

```html

# Mapping Stories: Understanding Two Perspectives in Israel and Palestine

---

## Materials Needed:

- One large piece of paper or poster board (e.g., 18x24 inches)
  - Markers, colored pencils, and crayons in a variety of colors
  - Scissors and a glue stick
  - A printed, simple outline map of the land (Israel/Palestine). You can easily find one by searching for "Israel Palestine outline map for kids."
  - Two pre-prepared, one-paragraph story cards (see teacher preparation notes in Part 2)
  - Optional: Old magazines for collage, stickers, small natural items like pebbles or leaves.
- 

## Lesson Plan

### 1. Learning Objectives (Goals for Today)

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

- Articulate at least two key reasons why both Israelis and Palestinians feel a deep, historical connection to the land.
- Explain that the conflict is largely based on two different, deeply-held stories about the same piece of land.
- Create a "Dual-Narrative Map" that visually represents the perspectives, symbols, and emotions of both Israeli and Palestinian peoples.

### 2. Introduction: The Story of a Home (10 minutes)

**Teacher's Goal:** To connect the abstract idea of "homeland" to the student's personal experience of "home."

#### Activity:

1. Begin with a simple question: "**What makes your room, or our house, feel like 'home'?**" Is it the people? The memories? Your favorite toys? Your bed? Discuss how a place becomes more than just a building; it holds our stories.
2. Explain: "Today, we're going to explore a place in the world that is 'home' to two different groups of people, Israelis and Palestinians. For them, this land holds thousands of years of stories, memories, and beliefs. Because they have different stories, they see the same land in very different ways, and this has led to a long and difficult conflict. Our job today isn't to pick a side, but to be good listeners and understand both stories."

### 3. Guided Exploration: Two Stories, One Land (15 minutes)

**Teacher's Goal:** To present the core historical narratives in a simplified, balanced, and empathetic way. Avoid blame and focus on the feelings of connection and loss for both groups.

**Teacher Preparation:** Before the lesson, write or print two story cards. These should be age-

---

appropriate summaries.

- **Card 1: The Jewish-Israeli Story.** Focus on themes of ancient roots (Kingdom of Israel), being forced to leave (diaspora), longing to return for centuries, facing persecution around the world (especially the Holocaust), and seeing Israel as a vital, safe homeland.
- **Card 2: The Palestinian-Arab Story.** Focus on themes of living on the land for many generations (as farmers and city-dwellers), a deep cultural and family connection to the villages and towns, the experience of being displaced from their homes (the Nakba, or "catastrophe"), and the desire for a nation of their own.

#### Activity:

1. Read Card 1 aloud slowly. After reading, ask: "*Based on this story, why is this land so important to Jewish Israelis? What main feeling do you hear in their story?*" (Guide towards words like safety, belonging, return, home).
2. Read Card 2 aloud slowly. After reading, ask: "*Based on this story, why is this land so important to Palestinians? What main feeling do you hear in their story?*" (Guide towards words like connection, family, loss, justice).
3. Hold up both cards. "So we have two powerful stories about the same small piece of land. Can you see why this might be complicated?"

### 4. Main Activity: Creating a Dual-Narrative Map (30-40 minutes)

**Teacher's Goal:** To provide a hands-on, creative way for the student to process and represent the two conflicting narratives. This moves beyond facts into empathy and symbolism.

#### Activity:

1. Lay out the large piece of paper. Glue the simple outline map of the region somewhere in the middle.
2. Explain the task: "We are going to make a special kind of map. It's not just a map of cities and roads, but a map of stories, feelings, and symbols. We are going to fill the space with drawings and words that show the two stories we just heard."
3. **Instructions for the student:**
  - "Let's choose a color or a style (like wavy lines or sharp angles) to represent the Israeli story. On and around the map, let's draw things that represent their story. What symbols come to mind? Maybe a Star of David, the Western Wall in Jerusalem, a ship representing immigration, or words like 'Safety' and 'Homecoming'."
  - "Now, let's choose a different color or style for the Palestinian story. What symbols could we draw for them? Maybe an olive tree, which represents a connection to the land. Or a key, which for many represents the home they lost. We can add words like 'My Grandfather's Farm' or 'Steadfastness'."
  - **The most important part:** "Some places are special to BOTH groups, like the city of Jerusalem. How can we show that on our map? Maybe we can draw symbols from both stories overlapping there, or use both of our chosen colors to show it's a shared, and contested, space."
4. Work alongside the student, brainstorming ideas and helping them express the concepts visually. They can use drawings, words, or even cut-out pictures from magazines.

### 5. Conclusion and Reflection (10 minutes)

**Teacher's Goal:** To assess understanding and reinforce the core theme of empathy and the complexity of the conflict.

#### Activity:

1. Ask the student to present their map. "Tell me about your map. Why did you choose these symbols? What does this part here represent?"
2. Discuss the experience with these guiding questions:
  - "Was it hard to fit both stories onto one map? Why?"
  - "Looking at our map, what do you think both Israelis and Palestinians want most of all?" (Guide toward shared ideas: peace, a safe place for their families, to be able to live without fear).
  - "Can two different stories about the same place both feel true to the people who believe them? How?"
3. Conclude by praising the student's thoughtful work. "Understanding a problem from more than one side is a very powerful skill. You did an amazing job today of being a historian and an empathizer, not a judge. People all over the world are working hard to help these two stories find a way to live together in peace."

...