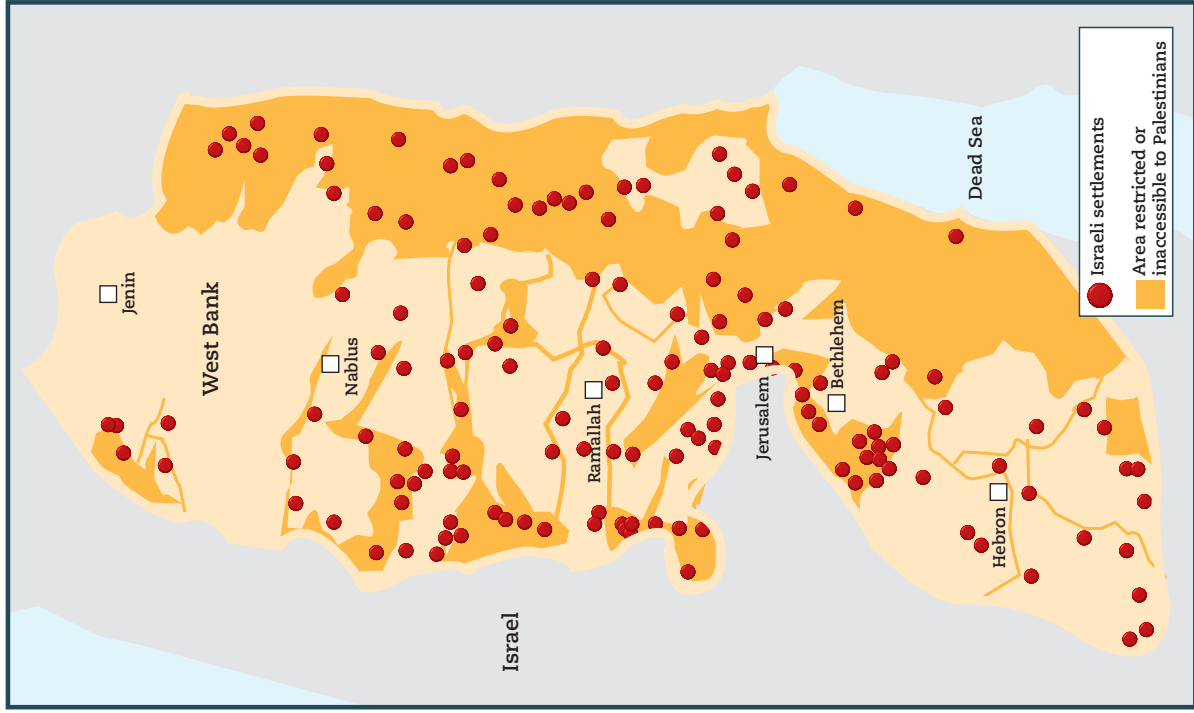
**IN 2009**

Israel withdrew its settlers from the Gaza, but still retains control of Gaza's land, air and sea borders. This is known as the Gaza blockade.

pre-1967 Borders



Israeli settlements in the West Bank



Source: UN OCHA

# POSITION CARDS

## **BORDERS INTERNATIONAL LAW UN RESOLUTION 242**

During the six-day war in 1967, Israel occupied the West Bank and Gaza Strip. After the war, all 15 members of the UN Security Council unanimously agreed to pass UN Security Council resolution 242. This Resolution states that:

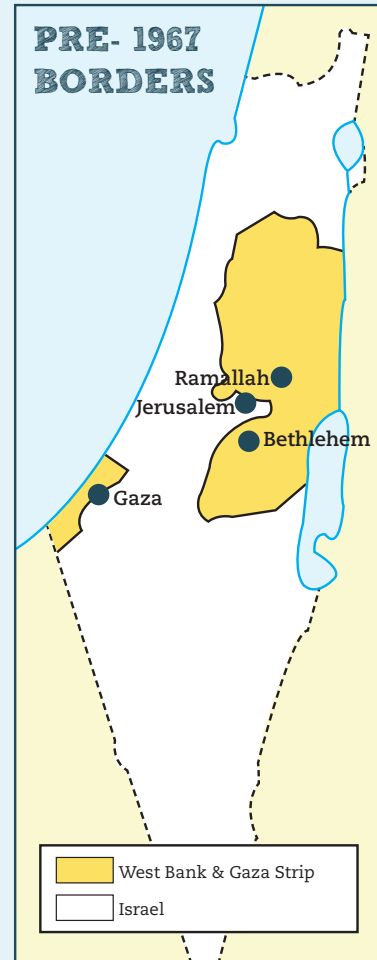
- ➔ Israel should withdraw from the West Bank (including East Jerusalem), because these occupations are illegal under international law.
- ➔ Respect for the sovereignty and political independence of every State in the area and their right to live in peace within secure and recognised boundaries, free from threats or acts of force.

Today, Israel continues to occupy the West Bank and East Jerusalem, and to increase the number of Jewish settlers in both these areas.

UN Resolution 242 is the one of the most important resolutions in the Israeli Palestinian conflict, and has formed the basis for peace negotiations between the two sides.

## OFFICIAL PALESTINIAN POSITION ON BORDERS

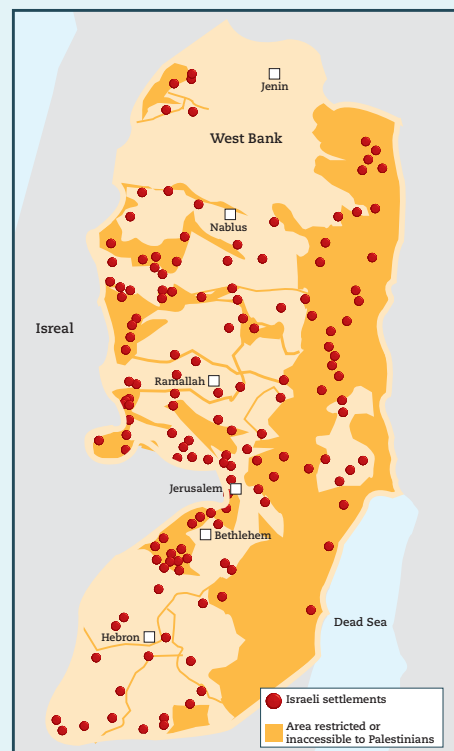
- ➔ We want the UN to recognise a Palestinian state based on the pre-1967 borders
- ➔ To be able to form a viable state, Palestine needs to have the West Bank, including East Jerusalem, and the Gaza Strip.
- ➔ This comprises only 22% of Mandate Palestine (Palestine before it was divided in 1949).

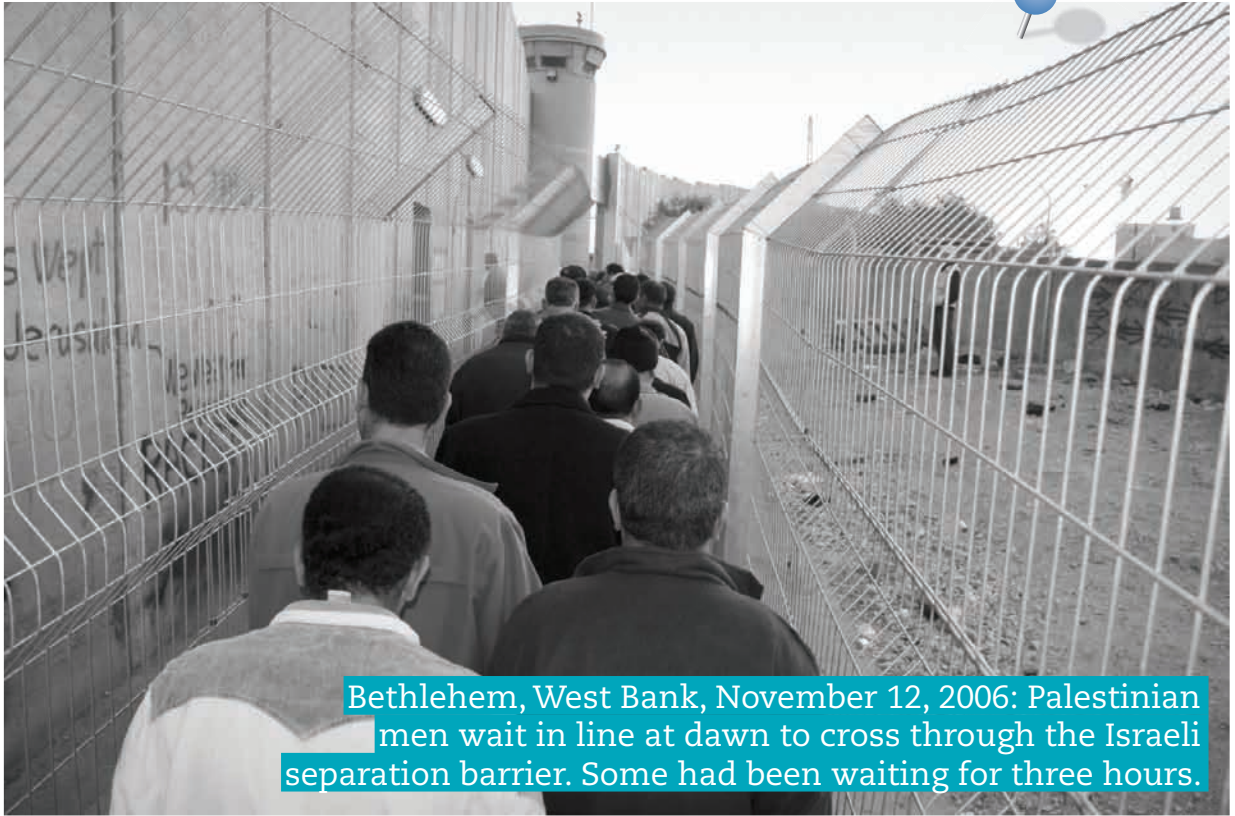


## OFFICIAL ISRAELI POSITION ON BORDERS

- ➔ The West Bank is 'disputed' territory.
- ➔ The final status of this disputed territory should be determined through negotiations with Israel, not through a UN vote.
- ➔ The final Israeli border should include all of Jerusalem, including East Jerusalem, as well as the main Jewish settlements in the West Bank.

Israeli settlements in the West Bank





Bethlehem, West Bank, November 12, 2006: Palestinian men wait in line at dawn to cross through the Israeli separation barrier. Some had been waiting for three hours.



Israel's controversial separation barrier, here seen from a rooftop in Aida Refugee Camp, located in the West Bank town of Bethlehem

**BARRIER  
TWO**

**SETTLEMENTS**

## **SETTLEMENTS – KEY FACTS**

### **SETTLEMENTS**

are Israeli colonies built on Palestinian land which has been annexed or occupied by Israelis.

THERE ARE THREE KINDS OF SETTLEMENTS -  
**HOUSING,  
INDUSTRIAL,  
AND FARMING.**

**200,000 ISRAELIS** live in Arab East Jerusalem.

**OVER 40%**

of the West Bank is under the control of Israeli settlements and related infrastructure such as settler bypass roads, the Wall, checkpoints, and military bases.

Settlements are built on **LAND CONFISCATED** from the Palestinian population.

**300,000 ISRAELIS LIVE IN 121 SETTLEMENTS** and 100 outposts in the West Bank

Israeli settlers are given **financial incentives to move to the settlements.**

Some Israelis move to settlements because the housing is cheaper and because of the government grants, while others build settlements because they believe it is their right to live on **BIBLICAL JEWISH LAND.**

**They have been built with the “approval and direct or indirect support of the Israeli government” (OCHA,2007).**

## OFFICIAL SETTLEMENTS - INTERNATIONAL LAW

- It has been clearly found that Israeli settlements built in the West Bank and East Jerusalem (occupied Palestinian territory) break international law. The Fourth Geneva convention prohibits occupying powers from transferring its citizens to the occupied territory (Article 49).
- One of the bodies which make rulings on international law is the International Court of Justice. In 2004, the Court ruled that *“Israeli settlements in the Occupied Palestinian Territory, including East Jerusalem, are illegal and an obstacle to peace and to economic and social development [...and] have been established in breach of international law.”* (09/07/ 2004).
- UN Security Council resolution 446 calls on Israel to stop the establishment, construction, and planning of settlements in the territories occupied since 1967, including Jerusalem. It states that the settlements are a serious obstruction to achieving a just and lasting peace.

## OFFICIAL SETTLEMENTS - PALESTINIAN POSITION

- Israeli settlements in the occupied Palestinian Territories are illegal. They pose the single greatest threat to a two-state solution to the conflict, and to a just and lasting peace.
- Settlements, together with their infrastructure and associated areas of Israeli control, greatly reduce the amount and quality of land remaining to form the future state of Palestine, and severely undermine its territorial integrity.

## OFFICIAL ISRAELI POSITION

- Settlements are not illegal.
- We need to keep building settlements to cater for the natural growth in our population.
- Most settlement blocs are located close to the 1967 lines.
- The forced deportation of Israeli residents would not be approved by the Israeli population, and would create a huge challenge to any Israeli government.



Israeli settlement under construction in Gilo, West Bank, 2010 and 2011



**BARRIER  
THREE**

**REFUGEES**

## REFUGEES - KEY FACTS

**750,000  
PALESTINIANS**

*were expelled from their homes in the 1948 Arab-Israeli conflict and the 1967 war.*

**APPROX 5 MILLION**

UN registered refugees now live in refugee camps in the Middle East (Jordan, Lebanon, Syria, West Bank, Gaza).

**PALESTINIAN HOMES**

were either destroyed or taken over by Jewish citizens of the new Israeli state.

REGISTERED PALESTINIAN REFUGEES NOW INCLUDE **THREE GENERATIONS OF FAMILIES.**

### REFUGEES - INTERNATIONAL LAW

UN General Assembly Resolution 194 states that:

- ➔ Refugees wishing to return to their homes should be permitted to do so
- ➔ Compensation should be paid to those choosing not to return
- ➔ Compensation should be paid to refugees for loss of or damage to property.

## **REFUGEES - ISRAELI VOICE**

- The refugees should not be allowed to return.
- The influx of millions of Palestinians into the State of Israel would threaten the existence of Israel as a Jewish state.
- The demand to "return" to Israel is nothing more than an attempt by the Palestinians to destroy the state of Israel as their return would result in Palestinians outnumbering Jewish Israelis.

## **REFUGEES - PALESTINIAN VOICE**

Our refugees should be allowed to choose whether they want to:

- 1) Return to Israel
- 2) Return/resettle in a future Palestinian state
- 3) Integrate into host states (Lebanon, Jordan, Syria)
- 4) Resettle in other states (e.g. USA).

Israel should recognise its role in the creation and perpetuation of the Palestinian refugee upheaval.

Our refugees should be allowed to return to their property or paid compensation instead.



Baddawi Refugee Camp in Northern Lebanon



A school run by the UN Relief and Works Agency (UNRWA) in Al-Bass Palestinian refugee camp in the city of Tyre, Lebanon

**BARRIER  
FOUR**

**THE STATUS OF**

**JERUSALEM**

## **JERUSALEM – KEY FACTS**

### **IN 1967**

Israeli annexed East Jerusalem, including the Old City.

Jerusalem is one of the great religious centres of the world, sacred to three major religions: **CHRISTIANITY, JUDAISM AND ISLAM.**

**ISRAEL HAS MADE IT ALMOST IMPOSSIBLE FOR PALESTINIAN FAMILIES TO GET PERMITS TO BUILD HOUSES ON THEIR LAND IN EAST JERUSALEM.**

This is an attempt to ensure that the Jewish population remains the majority in Jerusalem as a whole.

When Palestinians build houses on their own land without a permit, **THE HOUSES ARE DEMOLISHED BY THE ISRAELI AUTHORITIES.**

**FOLLOWING THE 1948 ARAB-ISRAELI WAR**

Israel took control of West Jerusalem.

## **JERUSALEM - INTERNATIONAL LAW**

- ➔ UN Security Council resolution 252 (1968) called upon Israel to rescind measures that changed the legal status of Jerusalem. (East Jerusalem had been part of Palestine, but was annexed by Israel in 1967)
- ➔ Israel's failure to comply with this resolution prompted 5 further Security Council resolutions in 1969, 1969, 1971, 1980, and 1980 – all demanding the reversal of its annexation of East Jerusalem.

## **JERUSALEM - OFFICIAL ISRAELI POSITION**

- ➔ Jerusalem, complete and united [both East and West], is the capital of Israel.
- ➔ Jerusalem is the "heart and soul" of the Jewish people's spiritual identity and national yearnings.

## **JERUSALEM - OFFICIAL PALESTINIAN POSITION**

- ➔ Jerusalem is the political, economic and spiritual heart of our nation. There can be no Palestinian state without East Jerusalem, in particular the Old City and the surrounding area, as its capital.
- ➔ We are committed to respecting freedom of worship at, and access to, religious sites within East Jerusalem for everyone.
- ➔ All possible measures will be taken to protect such sites and preserve their dignity.

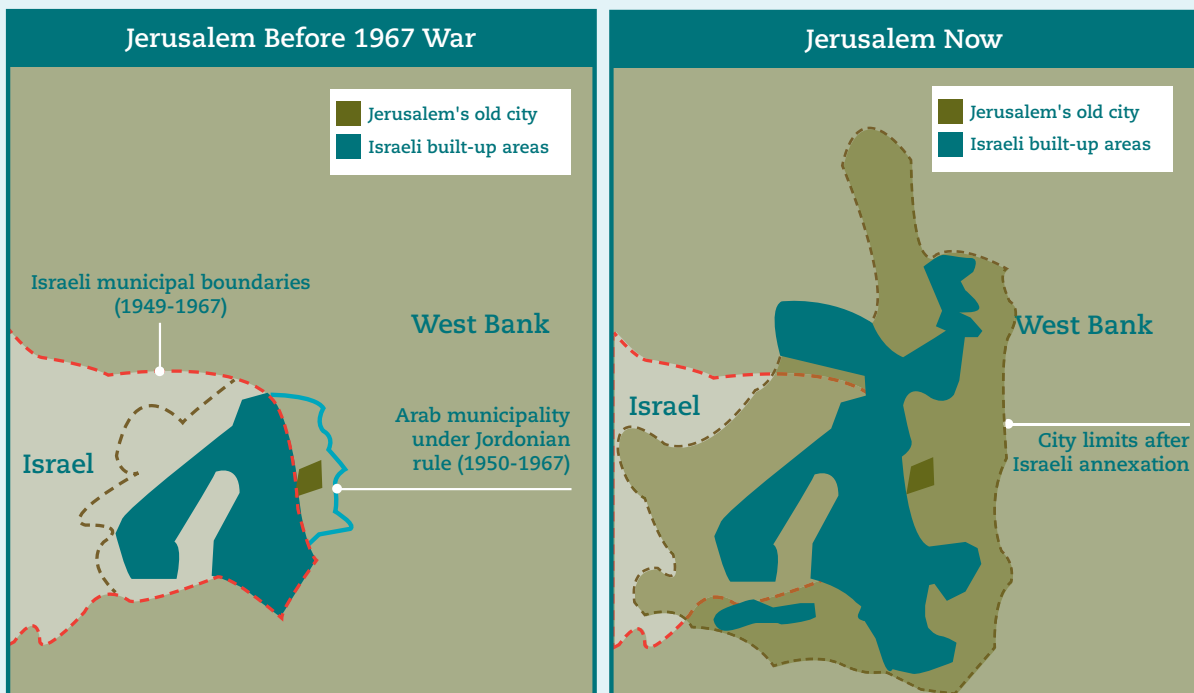
## UN SECURITY COUNCIL RESOLUTION 252 1968

The text of the resolution passed by the United Nations Security Council in 1968.

**The United Nations Security Council Resolution 252**, adopted on May 21, 1968, after a letter from the Permanent Representative of Jordan, hearing statements from Israel and Jordan, and the actions Israel had taken against General Assembly resolutions taken on the matter, the Council reaffirmed that the acquisition of territory by military conquest is inadmissible and deplored the failure of Israel to comply with the General Assembly resolutions. The Council considered all legislative and administrative measure and action which tend to change the legal status of Jerusalem are invalid and cannot change that status and urgently called upon Israel to rescind all such measures already taken and to desist forthwith from taking any further action which tends to change the status of Jerusalem.

The resolution passed with 13 votes to none; Canada and the United States abstained.

Maps of Jerusalem before it was occupied by Israel in 1967, and as it is now. The brown dotted line shows how much Israel has encroached on what was Palestinian land.



## BARRIER FIVE

# LESSON 6

## SEPARATION BARRIER

### Materials Needed



- The video clip from Roger Waters' documentary "Walled Horizons" the Separation Wall on the accompanying DVD or at <http://www.ochaopt.org/videos.aspx#>

### HOMESWORK SUGGESTIONS

Ask the students to reflect on the learning and the discussions they had in the last two classes, particularly those on Borders and Settlements, to summarise the main ideas they have got from their work. They should also list their ideas for a way out of these situations that would lead to peace.

The Separation Barrier, or Wall as it is often referred to, is very closely related to two of the other barriers – Borders and Settlements. This barrier can be examined by the whole class, after they have discussed the other barriers outlined in lesson 5.

## ACTIVITY



Ask the students to go to the groups they were in last lesson. Tell them they are going to watch a clip from a video documentary made by Roger Waters from Pink Floyd on the Separation Barrier which the Israelis began building in 2002. Each member of the group is asked to watch the video carefully, but to take notes on one specific aspect.

(These are the same aspects they considered for the other barriers.)

- 3-4 Key Facts
- International law and human rights
- Israeli perspective
- Palestinian perspective
- The impact of the separation barrier on prospects for a peaceful settlement of the conflict

When they have watched the video ask each person to feedback to the others in their group the aspect on which they took notes. Then ask them to discuss and agree:

- Three ways in which the Separation Barrier has an impact on prospects for a peaceful settlement of the conflict
- Suggestions for how the situation could be improved for both the Palestinians and the Israelis.

Take feedback from the groups and identify the key impacts and suggestions they have made. Keep a record of these for use in Lesson 12.

# LESSON 7

## WHO UPHOLDS HUMAN RIGHTS?

### Learning Intentions:

- Students will become aware of the United Nations bodies which work to uphold human rights throughout the world
- Students will in particular understand the role of UN Resolutions, the Human Rights Council and the UN Special Rapporteur in relation to solving the Israeli Palestinian conflict

### Materials Needed



- One set of UN Bodies cards for every 4 students
- A copy of the diagram of the UN organisations on page 50 for each student (needed for homework suggestion)
- The video on the UN on the accompanying DVD (optional). This can also be accessed on YouTube at <http://www.youtube.com/watch?v=7ijJU4wLoXc&feature=related>

### Preparation:

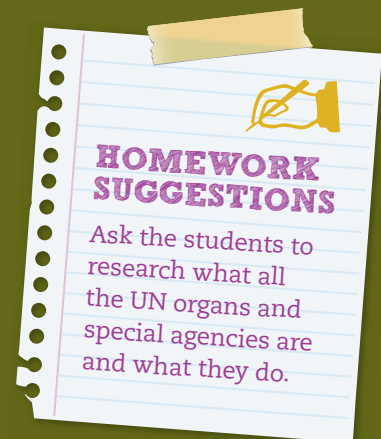
- Photocopy and cut-up the UN Bodies cards on page 49

### Optional:

If you wish you can begin by showing the class a 3 minute video which provides an overview of the UN, before asking them to do the card/worksheet activity. This may help to make the institutions more real to the students. It is on the DVD or accessible at <http://www.youtube.com/watch?v=7ijJU4wLoXc&feature=related> You only need to show the video from 0:55 - 3:02 Note that the video does not include the Human Rights Council.

## ACTIVITY 1

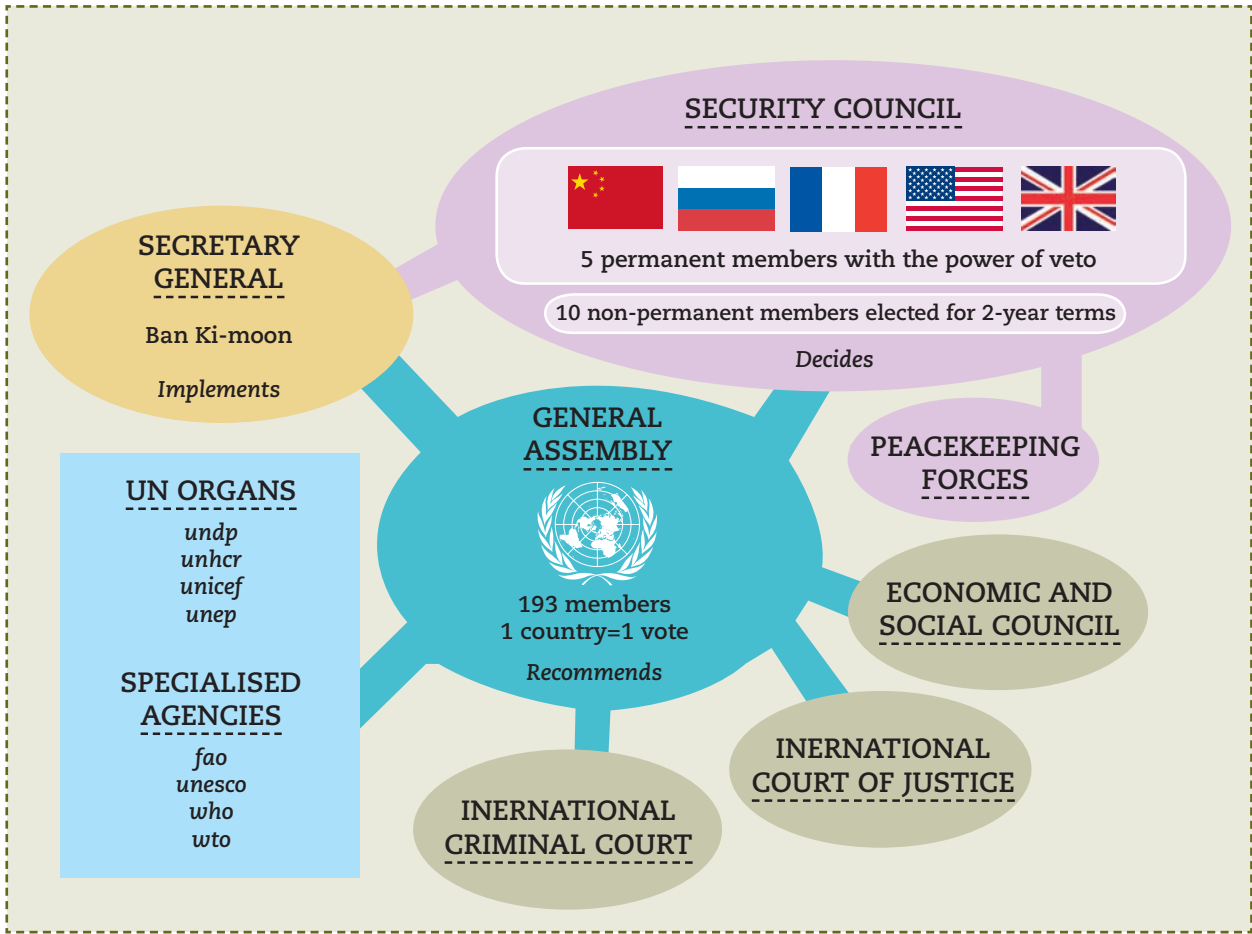
Divide the class into groups of four and give each group a set of the UN Bodies cards. Ask them to match up each organisation/term with its description. Check for correct answers and give the students an opportunity to ask questions.





# UN BODIES CARDS

<p><b>UN General Assembly</b></p>	<p>The main body of the United Nations. It is made up of all 193 Members of the United Nations. It provides a unique forum where all countries can discuss international issues and decide on UN policy.</p>
<p><b>UN Security Council</b></p>	<p>This body has primary responsibility for maintaining international peace and security. It has five permanent members (China, France, Russian Federation, the United Kingdom and the United States) and ten other members who change every two years. Ireland has been a member three times, the last time in 2001-02.</p>
<p><b>UN Resolution</b></p>	<p>An official decision made by a UN body, for example, the General Assembly or the Security Council. When a state becomes a member of the Security Council, it agrees to “accept and carry out the decisions of the Security Council”.</p>
<p><b>Human Rights Council</b></p>	<p>A UN body made up of 47 States responsible for promoting and protecting human rights around the world. Its main purpose is to address human rights abuses and make recommendations on them. It has permission to investigate abuses of human rights.</p>
<p><b>UN Special Rapporteur</b></p>	<p>An independent expert used by the Human Rights Council to investigate alleged human rights abuses and to provide the Human Rights Council with reports and recommendations.</p>
<p><b>International Court of Justice</b></p>	<p>This is the judicial body of the UN. It has two roles: to settle legal disputes submitted to it by States in accordance with international law, and to give advisory opinions on legal questions referred to it by international organs and agencies.</p>



The Palace of Nations in Geneva. Many UN bodies have their headquarters here.

## ACTIVITY TWO

# UN RAPPOREUR ON PALESTINE

# AND THE HUMAN RIGHTS COUNCIL

### Materials needed

- Copies of the Human Rights Council overview on page 54 – one for each student
- Copies of the set of 13 Key Questions on page 53

### Preparation:

Read through the summary of a section of the 2011 UN Rapporteur's Report on Human Rights Issues in Palestine given on page 52 (teacher information).

#### The report covers five topics:

- Reviving the direct peace talks
- Expansion of settlements
- West Bank roads and international complicity in perpetuating the occupation
- Continuation of the Gaza blockade
- Abuse of children by Israeli authorities

For this class the students will consider the last topic, the abuse of children by Israeli authorities. The full report is available at <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G11/101/90/PDF/G1110190.pdf?OpenElement>

Since 1993, there has been a UN Special Rapporteur who reports on the situation of human rights in occupied Palestinian territories. The current Special Rapporteur is Prof. Richard Falk (USA).



### METHOD

#### Hot Seating by the Teacher

First give the students the copies of the Human Rights Council overview and talk them through it. Then, tell them that they are going to act as the UN Human Rights Council and that you will take the part of the UN Special Rapporteur Dr. Richard Falk. You have investigated and written a report on human rights, specifically about the abuse of Palestinian children by the Israeli Authorities. The class should ask you questions to inform themselves about the situation. You will then make some recommendations that you want the Council to ratify.

When they are satisfied they have sufficient information, they then need to vote on whether they will pass the recommendation(s).

- Begin by assigning everyone a country to represent (countries given on page 52 – you could ask the students to make a country name to put in front of them on their desks)
- Agree a chairperson for the Human Rights Council and the procedure for asking questions.
- Give out copies of the Key Questions to the students or display them on the data projector (slide with questions included on the accompanying DVD).
- The class should quickly decide who will ask which questions and begin the questioning.
- Students should take notes on the answers.
- Once key questions have been answered, other students may ask additional questions (It does not matter if you do not know the answers to these additional questions – the important thing is that the students engage critically with the issue. They can be encouraged to look for more information on the internet as homework).

Then the Council should vote on the recommendations you have made. You can choose which method you want to use for the vote e.g. show of hands in favour or against, a ballot box, or other method.

As a follow on activity, the students could be asked to find out more information about the Human Rights Council, and to see what issues it deals with in other countries.

## Teacher Information

A Summary of Richard Falk's January 2011 report on the issue of Abuse of children by Israeli authorities in the occupied Territories (Question 1)

A. In 2010, there were several reports that Israeli Authorities had abused Palestinian children in the West Bank and East Jerusalem through arrest, detention in military prison and trials in military courts. (Question 2)

B. Under the Convention on the Rights of the Child, children have the right to be protected from abuse if they are arrested or if they live in an occupied country. The 4th Geneva Convention states that 'Children shall be the object of special respect and shall be protected against any form of indecent assault. The Parties to the conflict shall provide them with the care and aid they require, whether because of age or for any other reason'. The Israeli authorities are denying children these rights. (Question 3)

C. I am dismayed at the constant arrests and detention of Palestinian children by Israeli authorities. In 2010 they arrested children at checkpoints, on the street or, most commonly, from the family home. When they were arrested at home, large numbers of Israeli soldiers usually surrounded the family home in the middle of the night. Children were beaten or kicked and put at the back of a military vehicle where they were subject to further physical and psychological abuse on the way to the interrogation and detention centre. (Question 4)

D. Children and their families were seldom informed of the charges against them. Children were often abused during interrogation. In the Ariel settlement in the occupied West Bank, children reported that they had been given electric shocks by Israeli interrogators in the settlement (Questions 5 & 6)

E. At the end of October 2010, 256 children remained in Israeli detention, including 34 between the ages of 12–15 years. As of August 2010, 42.5 per cent of Palestinian children in Israeli prisons were not held in facilities separate from adults. (Questions 7,8 & 9)

F. Each year, approximately 700 Palestinian children (under 18) from the West Bank are prosecuted in Israeli military courts after being arrested, interrogated and detained by the Israeli army. Observers have been shocked by their treatment. (Question 10 & 11)

'The child defendants – 13 and 14 years of age – were brought into the courtroom with their legs shackled in chains and handcuffed, usually behind their backs; their jail sentences were lengthened by as much as three times unless they pleaded guilty; the judge had no interaction with the child defendants and was reported never even to look at them; proceedings and signed confessions were in Hebrew, a language most of these children did not know.' (Report by British MP visiting the West Bank, December 2010) (Question 12).

## Recommendations: (Question 13)

I recommend that measures are taken to ensure that:

- No Palestinian child is detained inside Israel or in the occupied Palestinian territories in contravention of article 76 of the Fourth Geneva Convention
- Children are not brought before military courts
- Cases of mistreatment and abuse of children are thoroughly and impartially investigated
- And all evidence against children obtained through ill-treatment or torture be rejected by the courts.

## Current Membership of the Human Rights Council

### AFRICAN STATES

Angola  
Benin  
Botswana  
Burkina Faso  
Cameroon  
Congo  
Djibouti  
Libya  
Mauritania  
Mauritius  
Nigeria  
Senegal  
Uganda

### ASIAN STATES

Bangladesh  
China  
India  
Indonesia  
Jordan  
Kuwait  
Kyrgyzstan  
Malaysia  
Maldives  
Philippines  
Qatar  
Saudi Arabia  
Thailand

### EASTERN EUROPEAN STATES

Czech Republic  
Hungary  
Poland  
Republic of Moldova  
Romania  
Russian Federation

### LATIN AMERICAN & CARIBBEAN STATES

Chile  
Costa Rica  
Cuba  
Ecuador

Guatemala  
Mexico  
Peru  
Uruguay

### WESTERN EUROPE & OTHER STATES

Austria  
Belgium  
Italy  
Norway  
Spain  
Switzerland  
United States

## KEY QUESTIONS

- 1 What is the Human Rights issue that you want to inform us about?
- 2 Can you give us an overview of how rights are being denied to children?
- 3 Which Human Rights conventions are involved?
- 4 Can you describe how children are arrested?
- 5 Were the children and their families informed of the charges against them?
- 6 How was the interrogation of the children carried out?
- 7 How many children were in prison when you finished your report?
- 8 How young were they?
- 9 Were they held in special children's facilities or with adults?
- 10 How many Palestinian children are prosecuted in the courts each year?
- 11 What kind of court are they tried in?
- 12 Can you describe how they are treated in court?
- 13 What recommendations are you making in relation to this issue?

# HUMAN RIGHTS

## COUNCIL

(Inter-government body within the UN system)

### Membership:

47 states,  
seats distributed  
as follows...

African States (13),  
Asian States (13),  
Eastern European States  
(6), Latin American and  
Caribbean States (8),  
Western European and  
other States (7)

### What does it do?

⇒ Makes recommendations to the General Assembly for further development of international human rights law

⇒ Undertakes a Universal Periodic Review of the fulfillment by each State of its human rights obligations and commitments.

⇒ Reacts quickly to human rights emergencies in countries.

Expert individuals report to the Human Right Councils and the UN General Assembly on human rights situations in specific countries or thematic issues worldwide. There are 10 country-specific mandates (Cambodia, Côte d'Ivoire, Democratic People's Republic of Korea, Haiti, the Islamic Republic of Iran, Myanmar, **Palestinian territories occupied since 1967**, Somalia, Sudan, Syrian Arab Republic.). There are 36 thematic mandates, ranging from torture to education to discrimination against women.

# LESSON 8-10

## BEING ACTIVE FOR

## HUMAN RIGHTS AND FOR PEACE

### Learning Intentions:

- Students will become aware that, there are people and organisations working to promote human rights, to overcome the barriers and to create a lasting peaceful solution to the conflict
- Students will learn that individual, small groups and small NGOs can make a difference

### Materials Needed

The materials needed for the case studies are listed at the beginning of each of them. Note that they all involve a short video, so you will need access to a Data Projector for each of them, and also to the internet for some of them. The requirements are indicated at the start of each case study.

Apart from Case Study A (The Parents Circle), the generic Task Cards on page 63 can be used for each of the case studies. (Just remember to rotate the tasks among the groups for each case study)

In lessons 5-6 students looked at the barriers to peace and their relationship to international law and human rights. These next two lessons allow them to examine some relevant areas through the eyes of organisations working to find solutions:

- A. The building of peaceful relationships between Israelis and Palestinians (The Parents Circle)
- B. Combating the demolition of Palestinian housing in Jerusalem (The Israeli Committee against House Demolitions,)
- C. The replanting of olive trees destroyed to build the Separation Barrier (The Olive Tree Campaign)
- D. Supporting Palestinian prisoners, including children (Addameer - Prisoner Support and Human Rights Association)
- E. Giving a voice to the experiences of Israeli soldiers serving in the occupied Palestinian territories (Breaking The Silence)

Five case studies are provided. It is recommended that you choose a minimum of two to use with the class. Each case study will take one class to complete.

## Materials Needed



- Access to an internet connection to look at the video clip
- Copies of the Parents Circle worksheet on page 57

**Note:** Where difficult issues arise during these lessons or where students cannot agree, these could be recorded on a No Easy Answers Board and returned to at a later point. This ensures the issues are not forgotten, but also that the students do not get 'stuck' by opposing opinions.

## A. THE PARENTS CIRCLE

The stories of Rami Elhanan and Mazem Farah show how these two men and their families have found a positive way forward out of their grief and bereavements. Their work in talking to schools on both sides can show young people that there is an alternative to war and hate. Eventually growing numbers of civilians can exercise pressure on their governments to find a peaceful solution and negotiate a peace agreement.

Rami Elhanan and Mazem Farah are members of 'Parents Circle – Families Forum', a grassroots organisation of bereaved Palestinian and Israeli families which promotes reconciliation as an alternative to hatred and revenge.



### VIDEO OF RAMI ELCHANAN AND MAZEM FARAH

- Show the video clip <http://www.pbs.org/wnet/religionandethics/episodes/june-26-2009/parents-circle/3376/> of the interview with Ramie Elchanan and Mazem Farah. Ask for immediate responses and list any comments or questions on the board.
- Give out copies of the Parents Circle Worksheet. Then show the students the video again, asking pairs or small groups of students to watch out for answers to their questions or for further information on issues that they have identified. You can then use the worksheet below as a basis for discussion in small groups and note any questions of significant points which arise. Ask the students to keep a record of the main points in their copies.
- Where there are difficult questions that need further thought or where students disagree on points, list these separately on the "No Easy Answers" Board. These can be returned to at a later date or students could carry out some research on them for homework.

Other stories from members of the Parents Circle-Families Forum and a printed version of Rami's story can be found at <http://www.theparentscircle.com/Content.aspx?ID=38>



**WORKSHEET**

**THE PARENTS' CIRCLE**

What had the two men in common?

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What were the things which separated them before their bereavements?  
Why would they never have met before they joined the Parents Circle?

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Their losses could have made them hate each other's communities even more – what helped them to overcome this hate?

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They talk about their work in schools. What do you think are the effects on young people when Rami and Mazem visit schools and talk to them?

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What influence do you think young people can have on their communities?

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How did Mazen and Rami believe they could help bring about a political solution to the conflict?

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## B. THE ISRAELI COMMITTEE AGAINST HOUSE DEMOLITIONS

<http://www.icahd.org>

### Materials Needed



- Access to the two video clips either on the accompanying DVD or through the internet (see links in Activity section).
- Task Cards on page 63 copied on to card and cut up. You will need one card per group of 4/5 students in the class.
- Flip chart sheets and markers for two groups of 4/5 students sheets and markers for two groups of 4/5 students

### Preparation

Read through the Teachers Notes before commencing this lesson. Further information can be found at [www.icahd.org](http://www.icahd.org)

### Background

ICAHD (the Israeli Committee Against House Demolitions) was founded in 1997. It is non-violent and takes direct action to prevent Palestinian houses being demolished by physically blocking the bulldozers sent to destroy the houses. They have also helped rebuild 165 homes after they were demolished, as an act of political resistance. The organisation has Israeli and Palestinian members and has international branches in the UK, USA and Ireland.

Jeff Halper, who co-founded the ICAHD, is an American Jew who moved to Israel in 1973. He believes that peace is possible between Israelis and Palestinians and works to protect human rights and promote a just and sustainable peace.

## ACTIVITY

Read the teacher notes on the following page so that you are familiar with key facts in relation to this case study. Divide the students into six small groups. Briefly explain the facts in relation to housing in East Jerusalem and Israeli policy. Then show them the first 5.14 minutes of the video clip on the work of ICAHD, accessible at <http://www.youtube.com/watch?v=zlXJWFshavw> and on the accompanying DVD. Check that they understand the reasons for the demolitions and the role of ICAHD in protesting and rebuilding.

Then introduce the video of the demolition of Ala'a's home in East Jerusalem as the story of one family whose home was demolished. This is available on the website of UNRWA (United Nations Relief and Works Agency for Palestine Refugees in the Near East) at <http://www.peacestartshere.org/points.php?id=1> It is also on the accompanying DVD.

Like many Palestinian residents of occupied East Jerusalem, Ala'a and his family faced insurmountable obstacles when trying to obtain an Israeli building permit to build their home. They were left with practically no choice but to build without a permit, rather than not at all. In 2001 the family moved to their new home in Beit Hanina, East Jerusalem. They were fined 70,000 shekels (£12,000 or €13,600) for not having a permit. Three months after they paid the last installment of this fine, the family received a demolition order for their home. Shortly after that, they watched as their home - and with it their entire life savings - was demolished.

Ask the students to list any questions the video raises for them. Take brief feedback, then give each group one of the task cards on page 63 to complete. If there is time, ask the groups to display their work, conduct the interview etc. Otherwise, do this as a revision activity at the beginning of the next lesson.

Where there are difficult questions that need further thought or where students disagree on points, list these separately on the "No Easy Answers" Board. These can be returned to at a later date or students could carry out some research on them for homework.

## TEACHERS' NOTES

### SOME FACTS ON HOUSING IN EAST JERUSALEM

Jerusalem is a holy city for Christians, Jews and Muslims. From 1948 when the state of Israel was declared, the west part of Jerusalem formed part of the Israeli state and East Jerusalem was governed by Jordan. After the 1967 war, Israel annexed East Jerusalem including the city area and 28 villages and towns. Since then, the state of Israel has actively tried to ensure that Jerusalem has a Jewish majority and that the number of Palestinians living in East Jerusalem declines.

**In 1967, 72% of the population of all of Jerusalem was Jewish and 28% Palestinian (approximately 62,000). Israel has introduced 5 measures to keep the Palestinian population from increasing:**

1. Restricting Palestinian residency rights to encourage them to move outside Jerusalem
2. Planning regulations which make it almost impossible for Palestinians to build houses
3. Discrimination and apartheid
4. Isolating East Jerusalem from the rest of the West Bank
5. Settling Israeli Jews in East Jerusalem

More than 94 per cent of all Palestinian permit applications have been rejected in recent years (source: UNRWA). Because it is almost impossible for Palestinians to get a permit to build a house, many Palestinians are forced into building

without a permit. The Israeli government can decide to demolish these homes at any moment.

The UN estimates that between 28% and 46% of Palestinian homes could be at risk of demolition. In 2009, 300 Palestinians, including 149 children, were displaced by house demolitions in East Jerusalem. Between January and May 2011, the houses destroyed in East Jerusalem and in the West Bank, made 437 people homeless, of whom 216 were children.

**“THE UN ESTIMATES  
THAT BETWEEN  
28% - 46%  
OF PALESTINIAN  
HOMES COULD  
BE AT RISK OF  
DEMOLITION.”**

## C. KEEP HOPE ALIVE - THE OLIVE TREE CAMPAIGN BY THE JOINT ADVOCACY INITIATIVE (THE EAST JERUSALEM YMCA AND YWCA OF PALESTINE)

### Materials Needed



- Access to the video 'Keep Hope Alive' either on the accompanying DVD or on YouTube at [www.youtube.com/watch?v=yLQxiB3oZrM](http://www.youtube.com/watch?v=yLQxiB3oZrM)
- Task Cards on page 63 copied on to card and cut up. You will need one card per group of 4/5 students in the class.
- Flip chart sheets and markers for two groups of 4/5 students

<http://www.jai-pal.org/content.php?page=1>

### Background

The Olive Tree Campaign (OTC) seeks to replant olive trees in areas trees have been uprooted and destroyed or in areas where the fields are threatened to be confiscated by the Israeli military occupation and settlers. Since 2001 Israeli military and settlers have uprooted, burnt and destroyed more than 548,000 olive trees that belong to Palestinian farmers and land owners in the West Bank and Gaza.

## ACTIVITY

Begin by dividing the students into six small groups. Remind them about the Separation Barrier video they watched in Lesson 6 and how thousands of olive trees were uprooted in order to build the wall. Remind them also of the significance of olive trees for the Palestinian farmers, who rely on them for their livelihood and tell them how many trees have been destroyed since 2001.

Watch the 2 minute video about the "Keep Hope Alive – Olive Tree Campaign". <http://www.youtube.com/watch?v=yLQxiB3oZrM>

Ask the groups to list any questions the video raises for them. Take brief feedback, then give each group one of the task cards on page 63 to complete. If there is time, ask the groups to display their work, conduct the interview etc. Otherwise, do this as a revision activity at the beginning of the next lesson. List any significant points or questions which have come up in doing the tasks.

Where there are difficult questions that need further thought or where students disagree on points, list these separately on the "No Easy Answers" Board. These can be returned to at a later date or students could carry out some research on them for homework.

## D. ADDAMEER - PRISONER SUPPORT AND HUMAN RIGHTS ASSOCIATION

### Materials Needed



- Access to the video clip from Stolen Children Stolen Lives. This is on the accompanying DVD and can also be accessed at <http://vimeo.com/25743334>
- Task Cards on page 63 copied on to card and cut up. You will need one card per group of 4/5 students in the class.
- Flip chart sheets and markers for two groups of 4/5 students

<http://www.addameer.org/>

### Background

ADDAMEER (*Arabic for conscience*) Prisoner Support and Human Rights Association is a Palestinian non-governmental, civil institution that works to support Palestinian political prisoners held in Israeli and Palestinian prisons. Established in 1992 by a group of activists interested in human rights, the center offers free legal aid to political prisoners, advocates their rights at the national and international level, and works to end torture and other violations of prisoners' rights through monitoring, legal procedures and solidarity campaigns.

#### Addameer's Vision:

Addameer believes in the importance of building a free and democratic Palestinian society based on justice, equality, rule of law and respect for human rights within the larger framework of the right to self-determination. Addameer's work is based on a belief in the universality of human rights as enshrined in international law. Addameer also works closely with international human rights organizations such as Amnesty International and Human Rights Watch to provide regular information on the situation of Palestinian political detainees.

## ACTIVITY

Begin by dividing the students into six groups.

Introduce the students to the work of Addameer. Remind them of the report from the UN Rapporteur on Palestine in lesson 7 which described the treatment of children who were arrested and imprisoned. Then show them the first 9.30 minutes of Stolen Children, Stolen Lives. This film was made by Gerry O'Sullivan, a woman from Co Kerry, in 2010. (Note: the complete film is 25 minutes and too long to include, so you will need to stop it after the first 9.30 minutes.)

Ask the groups to list any questions the video raises for them.

Take brief feedback, then give each group one of the task cards on page 63 to complete, giving them maximum 10 minutes to do this. Ask the groups to display their work, conduct the interview etc. (If there is not enough time for this, you could do this as a revision activity at the beginning of the next lesson.)

List any significant points or questions which have come up in doing the tasks. Where there are difficult questions that need further thought or where students disagree on points, list these separately on the "No Easy Answers" Board. These can be returned to at a later date or students could carry out some research on them for homework.

## E. BREAKING THE SILENCE

### Materials Needed



- Access to the Internet to show the two video clips - see links under Activity
- Task Cards on page 63 copied on to card and cut up. You will need one card per group of 4/5 students in the class.
- Flip chart sheets and markers for two groups of 4/5 students

**Note:** No Palestinian perspective is included in the videos, so ask Group 3 to prepare their interview using the views of the former soldiers and the views of the Israeli civilian population.

<http://www.breakingthesilence.org.il>

### Background

Breaking the Silence is an organisation of veteran combatants who have served in the Israeli military since 2000 and have taken it upon themselves to expose the Israeli public to the reality of everyday life in the Occupied Territories. They aim to stimulate public debate about the price paid for a reality in which young soldiers face a civilian population on a daily basis, and are engaged in the control of that population's everyday life.

Cases of abuse towards Palestinians, looting, and destruction of property have been the norm for years, but Israeli society continues to turn a blind eye, and to deny what is done in its name. In order to become civilians again, soldiers are forced to ignore what they have seen and done. Breaking the Silence strives to make heard the voices of these soldiers, pushing Israeli society to face the reality whose creation it has enabled.

Founded in March 2004 by a group of soldiers who served in Hebron, Breaking the Silence has since acquired a special standing in the eyes of the Israeli public and in the media, as it is unique

in giving voice to the experience of soldiers. To date, the organisation has collected more than 700 testimonies from soldiers who represent all strata of Israeli society and cover nearly all units that operate in the Territories.

Breaking the Silence is supported by a number of organisations in Ireland and the UK, including Christian Aid, Trócaire and Oxfam.

### ACTIVITY

Begin by dividing the students into six groups.

Introduce the students to the work of Breaking the Silence. If you have done the previous case study on Addameer, remind them of the soldier who spoke about what had happened when he was a soldier in Hebron.

Then show them the two clips from Breaking the Silence members. (You will need internet access to view these.)

<http://www.breakingthesilence.org.il/testimonies/videos/78751> is the testimony of one soldier, Doton Greenwald, as to why he is breaking the silence.

<http://www.breakingthesilence.org.il/testimonies/videos/40528> - a First Sergeant describes how the soldiers intimidated villagers in the Ramallah area by their show of force.

Ask the groups to list any questions the video raises for them. Take brief feedback, then give each group one of the task cards on page 63 to complete, giving them maximum 10 minutes to do this. Ask the groups to display their work, conduct the interview etc. (If there is not enough time for this, you could do this as a revision activity at the beginning of the next lesson.)

List any significant points or questions which have come up in doing the tasks. Where there are difficult questions that need further thought or where students disagree on points, list these separately on the "No Easy Answers" Board. These can be returned to at a later date or students could carry out some research on them for homework.



# GENERIC

# TASK CARDS

## GROUP 1

You have been asked to describe the video and its key messages to another group of students. Prepare 4-6 points that you would make to them. (Bullet points are sufficient)

## GROUP 2

What do the people working for this organisation hope to achieve? Design and make a poster to illustrate their aims and work.

## GROUP 3

Prepare a TV or radio interview in which you are interviewed about this case study. You will need to prepare arguments for both the Palestinian and Israeli positions.

## GROUP 4

This video is going to be shown on television. Write a brief introduction to it, telling viewers what to expect and who would find it interesting.

## GROUP 5

Pick one or two key messages of the video that really struck you and draw symbols to represent them.

## GROUP 6

You want to raise awareness of the human rights abuses that this case study raises. Brainstorm some ideas of what you could do to increase awareness in your school and/or community.

# LESSON 11

## THE ROAD TO PEACE

### Learning Intentions:

Students will:

- Reflect on the basic rights that each side should have
- Think about who needs to be involved in effective peace negotiations
- Become aware of the peace talks which have taken place to date
- Become more aware of the ups and downs in any peace process

### Materials Needed



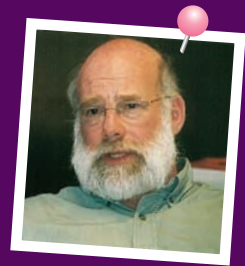
- **Optional:** Access to the internet to play the song Forever by Angel Dust after Activity.
- Copies of the lyrics downloaded from <http://www.lyricstime.com/angel-dust-forever-lyrics.html>

**Note:** For Activity 2 you will need to create a clear space in the middle of the classroom or take this lesson in the hall or gym

## ACTIVITY 1

### REFRAMING THE CONFLICT (JEFF HALPER)

Jeff Halper, the founder of the Israeli Committee against House Demolitions, is an American Jew who came to Israel in 1973. He believes that peace is possible between Israelis and Palestinians and works to protect human rights and promote a just and sustainable peace. He believes that working towards peace needs to be based on two fundamental questions:



- What are the basic rights that each side should have?
- How can we find a solution based on Palestinian claims and needs, while respecting the need of Israel for security?

Explain this to the students and then ask them to think about what they've discussed in previous lessons. Then brainstorm the basic rights related to the conflict that they think both Palestinians and Israelis should have. Write these on the board (and record them for use during the next two classes.)

Then ask them to think about who should be 'at the table' in the peace negotiations. Ask them to complete their list individually and then to share their ideas with a partner. Finally take some feedback from the pairs to note the similarities and differences in their thinking.



## ACTIVITY 2

### THE ROAD TO PEACE A SHORT OVERVIEW OF THE PEACE INITIATIVES TO DATE

Since the beginning of the conflict there have always been some Israelis and Palestinians who believed that a peaceful solution should be negotiated. With international support, there have been several peace talks and agreements. While none of these have so far succeeded in ending the conflict, it is important for young people to recognise the moves that have been made and are being made towards resolving the conflict and coming to a peaceful settlement. The following activity gives students an idea of the gains and setbacks in moving towards peace. They do not need to know the details of each set of talks or agreements, just get an overview of what is involved in international peace negotiations. It is also important for them to realise that ultimately all conflicts come to an end, so it is always worthwhile to continue working towards a peaceful solution, even if at times, it may seem hopeless.

Students representing Palestinians and Israelis stand in circle at outside walls of classroom. A symbol of a peace agreement is put in the centre of the circle. The idea is that for every move towards a peace agreement, both groups move closer to the symbol and at the same time closer to each other. As a peace initiative fails, they retreat backwards. The teacher announces each peace initiative, starting with the Oslo 1 agreement and the main outcomes and students decide whether this is progress or not and how far in to the centre to move. When the lack of progress to implement agreements is described, students decide how far to retreat.

At the end of the activity they should discuss the activity, using the questions below:

- How did they feel when there was movement towards peace?
- How did they feel when this hope didn't materialise?

- Can they identify one thing that both sides gained in the agreements?
- Can they identify one thing that both sides lost when the agreements failed to be implemented?
- What do they all stand to lose if a peace agreement isn't negotiated?



You could finish by giving them the lyrics to the song *Forever* by Angel Dust and playing the song, available from iTunes.

#### FOREVER BY ANGEL DUST

*Let's lay down our swords now  
And let the blood dry now  
It's not our destiny to be enemies  
There can be a tomorrow  
So let the blood dry now  
No war can last forever*

## THE PEACE PROCESS 1993-2012

Year	Agreements and Initiatives	Main Provisions	Progress made
1994	Oslo 1 Agreement	Israeli withdrawal from Gaza and Jericho Civil powers transferred to Palestinian Authority	Agreed and partially implemented
1995	Oslo 2 Agreement	Further Israeli withdrawal	Agreed and partially implemented
1997	Hebron Agreement	Israeli withdrawal from Hebron	Agreed and partially implemented
1998	Wye river Memorandum	Resumed final status talks Opening of Gaza airport Release of prisoners	Agreed and partially implemented
1999	Sharm-el-Sheik agreement	Israeli withdrawal from the West Bank Release of prisoners	Agreed and partially implemented
2000	Camp David Summit (Bill Clinton)	<ul style="list-style-type: none"> <li>⇒ Proposal for Palestine to keep Gaza and 95% of West Bank.</li> <li>⇒ East Jerusalem would be mostly Israeli.</li> <li>⇒ Israel would keep control of borders, airports and water sources in Palestinian state</li> <li>⇒ Right of return solved through financial compensation to refugees</li> </ul>	No agreement was reached
2002	Beirut summit (proposals by Arab League)	<p>Israel was offered recognition by the Arab countries and normalisation of relations if Israel would:</p> <ul style="list-style-type: none"> <li>⇒ withdraw from all territories occupied by Israel since the 1967 Arab-Israeli war</li> <li>⇒ provide a just solution to the Palestinian refugee problem</li> <li>⇒ recognise the establishment of a sovereign and independent Palestinian state in the West Bank and Gaza Strip</li> </ul>	No response from Israel

(The Peace Process 1993-2012 continued).

Year	Agreements and Initiatives	Main Provisions	Progress made
2003	Road Map to Peace (Initiative of the Quartet- US, EU, UN & Russia) with eventual aim of independent Palestinian state	<b>Proposed both sides would take actions:</b> ⇒ Palestinians to combat Palestinian terrorism ⇒ Israelis to dismantle recent settlements, not build any new settlements, ease restrictions on movement of Palestinians, and withdraw army from West Bank	Not implemented by Israel
2010	Direct Talks (President Obama initiative, supported by Hilary Clinton and Egypt and Jordan)	⇒ Sides would negotiate directly to achieve peace within 1 year. ⇒ Israelis wanted recognition of Israel as a Jewish state ⇒ Agreed to land swap – settlements kept by Israel in return for land, but Israelis did not agree to 1:1 swap ratio.	No agreement was reached
2012	Direct talks meeting in Jordan	Reluctance to reach any agreement due to unsettled situation in Middle East	No agreement was reached

## ALTERNATIVE PEACE

## PROPOSALS AND OPTIONS

Year	Agreements and Initiatives	Main Provisions	Progress made
2007	Peace Valley Plan (proposed by Japan)	Palestine, Israel and Jordan would work together to promote economic co-operation and create a better diplomatic climate	Accepted by all sides and being implemented

# LESSON 12

## DEVELOPING A PEACE PLAN

### Learning Intentions:

Students will:

- Experience the process of trying to find solutions to issues which cause conflict
- Consider the rights and viewpoints of all those involved
- Consider the implications of International Law in finding solutions to conflict
- Recognise the role of the different players – national governments, NGOs, public support, the international community – in contributing to a lasting peace process

Note: You will need a double period or two classes for this activity

**“I BELIEVE THAT IN THE MEDIUM AND LONGER TERM THERE IS A BASIS FOR BELIEVING THAT THEY WILL BE ABLE TO TAKE THOSE STEPS PRIMARILY BECAUSE THE CURRENT CIRCUMSTANCE, IN MY JUDGEMENT, IS UNSUSTAINABLE AND BOTH SOCIETIES FACE VERY LARGE RISKS FROM A CONTINUATION OF THE CONFLICT.”**

(George Mitchell, 8th September 2011, quoted in Irish Times)

### Materials Needed



- Copies of the Tasks outline on page 69, one for each group of 4/5 students
- Copies of the handouts used in Lessons 5. Key facts, Positions of Palestinians and Israelis, International Law and any maps or photos included
- Copies of the popular opinion cards on pages 70-71
- The students' worksheets from Lesson 5 where they analysed the barriers and made suggestions as to how the situations could be improved

## ACTIVITY

Tell the students that they as a class are to imagine they are a Peace Planning Consultancy. They have been recruited by the UN to look at the situation in Palestine and Israel and to develop proposals for a peace plan for the region.

There are four parts to the task:

1. They must be aware of the facts of the situation
2. They must inform themselves about the range of Israeli and Palestinian positions on the relevant issues
3. They must consider the International Law relevant to these issues
4. They must try to find as fair a solution(s) as possible.

This activity is based on four of the key barriers to peace which the students explored in lesson 5. Borders, Settlements, Refugees and Status of Jerusalem.

Begin by asking the students to reform into the groups they were in when they originally looked at the barriers in lesson

Explain to the students that they are going to complete the four parts of the task they have been set. For each part they will receive some information and a related task. They will have a certain amount of time for each brief before they will be expected to have come up with proposals to break down barriers and contribute to peace.

Finally they should use the templates on pages 72 and 73 to write up their proposals and ensure requirements are met. The templates will also help the groups to prepare to present their proposals to the whole class during the next lesson. They may need to complete some of this as homework.

	Tasks	Materials needed	Activity
1.	Be aware of the facts	Key Facts sheet	Refresh your awareness of the facts and add in any supplementary information you have gained during the previous lessons. <b>These should be facts not opinions.</b>
2.	Informed about Palestinian and Israeli positions	Official Palestinian Position card Official Israeli Position card Popular opinion of the Israeli and Palestinian public	Clarify the main points of each position Consider the difference between the official position and the position of the general population. You can also include the position of the NGOs you have looked at in Lessons 8-10.
3.	Consider relevant International Law	International Law card	Reconsider the implications of International Law in the light of the extra information you now have.
4.	Propose one or more solutions	Notes from Lessons 5-6	Brainstorm possible solutions to different aspects of the issue. Agree 2 proposals for change which would improve the situation.

# POPULAR OPINION

## ON SOME OF THE

# BARRIERS TO PEACE

In addition to the official Israeli and Palestinian positions, it is worthwhile for the students to be aware of the level of popular support for various proposed solutions. The cards below show the results of a joint Israeli Palestinian survey carried out in December 2011.<sup>1</sup> Note that the questions are based on the proposed Clinton parameters for a permanent peace settlement formulated after the collapse of the Camp David talks in 2000. These proposals deal with the main barriers to peace (1) Final borders (2) Refugees (3) Jerusalem (4) A demilitarized Palestinian state (5) Security arrangements and (6) End of conflict. In the latest survey, 58% of Israelis and 50% of Palestinians support a permanent settlement based on these parameters.

Further information on the survey can be found at <http://www.pcpsr.org/survey/polls/2011/p42ejoint.html>

 PHOTOCOPY AND CUT CARDS

### **BORDERS / SETTLEMENTS – THE PROPOSAL**

Israel would withdraw from the West Bank and the Gaza Strip, which would form the Palestinian state. Israel would keep 3% of its current settlement areas in the West Bank and swap it for an equal amount of land bordering the Gaza strip.

#### **PALESTINIANS**

**63%** support and **36%** oppose

#### **ISRAELIS**

**51%** support and **44%** oppose

This shows an increase of support since the last survey in 2010

<sup>1</sup>Joint Israeli Palestinian Poll, December 2011, conducted jointly by the Harry S. Truman Research Institute for the Advancement of Peace at the Hebrew University of Jerusalem and the Palestinian Center for Policy and Survey Research in Ramallah.

## REFUGEES – THE PROPOSAL

Both sides agree that the solution will be based on UN resolutions 194 and 242. The refugees would be given four choices of where they would live: 1) in the future Palestinian state, 2) in host states such as Lebanon, Syria, Jordan, 3) in other states such as the US, or 4) in Israel. Residency in the last 3 options would be subject to the decision of these states. All refugees would be entitled to compensation for being refugees and for loss of property.

### PALESTINIANS

45% support and 53% oppose

### ISRAELIS

42% support 51% oppose it

This shows an increase of support since the last survey in 2010.

## JERUSALEM – THE PROPOSAL

East Jerusalem would become the capital of the Palestinian state and West Jerusalem the capital of Israel. Arab neighborhoods, including those in the Old City and al Haram al Sharif/Temple Mount coming under Palestinian sovereignty and Jewish neighborhoods, including the Jewish quarter of the Old City and the Wailing Wall, coming under Israeli sovereignty.

### PALESTINIANS

40% support and 59% oppose

### ISRAELIS

38% support and 60% oppose

This shows an increase of support among Palestinians and decrease in opposition among Israelis since the last survey in 2010.

## END OF CONFLICT – THE PROPOSAL

When the permanent status agreement is fully implemented, it will mean the end of the conflict and no further claims will be made by either side. The parties will recognise Palestine and Israel as the homelands of their respective peoples.

### PALESTINIANS

63% support and 35% oppose

### ISRAELIS

70% support and 27% oppose

This shows an increase of support since the last survey in 2010.





<p>Do your proposals respect the human rights of all those involved?</p>	
<p>Are your proposals in keeping with international law/UN resolutions?</p>	
<p>Are your proposals supported by the international community – US, EU, Arab countries?</p>	
<p>What compromise will the Palestinians have to make if your proposals are agreed?</p>	
<p>What compromise will the Israelis have to make if your proposals are agreed?</p>	
<p>What benefits will they both gain if your proposals are agree?</p>	

# LESSON 13

## DEVELOPING A PEACE PLAN (CONTINUED)

Give the students a few minutes to regroup in the same groups as the previous lesson and to remind themselves of how they are going to present their proposal.

For each issue/barrier ask one group to propose the solution they have agreed and to describe how it will lead to peace.

Allow a limited amount of time for questions or comments after each presentation.

### Debriefing

Finish the class with a discussion of the questions below;

- What three things did you learn about the process of trying to find a peaceful solution?
- How well did the proposals consider the perspectives of both sides?
- How hard was it to meet the needs of all those involved and to find a compromise that would satisfy everyone?

# LESSON 14

## CONCLUDING REFLECTIONS

### Materials Needed



- Copies of the Reflection sheet on pages 75 and 76, one for each student.

### ACTIVITY 1

Remind the students of what they have covered in this module and ask them to look at the materials they have in their folders. It may help to use the list of the topics raised in each lesson which is on the accompanying DVD to prompt their memories. Ask the students to complete the worksheet "Reflection on this Module". Then invite students who are happy to do so to share their insights and observations with the rest of the class.

You may also wish to initiate discussion with the students on the relationship between what they have learned from this module and peace building on the island of Ireland. There is ample scope for engaging in follow-on activities about peace activists and organisations working to sustain and develop positive cross-community and cross-border relationships.



# REFLECTION

## ON THIS MODULE

**3** things I learned about peace building...

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**2** ways in which my thinking about conflict has developed...

1 \_\_\_\_\_

2 \_\_\_\_\_

**2**

**new skills I have developed...**

1

2

**1**

**thing I will do differently now...**

**Overall, the most important thing I learned was..**

# GLOSSARY

<b>Checkpoints</b>	Israeli military checkpoints control the passage between Israel and the occupied Palestinian Territories, and have also been placed at strategic points throughout the West Bank. Some checkpoints are temporary – or flying – which means they are placed at random along Palestinian roads. <sup>2</sup>
<b>Fatah</b>	A political Palestinian movement co-founded by Yasser Arafat in 1959 which has dominated the PLO since its creation. Current Palestinian President Mahmoud Abbas is the leader of Fatah. <sup>1</sup>
<b>Green Line</b>	The armistice line between Arab and Israeli forces established as part of the 1949 Armistice Agreement after the Arab-Israeli war. It marks the boundary between the West Bank and Israel.
<b>Hamas</b>	Arab acronym for Islamic Resistance Movement. A broad political and Islamic movement created in 1987 which is currently in control of the Gaza Strip. In the period from 2000 to 2004, Hamas' military wing killed hundreds of Israeli civilians. Ahead of Israel's 'disengagement' from Gaza, however, the organisation declared a unilateral ceasefire and focused on increasing its political power. <sup>1</sup> Hamas won a majority in the 2006 elections to the Palestinian Legislative Council.
<b>IDF</b>	The Israeli Defence Forces - army, air force and navy.
<b>Intifada</b>	In December 1987, a collective Palestinian uprising against Israeli rule began, known as the intifada ('shaking off' in Arabic.) A second intifada erupted on 28 September 2000. In contrast to the first, it was dominated by the Palestinian armed groups. <sup>2</sup>
<b>Knesset</b>	The Israeli parliament.
<b>oPt</b>	Occupied Palestinian Territory.
<b>Palestinian Authority (PA)</b>	The PA was established by the Oslo Accords in 1994, as an interim administrative body to administer the main Palestinian population centres in the occupied territory, excluding East Jerusalem. It was given control over civilian and security issues in 17.2 % of the territory ('area A') and control over civilian issues in 23.8 % of the occupied Palestinian territory ('area B'). After his death in 2004, Yasser Arafat was succeeded by Mahmoud Abbas as President of the PA. <sup>1</sup>
<b>Palestinian Legislative Council</b>	Palestinian parliament.
<b>PLO</b>	The Palestine Liberation Organisation was founded in 1964 with the intent to establish an independent Palestinian state on the territory between the Jordan River and the Mediterranean Sea. Since 1988, its goal has been redefined to establishing a state only in the West Bank, the Gaza Strip and East Jerusalem. The Fatah-dominated PLO has gained international recognition as the sole legitimate representative of the Palestinian people and enjoys observer status with the UN. <sup>1</sup>
<b>Settlements</b>	Israeli population centres established in the occupied Palestinian territory after 1967 in violation of international law. Currently, over 500,000 settlers live in Israeli settlements. <sup>1</sup>
<b>Zionism/Zionist movement</b>	A Jewish national movement that began primarily among Eastern European Jews in the last decades of the 19th century in response to discrimination and growing persecution. Theodor Herzl, with the publication of "The Jewish State" (1896), was the founder of political Zionism. Zionists called for the establishment of a Jewish homeland in which Jews would found a sovereign nation. Lobbying by the growing Zionist movement in Britain culminated in the Balfour Declaration of 1917, in which the British government stated that it viewed with favour the establishment of a homeland for Jews in Palestine, provided that it did not harm the rights of the existing non-Jewish population. <sup>2</sup>

<sup>1</sup> CIDSE (Year) Gaza: Dignity Under Siege. Voices from behind the blockade

<sup>2</sup> CIDSE (Year) Voices for Peace: Changing perspectives on the Israel-Palestine Conflict

# FURTHER RESOURCES

## Organisations and Websites

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### United Nations

- Universal Declaration on Human Rights (UDHR) [www.un.org/en/documents/udhr](http://www.un.org/en/documents/udhr)
- United Nations Human Rights Council (HRC) [www2.ohchr.org/english/bodies/hrcouncil](http://www2.ohchr.org/english/bodies/hrcouncil)
- United Nations International Court of Justice (ICJ) [www.icj-cij.org/court/index.php](http://www.icj-cij.org/court/index.php)
- United Nations Organisation for the Co-ordination of Humanitarian Assistance (OCHA) [www.ochaopt.org](http://www.ochaopt.org)
- United Nations Relief Works Association (UNWRA) [www.unrwa.org](http://www.unrwa.org)

## Non-Governmental Organisations (NGOs)

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### Palestine and Israel

- Addameer <http://www.addameer.org/>
- Breaking the Silence [www.breakingthesilence.org.il](http://www.breakingthesilence.org.il)
- Israeli Committee against House Demolitions [www.icahd.org/](http://www.icahd.org/)
- The Olive Tree <http://www.jai-pal.org/content.php?page=1>
- The Parents Circle Family Forum <http://www.theparentscircle.com>

## NGOs Ireland and UK working in Palestine and Israel

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- Amnesty International [www.amnesty.ie](http://www.amnesty.ie) and [www.amnesty.uk.org](http://www.amnesty.uk.org)
- Christian Aid [www.christianaid.ie](http://www.christianaid.ie) and [www.christian.org.uk](http://www.christian.org.uk)
- Oxfam [www.oxfam.org](http://www.oxfam.org) and [www.oxfamireland.org](http://www.oxfamireland.org)
- Red Cross [www.redcross.ie](http://www.redcross.ie) and [www.redcross.org.uk](http://www.redcross.org.uk)
- Trócaire [www.trocaire.org](http://www.trocaire.org)

## Media and Films

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- Jerusalem Media and Communications Centre [www.jmcc.org](http://www.jmcc.org)
- Palestinian Center for Policy and Survey Research <http://www.pcpsr.org>

- There is an extensive database of films covering a wide range of topics and perspectives on the Israeli-Palestinian conflict at: <http://www.israelfilmcenter.org/israeli-film-database/subject/Israeli-Palestinian%20Conflict>

## Reports

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- *Fragmented Lives: Humanitarian Overview 2011* (OCHA) Over the years, OCHA has produced reports on the humanitarian situation in the occupied Palestinian territory (oPt). This report brings together the key concerns oPt-wide in one document. Accessible at: [http://www.ochaopt.org/documents/ocha\\_opt\\_fragmented\\_lives\\_annual\\_report\\_2012\\_05\\_29\\_english.pdf](http://www.ochaopt.org/documents/ocha_opt_fragmented_lives_annual_report_2012_05_29_english.pdf)
- *The 2011 UN Rapporteur's Report on Human Rights Issues in Palestine*, accessible at: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/G11/101/90/PDF/G1110190.pdf?OpenElement>

## Books

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- Carter, Jimmy (2006) *Palestine: Peace Not Apartheid*. New York: Simon and Schuster
- Chomsky, Noam and Pappe, Ilan (2011) *Gaza in Crisis: Reflections on Israel's War against the Palestinians*. London: Penguin Books
- Finklestein, Norman (2003) *Image and Reality of the Israel-Palestine Conflict*. New York: Verso Books
- Karmi, Ghada (2002) *In Search of Fatima: A Palestinian Story*. New York: Verso Books
- Pappe, Ilan (2007) *The Ethnic Cleansing of Palestine*. Oxford: Oneworld Publications
- Shlaim, Avi (2000) *The Iron Wall: Israel and the Arab World*. London: Penguin Books
- Thomas, Mark (2011) *Extreme Rambling: Walking Israel's Separation Barrier. For Fun*. London: Ebury Press



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