

PALESTINE AND ISRAEL

Understanding the Conflict

LEVELS 2/3



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Introduction

This unit aims to develop your knowledge and understanding of the conflict in Palestine and Israel, and to build your skills of critical analysis with a focus on human rights and values.

Why are we learning about this?

- Britain is part of the history of Palestine and Israel.
- This is a long-running conflict that is often in the news.
- In this, as in other live issues, it is important to hear different views.
- Learning to deal with controversial issues in the safe space of the classroom, helps prepare you to play an active part in your community.

Why are values important?

Our values help us decide how to speak and behave. The four values inscribed on the mace of the Scottish Parliament are the same values which underpin Curriculum for Excellence.

These values provide a sound basis for learning relating to global citizenship:

- Wisdom
- Justice
- Compassion
- Integrity

1. The Right to Freedom of Expression and the Right to be Safe

Focus: Universal declaration of human rights

Article 19: Everyone has the right to freedom of opinion and expression

Article 3: Everyone has the right to life and security

Value: Integrity

Freedom of Speech and Expression is essential for democracy:

Once freedom of expression is lost, all other freedoms fall.

According to the Universal Declaration of Human Rights, **freedom of expression** is the right of every individual to hold opinions without interference from others, and to be able to search for, receive and share information and ideas through any media and regardless of frontiers.

In a democracy the people have a say in how the government is run. They do this by voting.

Governments may put limits on freedom of expression when the security of others is threatened such as in the case where individuals use expressions of hatred towards a person or group because of their race or because they are disabled for example. This is called hate speech.

They may also limit freedom of expression where people are being encouraged by the words of others to commit illegal acts. This is called incitement.

Learning intention: I am learning about the right to freedom of expression and the right to be safe as stated in the Universal Declaration of Human Rights.

Success criteria: I am aware that the language I use when discussing Palestine and Israel must be respectful and sensitive to the feelings of others especially Muslim or Jewish people.

Freedom of Expression and the Right to be Safe

Freedom of expression is important in any democracy.

Once freedom of expression is lost, all other freedoms fall.

Article 19 of the Universal Declaration of Human Rights says that you can:

Speak out and give your opinion

Make decisions that affect your life

Participate in decision making

Limitations on Freedom of Expression

In certain circumstances, free speech can be limited by governments.

Freedom of expression can be limited to stop:

Hate Speech
(especially if it may
lead to violence)



**Damage to
Reputation**



**Public Order
and Safety**



When governments limit freedom of expression they must show that it is necessary.

Used properly, limitations on freedom of expression help create a fair society for all of us. When you study the conflict between Palestine and Israel, it is important to remember this and to adopt language and attitudes that are respectful and sensitive to the feelings of others, especially people of the Jewish or Muslim religions.

Definitions (Oxford dictionary)

Anti- Semitism: Hostility to or discrimination against Jews.

Islamophobia: Dislike of or prejudice against Islam or Muslims, especially as a political force.

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Activity 1

Watch the presentation, **Freedom of Expression and the Right to be Safe** 2/3. Also **We Are All Born Free** video.

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Activity 2

When studying a topic such as the conflict between Israel and Palestine, it is important to be aware of the language you use and the attitudes you take.

Can you think of some rules to help you respect the rights and opinions of others? You might want to start with a list of Dos and Don'ts

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Activity 3

'There should be no laws to limit freedom of speech.'

Working in pairs, consider the above statement and write down:

- 2 points that agree with the statement
- 2 points that disagree.

Join with another pair and compare and discuss points, adding any new ideas to your list.

2. Basic Facts About Israel and the Occupied Palestinian Territory

Focus: Convention on the Rights of the Child

Article 17: Everyone has the right to access reliable information

Value: Wisdom

Students learn a little about the land and the people who live there.

Learning intention: I am learning facts about Israel and the occupied Palestinian Territories.

Success criteria: I can use my critical thinking skills to separate fact from opinion and get a clearer understanding of the background to the conflict.

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Activity 1

Draw the Palestinian and Israeli flags in your jotter.

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Activity 2



Your teacher will show you cards with information about Israel and the occupied Palestinian Territory.

You will be able to answer the questions using the information on the cards and a map of the world.



Fact Cards



<p>The occupied Palestinian territory and Israel are in the Middle East on the eastern side of the Mediterranean Sea. Their neighbours are Lebanon and Syria to the north, Jordan to the east and Egypt to the south east.</p>	<p>The climate is quite warm and good for growing vegetables and fruit, including oranges, olives, fresh herbs, and avocados.</p>
<p>The state of Israel was recognised by the UN in 1948. There has been a Jewish presence in Palestine for thousands of years.</p>	<p>The state of Palestine was recognised by the United Nations in 2013. Palestine is an ancient land and Palestinians have lived there for thousands of years.</p>
<p>Palestine is divided into two separate parts: Gaza and the West Bank which includes East Jerusalem. This is often referred to as the occupied Palestinian Territories.</p>	<p>There are approximately 5 million³ Palestinian refugees registered with the UN and living in Jordan, Lebanon, Syria, the Gaza Strip and the West Bank, including East Jerusalem.</p>
<p>In the state of Israel, 75% of the population are Jewish, 21% are Palestinian (18% Muslim and 2% Christian) and 4% other.</p>	<p>In the occupied Palestinian territory, approximately 92% are Muslim, around 1.5% are Christian. In January 2019, B'tselem estimated that over 600,000 Jewish settlers also live in the West Bank although considered illegal in international law.</p>
<p>Palestinians speak Arabic.</p>	<p>Israelis speak Hebrew.</p>
	



Facts About Israel and the occupied Palestinian territory questions

1. Find Israel on a map of the world.
2. Find the occupied Palestinian Territory on a map of the world.
(Hint: the occupied Palestinian Territory may be marked Gaza and West Bank)
3. Israel and the occupied Palestinian territory are on the continent of
4. Both countries are bordered by the Sea.
5., and are food grown in Israel and Palestine.
6. Israel was first recognised by the UN in
Palestine was first recognised by the UN in
Palestinians have lived on the land for of years.
There has been a Jewish presence in Palestine for of years.
7. % of the Israeli population are of the Jewish religion.
8. % of people living in the occupied Palestinian territory are of the Muslim religion.
9. Israelis usually speak
Palestinians usually speak
10. Around Palestinian refugees are registered with the UN.

3. Movement of People

Focus: Universal Declaration of Human Rights

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each state

(2) Everyone has the right to leave any country, including his own, and to return to his country

Value: Justice

In uncertain or dangerous times, people may have to move from the place they live.

Learning Intention: I am learning why people move from their home.

Success Criteria: I will have developed a clearer understanding of why people moved to and from Palestine and Israel.

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Activity 1

1. Many people have been forced to leave their home.
2. What would you take if you had to leave your home?
3. Complete the **World's Largest Lesson - Holiday Bag or Get Away Bag**.



4. Boundaries and Events

- How Israel and the Occupied Palestinian Territory Became What they are Today

Focus: Universal Declaration of Human Rights

Article 19: Everyone has the right to a nationality

Value: Wisdom

The boundaries of Israel and the occupied Palestinian territory have changed a lot since 1948.

Learning Intention: I will learn about the land Israel had in 1948 and today.

I will learn about the land the Palestinians had in 1948 and today.

Success Criteria: I can give reasons why Israel has the land it has.

I can give reasons why Palestinians have the land they have.

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Activity 1

1. In groups, read the information on the cards, answer the questions.

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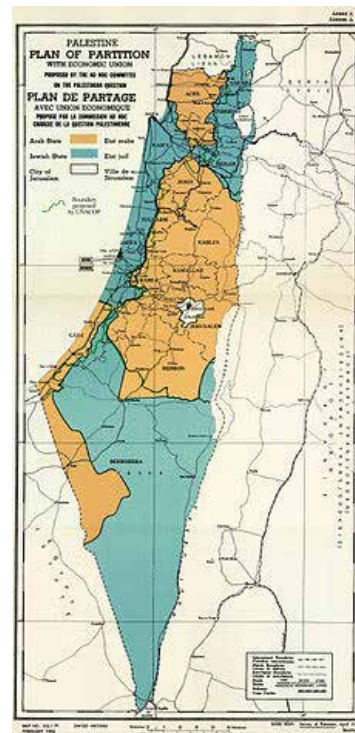
Event Cards

At the end of the 19th century, the Zionist movement, recognising Jewish people were vulnerable to persecution in Europe, encouraged migration to Palestine to help form a Jewish state.

In 1917 Britain stated, in the Balfour Declaration, that they would support a homeland for Jewish people.

In the Holocaust, 11 million people were killed by the Nazis including 6 million Jews, disabled people, Slavs, Poles, Roma, homosexuals and trade unionists. Many Jewish survivors of the Holocaust moved to Palestine after World War 2

After World War 2, the United Nations recommended creation of independent Jewish and Arab states in Palestine. 55% was to be a Jewish state with 45% for the Palestinians.







Event Cards

In 1948 the State of Israel was proclaimed by Israel and recognised by the UN. 750,000 Palestinians fled from their homes.



As a result of the Arab/Israeli war of 1948, the State of Israel had a larger percentage of the land than originally agreed. The UN Partition Plan had allocated 56% of the land to Israel and 44% of the land to Palestine. By the end of the Arab/Israeli war, Israel held 78% of the land with 22% in Palestinian hands.

U.N. Partition Plan, 1947



Israel, 1949







Event Cards

The 1967 'Six Day War' arose from tensions between Israel and its neighbours. During the war Israel occupied Gaza and the West Bank including East Jerusalem.



Soon after the Six-Day War Israel started to build settlements in the West Bank and Gaza. These settlements were declared illegal in 2004 by the International Court of Justice.







Event Cards

In the first Intifada, or uprising, in 1987, Palestinians protested against Israeli occupation by throwing stones at the Israeli army, who responded with force.



Palestinians protested again in the second Intifada in 2000. This was a time of increased violence, including terrorist attacks against Israeli civilians.



Since the beginning of the 21st century, Israel has been building a barrier with checkpoints. They believe that this barrier will keep their citizens safe from Palestinian attack.



Despite many attempts to bring about peace between Israel and the occupied Palestinian territory, there is no end to the conflict in sight.



On 30 March 2018, protests known under the banner “Great March of Return and Breaking of the Siege” began. The protests entailed weekly demonstrations by Palestinians near the fence that since 1996 has separated Gaza and Israel, demanding that the blockade imposed on Gaza be lifted and the return of Palestinian refugees to their original homes.



Event Questions

1. Look up the meaning of the words in the event cards that are underlined.
2. Why was the Zionist movement formed? The Zionist movement was formed because
3. What did the Balfour Declaration state? The Balfour Declaration stated
4. How many Jewish and non-Jewish people died in the Holocaust? Jewish people and non-Jewish people died in the holocaust.
5. What percentage of Palestine did the UN recommend for a Jewish state and an Arab state? The UN recommended % of Palestine for a Jewish state and % for an Arab state.
6. When was the State of Israel proclaimed? The State of Israel was created in
7. How many Palestinians were forced to leave their homes in 1948? fled from their home in 1948
8. Did the State of Israel have more or less land after 1967? Israel had land after 1967.
9. What did the International Court of Justice (ICJ) say about the settlements? The ICJ said
10. How did Palestinians respond in the first Intifada? During the first Intifada the Palestinians
11. What was different in the second Intifada? The second Intifada was different because
12. Why have the Israelis been building a barrier between them and their Palestinian neighbours? The Israeli have built a barrier because
13. What do Palestinians hope to gain from The Great March of Return?

5. Children Everywhere have Rights

Focus: European Convention on Human Rights

Article 2: Everyone has the right to a life

Value: Compassion

While the conflict between Israel and the occupied Palestinian Territory has been ongoing for almost 50 years, the situation is not without hope. Many Israelis, Palestinians and people from around the world are working to bring about understanding and peace. Children and adults want the same things as people everywhere.

Learning Intention: I am learning about the hopes of children in Israel and the occupied Palestinian Territory.

Success Criteria: I can describe similarities and differences in the lives and hopes of Palestinian and Israeli children.

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Activity 1

Three Wishes: Palestinian and Israeli Children Speak Case Studies

Your class will be divided into 4 groups. Each group will be given a case study.

In your group, read, discuss and answer the questions for your case study. Select one wish, one difficulty/worry and one interesting fact from your case study. You are now the 'experts' on your case.

The class will be arranged into new groups, each group has at least one person who is an 'expert' on each of the case studies. Tell the rest of your new group about your case.

Your new group should now complete the Venn diagram to show similarities and differences between the Israeli and Palestinian children.



Three Wishes: Palestinian and Israeli Children Speak

(Extracted from Three Wishes: Palestinian and Israeli Children Speak by Deborah Ellis. Children from Israel and Palestine were asked what they would wish for if they had 3 wishes.)

Mona

I am a Palestinian, I wouldn't want to be anything else, but I wish life could be a little easier here. I know life is easier for kids in other places and I wish it were easier for us, just for a little while. I get tired of all the troubles. There never seems to be an end to them.

Mona is an 11 years old Palestinian girl who lives between Jerusalem and Ramallah in the State of Palestine.



I have 3 brothers and sisters. When there is a curfew and we are all locked inside, we have nothing to do but fight. When the curfew is over, and we can go outside and get away from each other, then we can get along.

Where I live is not far from my school, but I have to leave my house at half past five in the morning to get through the checkpoint in time to get to school. I don't like getting out of bed when it is still dark, especially in the winter.

I just want to go to school. I don't want to blow anything up. The soldiers don't see me as a child. They see me as an enemy. I don't like them, but I'm not their enemy. I just want to go to school.

Soldiers scare me more than anything else. Guns and soldiers. You don't have to be a bad person to get shot by them. Mostly, it is good people who get shot. You should have to do something bad to get shot but here everybody gets shot.

The fighting is between the Palestinians who have nothing and the Israelis who have everything. I don't know any Israeli children and I don't want to because they have the same beliefs as their parents. They believe I am not as good as they are.

When there is peace we will be very happy and we will be able to go anywhere we want to in our land without having to cross a checkpoint or explain ourselves to a foreign soldier. I don't know how or when this peace will come. I can't really imagine it.

Gill

I am in year 4. My best subject is art. I love drawing, especially horses.

I was born in Ukraine, but I was adopted when I was two months old and brought to Israel. I don't know anything about Ukraine, except that it gets very cold there.

I hear a lot about the war. I'm eight, which is not too young to know about war and bombs.

We have guards at our school to keep the Palestinians from blowing us up. One of the guards there was killed by a bomb. He wasn't killed at our school, but somewhere else. I was very sad when I heard about it. I was afraid, too. Guards are supposed to protect us, but he couldn't protect himself. If a bomb can kill a guard, it can also kill me or my family.

There is always a lot of talk about war. I have my own gas mask. All the kids at my school have one. This way, we can still breathe if someone drops gas on us. There should be gas masks for horses too.

I don't want to hurt anybody and I don't want anybody to hurt me. I just want to ride horses. I don't know if there are any Palestinian girls who love horses as much as I do. I don't know any Palestinian girls.

A black silhouette of a young girl with a ponytail, wearing a dress, standing next to a teal rectangular box with a textured, mottled appearance. The box contains white text.

Gill is an
8-year-old
Israeli girl
who lives in
Jerusalem.

Michael

I am a Palestinian Christian. Many Palestinian are Muslims and many of us are Christian. It doesn't matter what religion we are. We are all Palestinians.

I live in Terra Sancta Boys Home in the Old City of Jerusalem. The home is run by monks, it's for boys who don't have parents or who have parents who can't take care of them. I don't have a mother but I have a father. He is in America and can't take care of me or my brothers or sisters right now.

I don't know very much about the war other than that it means the Palestinians have to live apart from each other. My family isn't the only one that is split up. Families should be together or should at least be able to visit each other whenever they want to, but that's not the way it is for most Palestinian families. We all seem to be separated from each other because we are not allowed to cross the roadblocks and can't get through the checkpoints if we don't have the right papers. Sometimes when I'm out walking or in church I see families all together and my inside aches.

I have never met any Jewish boys. When I see Jewish boys my age, they look at me and I look at them but we don't say anything. I don't know anything about them and they don't know anything about me.

We hear a little bit about the fighting between the Israelis and the Palestinians but I don't really know what's going on, or why they are fighting. I wish the fighting would stop because I don't like the idea of people hurting each other. Also, if the war ends maybe my family could live together again.

Michael is an
11 year-old
Palestinian boy
who lives in East
Jerusalem



Gul

My favourite subject is English. I live with my mother, father and older brother in a flat on the top floor of a small block of flats. It's a very nice area with lots of trees along the streets. I like living in Jerusalem. It's the centre of everything in Israel. There's a lot to do here like films, sport, lots of things. We live in the new part of the city.

Gul is a 12 year-old Israeli boy who lives in West Jerusalem



I wish I didn't have to join the army in a few years' time, but I don't have a choice, maybe by then I'll feel differently, but I don't think so.

Sometimes the army goes into Palestinian cities like Hebron or Bethlehem. They take Palestinians out of their homes, they bulldoze the homes so there is nothing left. They do that in case there is a bomb inside the house. The soldiers might have to be rough to get the Palestinians out of their house because they won't want to leave. It's their home and they want to stay there.

My mother doesn't want me being rough and mean to people when I'm a soldier. She says she's brought us up to be kind to people. She thinks going into the army will change the kind of person I am. I don't see how that can happen. I am who I am. How can anything change that?

I have an older sister, Ori. She's eighteen now and decided to do National Community Service instead of going into the army. She thinks the occupation is bad, and doesn't want to be part of it. She says if she went into the army she'd have to kill people if she was ordered to and she doesn't want to do that.

It's easier for her to not go in the army because she's a girl but I have heard a lot of people arguing with her about it. They think it's everyone's duty to defend Israel.

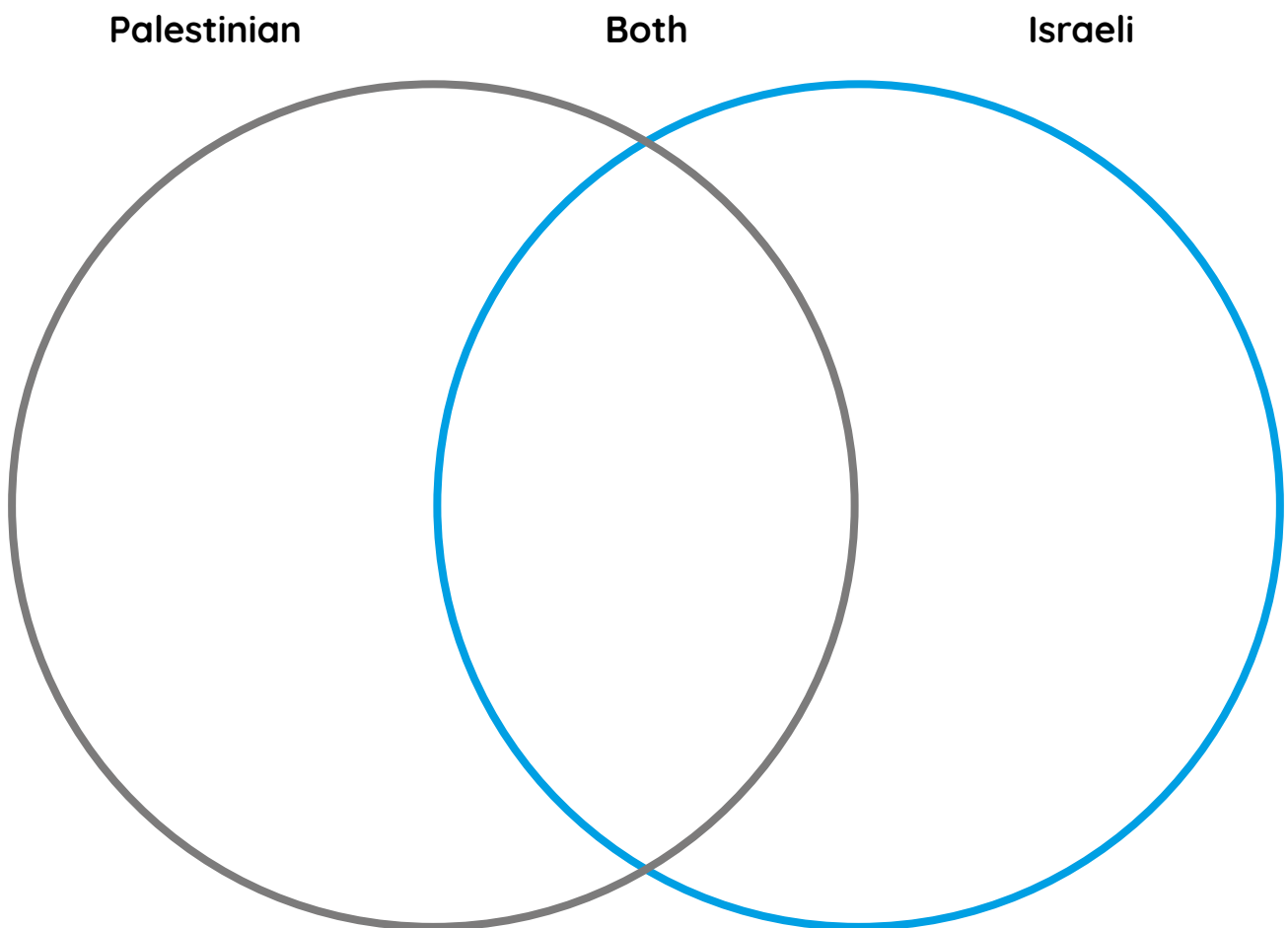
Sometimes I think it would be fun to be in the army. I look at all the soldiers in the streets and they can do so many things and work radios and they look strong and smart.

I try to imagine myself being one of them, doing things like searching Palestinian homes and driving a tank into their cities. Maybe by the

time I have to join the army there will be peace and I won't have to do those things.

All I know about this war is that it's about this country, this land. The Palestinians want it, and we want it so we're fighting over it. I don't know how it will end or if it will ever will.

I met some Palestinians once in Abu Gosh a village near Jerusalem. There were pretty nice kids, no different from me. I don't know any Palestinians now though. They can't come here and it's too dangerous for us to go there.



CASE STUDIES

Three Wishes: Palestinian and Israeli Children Speak Questions

1. Mona

- a) Is Mona Israeli or Palestinian?
- b) What happens to Mona during a curfew?
- c) What does Mona want to do?
- d) Why do the soldiers scare her?
- e) What does she think of Israeli children?
- f) How will she feel when peace comes?

2. Gill

- a) Is Gill Israeli or Palestinian?
- b) What happened to the guard at her school?
- c) Why is there a guard at her school?
- d) Why does she feel scared?
- e) Why does she have a gas mask?

3. Michael

- a) Is Michael Israeli or Palestinian?
- b) Is he Muslim, Christian or Jewish?
- c) Who does he live with?
- d) Where is his father?
- e) Why are Palestinian families separated?

4. Gul

- a) Is Gul Israeli or Palestinian?
- b) Why does he like living in Jerusalem?
- c) Gul's mother doesn't want him to join the army. Why not?
- d) What does his sister think of the occupation (of Palestinian land by Israel)?

