

***Writing on the Wall: A Lesson on Palestine & Israel***  
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Subject: Middle East Conflict

**Lesson Plan**

**Day 1 (45 minutes):**

1. Friendship Functions:
  - As students enter room, play the song “Why Can’t We Be Friends?” by War. Ask students what it takes for two *people* to be friends. Then ask students what it takes for two *nations* to be friends. Students will record answers on individual marker boards and share with class. Discuss.
2. Roots of the Conflict:
  - Learning Activity: Show video of conflict between” Israel and Palestine: Roots of Conflict” (22:30 minutes, from Discovery website). Students will fill in video study guide (attached) during the film. Discuss the conflict.
3. Homework: Bring in a recent article about the Israel/Palestine conflict.

**Day 2 (45 minutes):**

4. “Wailing Wall” Activity
  - Wailing Wall Background: Prayers are written on pieces of paper, folded and stuck in the wall's crevices, which are full of old prayers. The Wailing Wall (Western Wall) is a remnant of the ancient wall that surrounded the Jewish Temple courtyard in Jerusalem from about 2,000 years ago, and is one of the most sacred sites in Judaism. Why is the Wailing Wall called the Wailing Wall? The answer dates from the Middle Ages when Jerusalem's European residents often found Jewish visitors wailing at the ancient wall to lament the loss of Jerusalem and Israel.
  - Learning Activity-“Writing on the Wall”-Students will think on their own about what it takes to solve the conflict between Israel & Palestine. Students will then write their “solutions” on the “Wailing Wall” (on white boards or on giant memo sheets). Class will discuss. Teacher will determine if consensus can be reached.
5. Learning Activity-Article Analysis:

Students will show their article on Israel/Palestine. After reading their article, students will answer these questions on paper:

  - a. How does your article describe the conflict between Israel & Palestine?
  - b. What is the history of the conflict?
  - c. What are reasons for the conflict?
  - d. What are solutions?
  - e. Can resolution be achieved?
    - Discuss.
6. Learning Activity-Conflict Consensus:

- Form groups of 5. Each group will discuss their solutions for the Palestine/Israel conflict. Group scribe will write solution on the white board. Discuss. Students will vote for best solution.

**National Geography Standards Addressed in this Lesson:**

Standard 2: How to use mental maps to organize information about people, places, and environments.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Standard 4: The physical and human characteristics of places.

Standard 6: How culture and experience influence people's perception of places and regions.

Standard 10: The characteristics, distributions, and complexity of Earth's cultural mosaics.

Standard 11: The patterns and networks of economic interdependence on Earth's surface, process, patterns, and functions of human settlement.

Standard 12: The process, patterns, and functions of human settlement.

Standard 13: How forces of cooperation and conflict among people influence the division and control of Earth's surface.

Standard 17: How to apply geography to interpret the past.

Standard 18: To apply geography to interpret the present and plan for the future.