Israel and Palestine
A Divided Land
ANSWERS

Answers for WHO AM I? ACTIVITY
1-Saladin; 2-Abraham; 3-David Ben-Gurion; 4-Gamal Abdel Nasser; 5-Muhammad; 6-Avraham Stern; 7-Alfred Balfour; 8-Theodor Herzl; 9-Adolf Hitler; 10-King David

ANSWERS TO MAP ACTIVITY
1-Egypt; 2-Gaza Strip; 3-Jordan; 4-Jerusalem; 5-Syria; 6-Saudi Arabia;

ANSWERS TO NOTE-TAKING ACTIVITY
1-into a Palestinian state and a Jewish state; 2-Canaan; 3- King David; 4-Muhammad; 5-the Ottoman Turks; 6-to establish a Jewish homeland; 7-the Balfour Declaration; 8-1948; 9-the Six-Day War; 10-Resolution 242
TEACHER’S RESOURCE GUIDE
FOR

ISRAEL AND PALESTINE
A Divided Land

A program from
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INTRODUCTION

The nation of Israel and the surrounding lands are constantly in the news, and unfortunately, the news is not usually good. Most of what we hear about the Middle East involves violence. A Palestinian suicide bomber detonates an explosive on an Israeli bus. Israeli troops send missiles exploding into Palestinian buildings. Palestinian youths throw rocks at Israeli tanks. Israeli soldiers fire their weapons into a crowded Palestinian marketplace. The litany of tragedy and death seems unending, and it has gone on for decades.

But why does this conflict exist between Israelis and Palestinians? Israel and Palestine: A Divided Land looks at the complex history of this part of the world, and at why both groups who live there feel they have claims to the same land.

Israel and Palestine: A Divided Land outlines the story of this region from ancient times, when the Jewish people created a unified state in the land known as Canaan, and later, when the land, which became known as Palestine, became part of the Muslim Arab empire. The program traces the history of the region to the 20th century, with the formation of a new Jewish state—Israel. It ends with the Six-Day War in 1967, when Israel took over Arab territories, which became known as the "occupied lands."

This program features extensive interviews with experts in Palestinian and Jewish history, examining both sides of this complicated subject. We cannot attempt to cover all of the events, effects, and personalities in the history of the Middle East in this classroom presentation. However, we hope that it will serve as a springboard for your students for further research and study into this fascinating topic, and provide them with the background they need to understand the headlines and the events that shape our world every day.
THE TEACHER’S RESOURCE GUIDE

The guide consists of the following:

• A brief introduction, describing the program
• A list of the learning objectives for the program and activities in the guide
• A reproducible readiness activity to be completed before viewing the program
• Four reproducible follow-up lessons to be completed after viewing the program
• A brief bibliography
• Answers for the activities in this guide

LEARNING OBJECTIVES

After viewing the program and completing the activities in this guide, students should:

• Have more background for understanding why two groups of people both claim the land of Palestine — which is now carved into Israel and the “Occupied Lands.”
• Have a grounding in the basic sequence of key events leading up to the founding of Israel.
• Be acquainted with the roles that European nations and the United Nations played in the Middle East conflict.
• Have learned how Israel came to take over the “occupied lands.”

• Have obtained a better understanding of both the Israeli and Palestinian positions in this conflict.
• Be better able to comprehend follow-up reading and research into the Middle East conflict.

LEARNING OBJECTIVES FOR THE ACTIVITIES IN THIS GUIDE

• The Readiness Activity will acquaint students with unfamiliar terms before viewing the program.
• Activity Sheet 1: Who Am I? — students review key figures in Israel and Palestine from ancient times to 1967 and learn more about one of these important historical figures.
• Activity Sheet 2: Map Activity — students locate important places in the Middle East and describe their significance.
• Activity Sheet 3: Note-Taking Activity — students gain practice in note-taking and test their overall comprehension of the program.
• Activity Sheet 4: Independent Study Projects — students have the opportunity to learn more about the Middle East by completing an in-depth independent study project.
ISRAEL AND PALESTINE
A Divided Land

READINESS ACTIVITY SHEET

Split class into four or five smaller groups. Each group should research and then agree upon definitions for four or five of the terms and names in the following list. A member of each group should present the agreed-upon definitions to the whole class.

Write down the definitions for each term or name in the space provided. Define each term as it relates to the Middle East, the Jewish and Palestinian people, and/or the Arab-Israeli conflict. Use the back of this sheet of paper or a separate sheet if necessary.

b.c.e.
Hebrew
Islam
Palestine
prophet
Ottoman Turks
Suez Canal
Black Death
pogrom
Zionist
Balfour Declaration
mandate
Nazi
Holocaust
guerilla
refugee camp
Six-Day War
United Nations Security Council
Resolution 242
occupied land
WHO AM I?

Research each of the people listed below to learn how he fits into the history of Palestine and Israel. Write each person’s name in the blank by the statement that best describes him.

Abraham  Adolf Hitler
Alfred Balfour  Muhammad
King David  Gamal Abdel Nasser
David Ben-Gurion  Saladin
Theodor Herzl  Avraham Stern

______________
1. I was a famous twelfth-century Muslim leader who captured Jerusalem, taking it from the Christian crusaders.

______________
2. I am considered the forefather of the Jews, and Muslims also regard me as a prophet.

______________
3. I was the first prime minister of Israel.

______________
4. I was Egypt’s president from 1954 to 1970, and I nationalized the Suez Canal in 1956.

______________
5. I am Islam’s central prophet.

______________
6. I founded the Fighters for the Freedom of Israel, also known as the Lehi.

______________
7. While I was the British foreign secretary, I wrote the statement that said Great Britain favored a Jewish homeland.

______________
8. I helped found the Zionist movement and was the first president of the World Zionist Organization.

______________
9. I was the leader of Nazi Germany.

______________
10. I was a Hebrew leader and became the Hebrews’ second king.

Choose one of the people from the list above and write a brief report about him. Include information about his life and tell why he was important in history. Also include information

Answers on inside front cover
MAP ACTIVITY
Locate and label each of the following places on the map.

<table>
<thead>
<tr>
<th>Place</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>Israel</td>
</tr>
<tr>
<td>Gaza Strip</td>
<td>Jerusalem</td>
</tr>
<tr>
<td>Golan Heights</td>
<td>Saudi Arabia</td>
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<tr>
<td></td>
<td>Suez Canal</td>
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<tr>
<td></td>
<td>Syria</td>
</tr>
<tr>
<td></td>
<td>Jordan</td>
</tr>
<tr>
<td></td>
<td>West Bank</td>
</tr>
</tbody>
</table>

The following statements refer to places shown on the map below. Write the name of each place next to the statement that best describes it.

____________________ 1. A country that invaded Israel in 1948 and was attacked by Israel in 1956 and 1967.
____________________ 2. Former Egyptian territory occupied by Israel in the 1967 war.
____________________ 3. Israel took the West Bank territory from this country in 1967.
____________________ 4. Israel’s official capital.
____________________ 5. The country north of Israel that lost the Golan Heights in 1967.

Answers on inside front cover
NOTE-TAKING ACTIVITY

As you watch *Israel and Palestine: A Divided Land*, take good notes about the events, people, places and ideas that are mentioned in the program. When the program is over, use these notes to write out answers to the following questions.

1. How had the United Nations meant for Palestine to be divided after World War II?

2. What was the land now known as Israel called when the Hebrews first came there 3,000 years ago?

3. What was the name of the Jewish king who unified the Jewish tribes, defeated the Israelites’ enemies, and established the Kingdom of Israel?

4. What was the name of the 7th-century religious leader who preached that he was Allah’s messenger and established Islam in the Middle East?

5. What group of people conquered Palestine and other Arab lands in the 16th century?

6. What was the purpose of the World Zionist Organization, founded in 1897?

7. What is the name of the 1917 document in which the British stated their support for a Jewish national home in Palestine?

8. What year did Israel become a nation?

9. What is the 1967 war between Israel and Egypt, Jordan, and Syria called?

10. What 1967 UN Security Council document called for Israel to withdraw “from territories occupied in the recent conflict”?

*Answers on inside front cover*
INDEPENDENT STUDY PROJECTS

Here are some ideas for an independent study project related to the Middle East. Read each one, and then decide which one interests you the most. Follow the instructions to complete the project. You may choose to come up with your own independent study project instead, but be sure to get your teacher’s okay first.

1. In the Middle Ages, European Christians tried to take Palestine away from the Arab Muslims. The resulting wars are called the Crusades. Research the Crusades. Write a brief essay about the Crusades. In the essay, explain why the Europeans wanted to take over Palestine and how the Crusades changed Europe and the Middle East.

2. Choose an event from Palestine’s history before the state of Israel existed. Research the event and write a news story about it as though it happened yesterday. Be sure to include the “5 W’s” (who, what, when, where, why) in your essay.

3. Research the World Zionist Organization. Write an essay detailing how this group established Jewish settlements in Palestine.

4. Do some research in the library or on the Internet to learn what Palestine was like around the year 1900. Who lived there? Did the country have farms and industries? Did it have good roads and schools? What kind of government did it have? Write an essay that tells about the country at that time.

5. In the program, Rabbi Jan Brahms and Nasser Abufahra both discussed how the Jewish people acquired land in Palestine before Israel was established as a state. Research the history of the relationship between the Jews and the Palestinians in the early part of the 20th century. Were the groups friendly? How did the Jews gain their land? How did these early decades affect the later relationship between the Jews and the Palestinians?

6. Research the military-type organizations the Jews established before and immediately after 1948, when Israel became a state. How many were there? What was their purpose? Did all of these organizations have the same objectives? Did they use similar tactics, or different ones? Did the purpose of these groups change over time? If so, when and how? Were there any events that were important in the history of these groups? How did the actions of these groups affect the Palestinians? How did they affect relations with other Arabs?
BIBLIOGRAPHY

For Middle School Readers


For High School Readers


OTHER RESOURCES

World Religions Poster Set. Knowledge Unlimited.
This unique set of five posters provides a useful resource for teaching about Buddhism, Christianity, Hinduism, Islam, and Judaism.

Videos/DVDs

The Arab World. Knowledge Unlimited.
This video presents a brief history of the Arabs, including the rise of Islam, the Arab-Israeli conflict, and the relationships between Arab countries in recent times.

Israel: Land of Strife, Land of Promise. Knowledge Unlimited.
The program focuses on the history of Israel, from ancient history to the founding of the modern Jewish state and the nation’s relationships with its Arab neighbors.

The 50 Years War: Israel and the Arabs. PBS Home Video.
Filmed on location, this video looks at the conflict and peace efforts in the Middle East.

Faith and Belief: Five Major World Religions. Knowledge Unlimited.
This video will help students understand what is unique and what is common to five of the world’s most historically significant religions.

These and many other fine teaching resources can be found in the Knowledge Unlimited catalogue. To order or for more information — call 1-800-356-2303 — or log on to www.knowledgeunlimited.com