

Pamela Hunt

Midway High School

World Geography, Grade 9

## **Lesson on the Changing Borders of Israel and the Future of Palestinians**

**Time required:** Two 45-50 minute classes

**Objective:** To trace the history of Israel and Ancient Palestine over time using a series of maps and biographical data in order to evaluate the two-state solution

**Student Expectations:** Students will analyze maps, charts, and biographies to produce a series of visual charts about the formation of the present-day nation of Israel. They will follow up with the creation of a timeline and a debate over the future of the Palestinians.

**Texas TEKS Objective:** Students describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past and current conditions.

### **Procedure:**

The teacher will construct an historical scavenger hunt through the halls of the school with directions to each of 12 stations. Each station will focus on an historical event, biographical portrait, map, chart, or reading for the student to complete. They will use their iPads for internet research as they proceed.

Example:     Station 11--Camp David Accords

Who: 1.

2.

3.

When:

Where (Where is Camp David?)

What was the agreement?

Why was it needed?

What is the Knesset?

<http://www.britannica.com/EBchecked/topic/91061/Camp-David-Accords>

Students will complete the trail in partners, and the teacher will assign each partner group a different station at which to start.

The students will have a packet of pages on which to sketch, color, design, and answer questions about each station. [israel handout.docx](#)

When the partners complete the trail, they return to class with their materials.

### **Follow-up**

To ensure that students understand the sequence of events on a type of timeline, there are several follow-up activities.

1. Teacher lectures with visuals reinforcing with information reviewed about each station.
2. Students create a class timeline with butcher paper for display or using Google documents on electronic media, where each student adds an event or personality to the timeline.
3. Teacher or groups of students create an IMovie, Educreations lesson, Prezi, etc. to put the events in order.
4. The class debates the finer points of the struggle for Palestinian and Israeli land with the debate question: "Is a Two-State Solution Possible?" Debaters will use the data from the scavenger hunt and Asher Susser's "Two State Solution: Getting From Here to There" to back up their positions.

## SOURCE MATERIALS FOR ISRAEL SCAVENGER HUNT

### Station 1 Ancient Israel

#### Ancient Israel map

[http://www.google.com/search?q=ancient+israel+map&safe=active&tbm=isch&imgil=vqo6iqsmsgnbqem%253a%253b-9gmdf3jon8jmm%253bhttp%25253a%25252f%25252fcommercialpropertycashflow.com%25252faikmk%25252fancient-maps-of-israel&source=iu&pf=m&fir=vqo6iqsmsgnbqem%253a%252c-9gmdf3jon8jmm%252c&usq=\\_z7tnzs\\_qwqvz\\_qhs189qccgykeq%3d&biw=1009&bih=634&ved=0cd\\_aqvjc&ei=rqsqvbo-g9wiyasc9okqdw#imgdii=&imgrc=vQO6lqSMSNbqeM%253A%3B-9gmdF3jon8jMM%3Bhttp%253A%252F%252Fvisualunit.files.wordpress.com%252F2010%252F03%252Fisrael-tribes.jpg%3Bhttp%253A%252F%252Fcommercialpropertycashflow.com%252Faikmk%252Fancient-maps-of-israel%3B595%3B841](http://www.google.com/search?q=ancient+israel+map&safe=active&tbm=isch&imgil=vqo6iqsmsgnbqem%253a%253b-9gmdf3jon8jmm%253bhttp%25253a%25252f%25252fcommercialpropertycashflow.com%25252faikmk%25252fancient-maps-of-israel&source=iu&pf=m&fir=vqo6iqsmsgnbqem%253a%252c-9gmdf3jon8jmm%252c&usq=_z7tnzs_qwqvz_qhs189qccgykeq%3d&biw=1009&bih=634&ved=0cd_aqvjc&ei=rqsqvbo-g9wiyasc9okqdw#imgdii=&imgrc=vQO6lqSMSNbqeM%253A%3B-9gmdF3jon8jMM%3Bhttp%253A%252F%252Fvisualunit.files.wordpress.com%252F2010%252F03%252Fisrael-tribes.jpg%3Bhttp%253A%252F%252Fcommercialpropertycashflow.com%252Faikmk%252Fancient-maps-of-israel%3B595%3B841)

### Station 2 T.E. Lawrence

<http://www.pbs.org/lawrenceofarabia/players/lawrence3.html>

### Station 3 Mandates

#### Mandates map

[http://www.google.com/search?q=great+britain%27+division+of+the+mandate&safe=active&source=nms&tbm=isch&sa=x&ei=-wwqvap4byyeyatc-ihwaw&ved=0cagg\\_auoag&biw=1009&bih=634#imgrc=yQemfgnGTUEq\\_M%253A%3Bxm4Rms\\_MxUvccM%3Bhttp%253A%252F%252Fwww.ijs.org.au%252Fimages%252FUserUploadedImages%252FBritish-Mandate.gif%3Bhttp%253A%252F%252Fwww.ijs.org.au%252FThe-Balfour-Declaration%252Fdefault.aspx%3B325%3B536](http://www.google.com/search?q=great+britain%27+division+of+the+mandate&safe=active&source=nms&tbm=isch&sa=x&ei=-wwqvap4byyeyatc-ihwaw&ved=0cagg_auoag&biw=1009&bih=634#imgrc=yQemfgnGTUEq_M%253A%3Bxm4Rms_MxUvccM%3Bhttp%253A%252F%252Fwww.ijs.org.au%252Fimages%252FUserUploadedImages%252FBritish-Mandate.gif%3Bhttp%253A%252F%252Fwww.ijs.org.au%252FThe-Balfour-Declaration%252Fdefault.aspx%3B325%3B536)

### Station 4 Website on card

### Station 5 QR code on card

### Station 6 Website on card

### Station 7 QR code on card

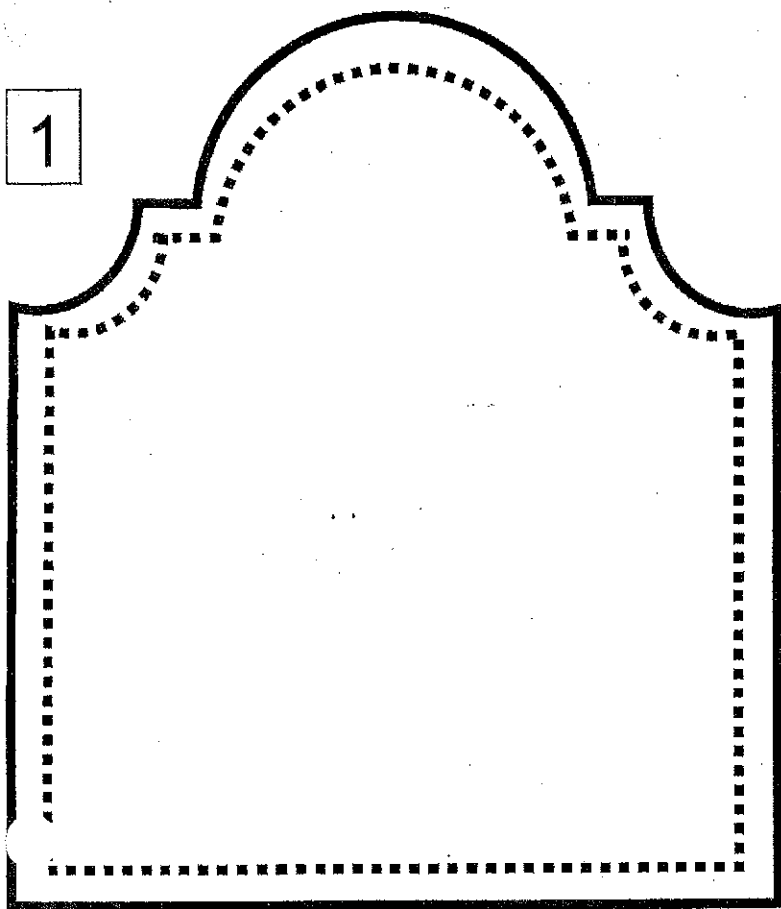
### Station 8 Website on card

### Station 9 Palestinian loss of land

<http://www.google.com/search?q=palestinian+land+loss&safe=active&tbm=isch&imgil=bn2mxutvauwi-am%253a%253bjuasye->



1



2

Describe the locations of the 3 largest ancient ethnic groups on the maps using directions and landforms.

3

### The British and French Mandates

1. Describe what modern countries were controlled by Britain?

2. What modern countries were controlled by France?

3. How would mandate control affect the culture of the native people living in these regions?

4



5

Read the profile of Anwar Sadat.

What was his position in government?

How did he die?

What territory did his country lose to Israel in the 1967?

6

### Water Supplies in Israel

1. Where are most of the water sources (N,S,E, or W)?

2. Why would Palestinian Arabs struggle with farming?

3. How is Dead Sea water modified?

4. What body of water do most of the pipelines draw from?

5. Where is the highest population density?

7

### Restrictions on Land Use in the West Bank

1. What are three reasons that Palestinians cannot settle on West Bank land?

2. Why is land near the Jordan River not used for farming?

3. Why is land around Jerusalem not settled by Palestinian Arabs?

8



Israel and Neighbors 2001

- ☐ Israel
- ☐ Palestinians
- ☐ Jordan
- ☐ Lebanon
- ☐ Syria
- ☐ Egypt

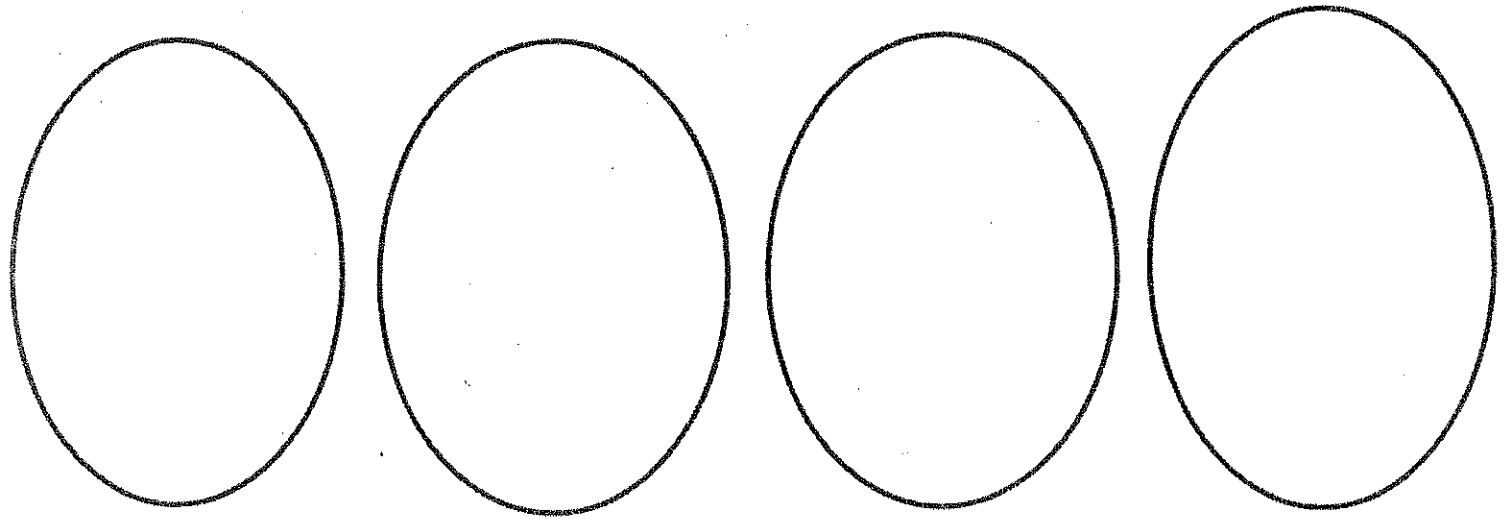
9

1946

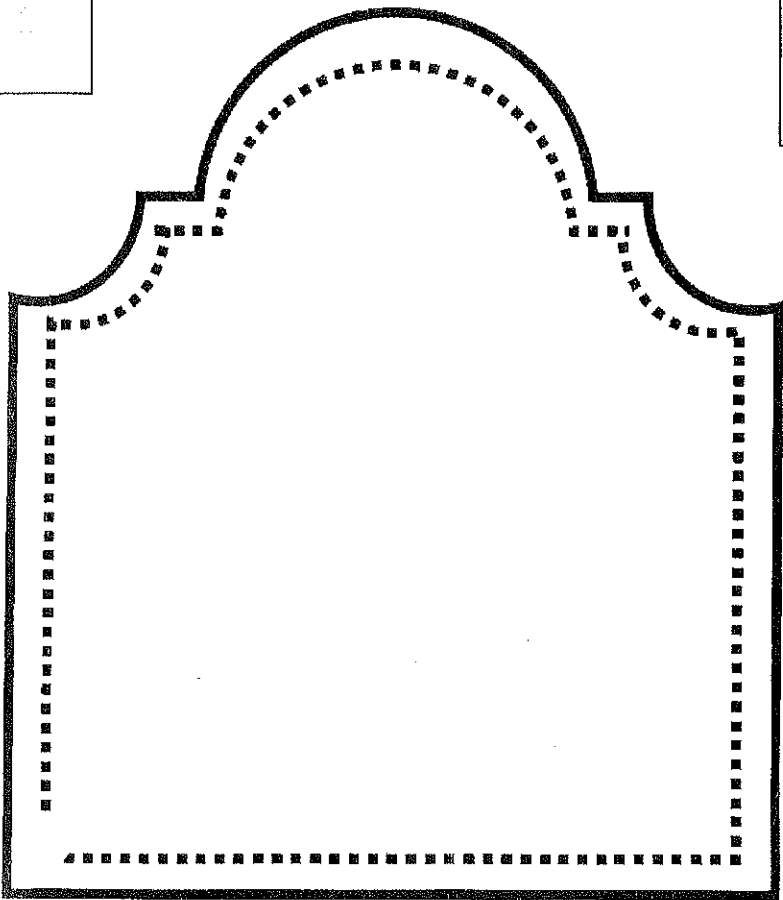
1947

1949-  
1967

2000



10



11

### Camp David Accords

Who: 1.

2.

3.

Where is Camp David?

What was it?

When:

Why:

Analyze the four maps that show the "Two-State Solution."

Summarize why some experts think that the progression on these maps shows that the future of a Palestinian state is in doubt. Use specific information from the maps in your 6-sentence paragraph.



## THE 12 TRIBES OF ANCIENT ISRAEL



## 2. Go to the Main hall trophy case

## #2 Google Me!

### T.E. Lawrence



COMPOSE MY EPITAPH ON  
MY TOMBSTONE.

INCLUDE THE FOLLOWING:

MY REAL NAME, MY  
NICKNAME,

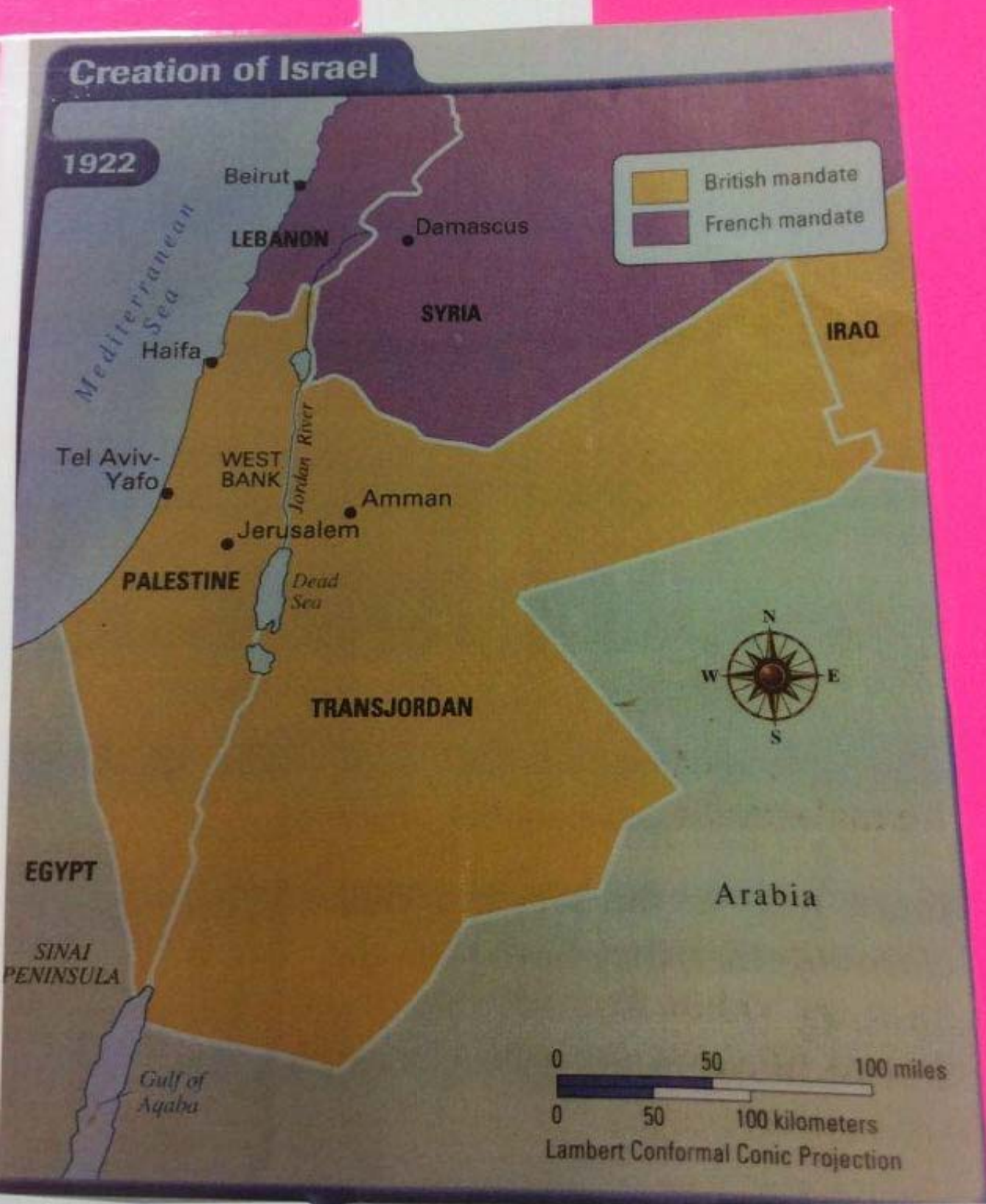
MY BIRTH AND DEATH  
DATES,

MY IMPORTANCE TO SW  
ASIA,

AND THE CAUSE OF MY  
DEATH

3. Go to the Jump circle near the  
cafeteria





4. Go to the Panther statue

**#4**

**<http://www.factsofisrael.com/en/history.shtml>**

**Look up the 1947 UN map of Israel and color it on your paper.**

**5. Go to Outside the library entrance  
on the main hall**







**#5**

**6. Go to the 100 hall trophy case**

#6

[http://www.akhlah.com/israel/  
geography/](http://www.akhlah.com/israel/geography/)

**7. Go to the 100 even bulletin board**



#7

8. Go to the 100 odd hall bulletin board



**COLOR AND LABEL THE MAP  
THAT APPEARS IN THE  
ARTICLE.**

**#8**

**[http://www.stephenshaner.  
com/hebron1.html](http://www.stephenshaner.com/hebron1.html)**



**Palestinian loss of land 1946 to 2000**

Palestinian and Jewish land 1946



JEWS CONTROL  
2% OF LAND

UN Partition plan 1947



JEWS CONTROL  
56% OF LAND

1949 - 1967



JEWS CONTROL  
78% OF LAND

2000



JEWS CONTROL  
90% OF LAND

CREATE FOUR CIRCLE GRAPHS TO REPRESENT THESE STATISTICS ON YOUR PAPER.

Use one color for Jews and a different color for Palestinians.

#10

Google me!

I AM YASSER ARAFAT.  
COMPOSE MY EPITAPH ON  
MY TOMBSTONE.  
INCLUDE THE FOLLOWING:  
MY ORGANIZATION,  
MY BIRTH AND DEATH  
DATES,  
MY IMPORTANCE TO SW  
ASIA,  
AND ONE INTERESTING  
FACT ABOUT MY LIFE



11. Go to the Main hall staircase



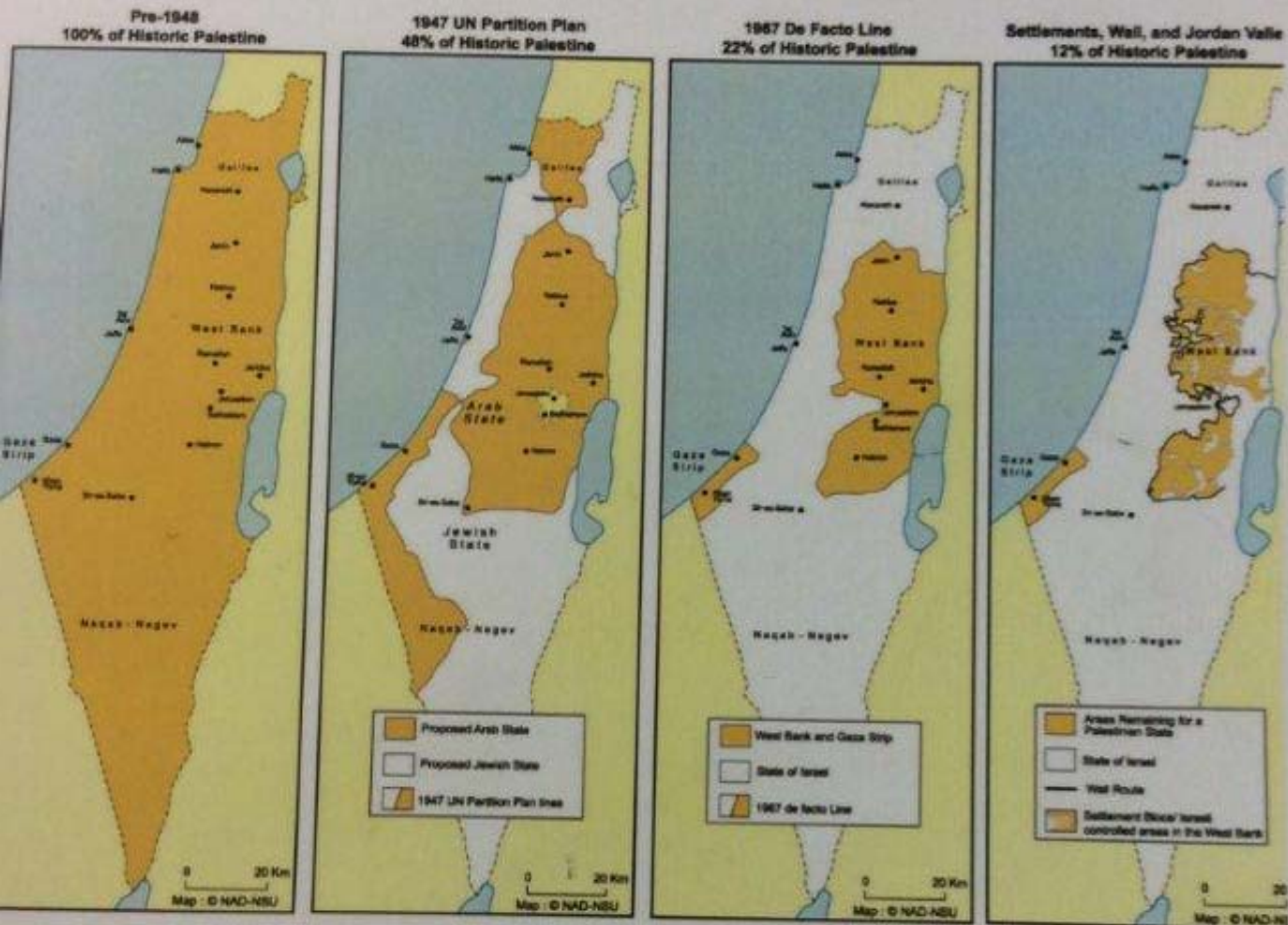
#11

[http://www.britannica.com/EBchecked/to  
pic/91061/Camp-David-Accords](http://www.britannica.com/EBchecked/to<br/>pic/91061/Camp-David-Accords)

**12. Go to the wall Next to Room 311**

## DESTROYING THE TWO-STATE SOLUTION

JULY 2005



1. Go to the 300 odd hall bulletin board