

# A Journey Through Time: Creating a Palestine History Scroll

## Materials Needed:

- A long piece of paper (butcher paper, or several regular sheets taped together end-to-end)
- Two wooden dowels or paper towel tubes (for the scroll handles)
- Tape or glue
- Colored pencils, markers, or crayons
- Pencil and eraser
- An index card or small piece of cardstock (for the postcard)
- Optional: A small, interesting object to spark curiosity (e.g., an olive, a piece of tile, a coin)

## Learning Objectives

By the end of this lesson, you will be able to:

- Identify and sequence major historical periods in Palestine.
- Create a visual timeline that illustrates key events and cultural developments.
- Describe what life might have been like during one specific historical period by creating a "postcard from the past."
- Understand that many different peoples and cultures have contributed to the history of this land.

## Lesson Activities

### Part 1: The History Detective (10 minutes)

**Goal:** To spark curiosity and introduce the idea of historical layers.

1. **The Mystery Object:** Present the "mystery object" (like an olive). Ask questions like: "*What do you think this is? Where might it come from? What could it tell us about people who lived a long, long time ago?*"
2. **Introduction:** Explain that the land of Palestine is very old, like a giant history book with many pages. For thousands of years, people have lived there, grown food (like olives!), built cities, and created art. Today, we're going to unroll the pages of that history book by making our own timeline scroll.

### Part 2: Building the Timeline Scroll (30-40 minutes)

**Goal:** To actively build a chronological understanding of Palestinian history in a hands-on way.

1. **Prepare the Scroll:** Tape the paper sheets together to make one long strip. Attach a dowel or paper towel tube to each end to create the scroll handles.
2. **Draw the Timeline:** Draw a long line down the middle of the paper from one end to the other. Mark one end "Ancient Times" and the other "Today."
3. **Add the Historical Eras:** Work together to mark the following major periods on the timeline. For each one, leave space to write and draw. Discuss what happened in each era in simple, age-appropriate terms. Encourage drawing a small symbol or picture for each one.

### Timeline Events & Drawing Ideas:

- **Ancient Canaanites (~3000 BCE):** The first cities! People were farmers.  
*Draw: An olive tree or a clay pot.*
- **Israelite Kingdoms (~1000 BCE):** The time of kings like David and Solomon and the building of the First Temple in Jerusalem.  
*Draw: A simple crown or a harp.*
- **Roman Rule (~63 BCE):** The Romans arrive! They built big cities, roads, and aqueducts. This is the time when Jesus lived.  
*Draw: A Roman arch or a chariot.*
- **Byzantine Period (~330 CE):** Christianity became the main religion. Many beautiful churches were built.  
*Draw: A mosaic pattern or a church with a dome.*
- **Early Islamic Era (~638 CE):** Islam arrived in the region. The Arabic language spread, and science and art flourished. The Dome of the Rock was built in Jerusalem.  
*Draw: The Dome of the Rock or beautiful Arabic calligraphy.*
- **Ottoman Period (~1517 CE):** A long period of rule (400 years!). Cities like Jerusalem were protected by big stone walls, which you can still see today.  
*Draw: The walls of the Old City of Jerusalem.*
- **British Mandate (~1920 CE):** After the Ottoman Empire ended, Great Britain managed the area. It was a time of big changes.  
*Draw: A steam train or an old-fashioned map.*
- **Modern Day:** Discuss how the land is home to both Palestinians and Israelis today, with a rich and complex shared history.  
*Draw: People sharing food, a modern building, or a symbol of peace.*

### Part 3: Postcard from the Past (15-20 minutes)

**Goal:** To creatively apply knowledge and imagine life in a different historical context.

1. **Choose an Era:** Look at your finished timeline scroll. Choose the historical period that you find most interesting.
2. **Become a Time Traveler:** Imagine you are living in that time. On the index card, create a postcard.
  - **On the front:** Draw a picture of something you would see. (e.g., A busy market in the Ottoman period, a Roman aqueduct, a farmer tending to olive trees).
  - **On the back:** Write a short message to a friend. Describe what you see, hear, or are doing in that time. Start with "Greetings from Roman-era Palestine!" or "Hello from Jerusalem during the Ottoman period!"

### Assessment & Reflection

Learning is checked through the creative projects and our conversation.

- **Timeline Scroll:** Is it correctly sequenced? Does it include drawings that represent each period?
- **Time Traveler's Postcard:** Does the postcard accurately reflect the chosen historical era? Does it show creative thinking?
- **Discussion Questions:**
  - If you could visit any time on our scroll, which one would you choose and why?
  - What is one thing that surprised you about the history of this land?
  - Why do you think it's important to learn about the history of places and people?

## Differentiation & Extension

- **For Extra Support:** Provide pre-printed images or symbols for the student to cut and paste onto the timeline instead of drawing everything from scratch. Work together on writing the postcard message.
- **For an Extra Challenge:** Research a specific aspect of one historical period in more detail. For example, research Palestinian embroidery (tatreez) and design a pattern, or learn about the food people ate during the Ottoman period and try to cook a simple, related dish.