Exploring the Israeli and Palestinian Conflict through a Graphic Novel

Overview
Students will examine the history of the Israeli-Palestinian conflict from its colonial roots to its 21st century situation. Students will participate in a jigsaw activity in which they teach each other about the history and major events of the conflict. Students will also examine Joe Sacco’s graphic novel *Palestine*. As a culminating activity, students will create their own graphic novel illuminating the various perspectives regarding major events throughout the Israeli-Palestinian conflict. (For an alternative or additional exploration of similar themes, teachers can also see the Consortium’s “Britain’s Broken Promises in the Middle East” lesson plan and Power Point, available in the Database of K-12 Resources or by sending a request to cnorris@unc.edu.)

Grade
9

NC Essential Standards for World History (to be implemented in the 2012-2013 school year)
- WH.7.3- Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war
- WH.7.4- Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements
- WH.8.4- Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries

Materials
- “Face Off” Warm Up Image
- *Steps Toward Peace in Israel and Palestine* Timeline excerpt (attached)
- “A Short History of the Israeli-Palestinian Conflict” handouts (attached)
- Obstacles to Peace” (attached)
- *Palestine* by Joe Sacco (excerpts attached)
- Sample comic book layouts (attached)
- Pens, Pencils, Markers, Colored Pencils
- Computer Paper

Essential Questions:
- What is the history behind the Israeli-Palestinian Conflict?
- What impact did European colonialism have on the Israeli-Palestinian Conflict?
- What are the major events of the Israeli-Palestinian Conflict?
- What attempts at peace have been made?

Duration
- 90 minutes for initial lesson
- Additional time will be needed for graphic novel creation and gallery walk of finished products
Procedure

Warm Up: “Face Off” Image Analysis

1. Project the attached “Face Off” image and ask students the following questions:
   - What do you think is happening here?
   - What emotions can you identify?
   - Where do you think this is taking place?
   - What would you name this picture?

2. After students have had a few minutes to discuss the image, tell them that it is of an Israeli soldier confronting a Palestinian man. Assess students’ prior knowledge of Israel and Palestine by asking what they know about the conflict and writing it on the board.

Israel/Palestine Timeline (10 minutes)

3. Explain to students that the current day Israel has been an important region for thousands of years. Project or copy and handout pages one and two of the “Steps Toward Peace in Israel and Palestine” timeline. Tell students to spend a few minutes reading through the timeline. Ask them to pay particular attention to the various groups that have controlled the area over the past 3,000 years. While they are analyzing, project the following questions for students to answer on notebook paper:
   - Choose two important events that occurred between 1300 and 931BC.
     - Kingdom of Israel is established
     - David makes Jerusalem the capital
     - Solomon builds the first temple in Jerusalem
   - What happened when Babylon conquered Judah?
     - The Babylonians destroyed Solomon’s temple and sent many Jews into exile.
   - What did the Romans do after the first Jewish Revolt?
     - Destroyed Jerusalem and the Second Temple
   - What did the Romans do after the second Jewish Revolt?
     - Renames the province Syria Palaestina and expels Jews from Jerusalem.
   - What happened to the Jews when Muslims conquered Jerusalem?
     - They were allowed to return to Jerusalem
   - What group massacred Jews throughout Europe on their way to fight in the Crusades?
     - Christian soldiers
   - When did the Ottomans conquer Palestine? When did they lose control over Palestine?
     - 1517 – 1920
   - What was the Balfour Declaration?
     - A statement that supported the establishment of a Jewish national home in Palestine that safeguarded the rights of all inhabitants.
   - Why did Britain gain control of Palestine?
     - Ottoman Empire was defeated during WWI and the League of Nations divided up the area giving Britain a Palestinian mandate.
   - What was resolution 181? When was the state of Israel officially founded?
     - Partition of Palestine into Jewish and Arab states and establish Jerusalem as an international city. May 14, 1948

4. After going over the correct answers, further discuss:
   - What are some trends you noticed about the history of Palestine?
Once the Israeli-Palestinian Conflict Jigsaw (50 minutes)

5. Divide the class into groups of 4 and give each group a copy of the attached “A Short History of the Israeli-Palestinian Conflict.” Assign one of the following topics to each group:

- Ancient History of Israel and Palestine/Rise of Zionism/The British Mandate of Palestine
- History of the establishment of the State of Israel
- The Six Day War and Arab rejectionism
- History of the struggle for a Palestinian state and the peace process

Once students have been assigned their topic give the class 10 minutes to read their assigned section and create a summary of their topic for their group mates. They should use the attached questions to guide their presentations. Each group member has five minutes to explain their topic to the rest of the group. Students should present in chronological order.

6. After all the groups have presented, project or pass out the attached “Obstacles to Peace” handout and read aloud as a class. Ask the following discussion questions to debrief:

- What happened to Israel right after it declared statehood?
  - It was attacked by its Arab neighbors.
- What is the “right of return?”
  - The belief that Palestinians have a “right to return” to the land they fled from in Israel. It is a major obstacle on the road to peace between the two sides
- After the 1967 War, Israel wanted to exchange gained Arab territory for peace. How did the Arab governments respond?
  - They repeated their desire to destroy Israel.
- What is the second large roadblock to peace between both sides?
  - The division of Jerusalem with its holy places.
- What was the first intifada?
  - An uprising of the Palestinian people against Israel
- What represents the third roadblock to peace?
  - Jewish settlements in Palestinian areas.
- What represents the fourth roadblock to peace?
  - Continuing violence by Palestinian extremists.
- How do the Arabs view the Israelis?
  - The Arabs consider the Israelis colonial invaders and conquerors, who are aiming to control the entire Middle East. There is resentment concerning Israeli success and Arab failure, and Israel is viewed as a beachhead for Western interference in the Middle East.
- How do the Israelis view the Arabs?
  - The Israelis see around them mostly undemocratic Arab states with underdeveloped economies, backward cultural and social standards and an aggressive religion inciting to hatred and terrorism.
Palestine: A Graphic Novel (25 minutes)

7. Group students by topic from the previous activity; for example, put all the students who were assigned “The Six Day War and Arab Rejectionism” into one group. Next give each group a copy of the attached excerpts from Joe Sacco’s graphic novel, Palestine. Do not tell students the title; just explain that comics can be used to teach about history.

Before explaining any background information regarding Palestine, allow the pairs a few minutes to read the excerpts and make their own assumptions. Tell them to pay special attention to the layout of the comic. Then ask the following questions:

- What are you initial impressions after examining these excerpts?
- Are there particular images that struck you? Explain.
- What did you notice about how people are represented?
- How are the men portrayed?
- How are the women portrayed?
- Do people discuss other nations other than their own? If so, what tone do they use?
- How are the people drawn, do they look realistic? If not, why not?
- Do you think this portrayal favors one side over the other? What gives you that impression?
- What do you think is the purpose of this graphic novel?
- What do you think are the major themes of the graphic novel?
- Is this a hopeful story or a bleak one?
- Did these excerpts give you a better understanding of the Israeli-Palestinian conflict?

8. After discussing student’s initial impressions of the graphic novel, give them some background information regarding Palestine.

- Palestine is a graphic novel written and drawn by Joe Sacco about his experiences in the West Bank and the Gaza Strip in December 1991 and January 1992. Sacco gives a portrayal which emphasizes the history and plight of the Palestinian people, as a group and as individuals.
- Based on several months of research and an extended visit to the West Bank and Gaza Strip in the early 1990s (where he conducted over 100 interviews with Palestinians and Jews), Palestine was the first major comic work of political and historical nonfiction by Sacco, who has often been called the first comic book journalist.
- Sacco’s insightful reportage takes place at the front lines, where busy marketplaces are spoiled by shootings and tear gas, soldiers beat civilians with reckless abandon, and roadblocks go up before reporters can leave. Sacco interviewed and encountered prisoners, refugees, protesters, wounded children, farmers who had lost their land and families who had been torn apart by the Palestinian conflict.

Pose the following debriefing questions to the class:

- Does hearing the background information alter your initial impressions of the graphic novel? If yes, how?
- Why do you think the author chose comics as a way to explain the Israel-Palestinian conflict? What are the advantages and disadvantages of choosing this medium?
- Most of the graphic novel is from the Palestinian perspective, do you think this is problematic? Why or why not?

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9. Review the day by briefly asking students to compare the timeline, jigsaw activity, and graphic novel.
   - What events did all three highlight?
   - What were the similarities between the three mediums?
   - What were the differences?

**Day Two**

**Warm Up: “Toe Tag” Image Analysis**

10. As students walk into class project the attached “Toe Tag” image and ask the following questions:
   - How does this image relate to yesterday’s lesson?
   - What do you think the message of this image is?
   - What evidence do you have to support your idea?
   - Is this a hopeful picture? Why or why not?

**Create Your Own Graphic Novel (60 minutes)**

11. Pass out the attached instruction sheets for creating a graphic novel. Review the directions as a class before allowing students to work in groups:

   **Directions:** The purpose of this assignment is to explain major events that occurred during the Israeli-Palestinian Conflict by creating a graphic novel that deals with the Israeli and Palestinian perspectives. Each group should review their assigned readings and then each member should choose an event to turn into a page of a graphic novel. The completed pages will be joined together to form one class created graphic novel.

   Once you have decided on what to depict, illustrate how both the Israelis and Palestinians feel about the event. Then choose what type of comic book layout you would like to use. You can choose one of the provided layouts or create your own on a piece of computer paper.

   Keep the following points in mind when creating your graphic novel:
   - It should be from the perspective of the “person on the street.” You want to show the events and people’s reactions to the events. Use dialogue between characters to convey information about the event.
   - Draw most of your information from the handouts; however, you may use your textbook for additional information.
   - The event displayed should be NO MORE than two pages per perspective.
   - Each event should be given a title similar to the style Joe Sacco used in *Palestine*.
   - Your finished product should be easy to read, clear, and colorful.
   - An aesthetic note: it may be helpful to the reader to color the Israel and Palestinian perspectives using different colors.

   Teachers should also print out multiple copies of the attached layouts and allow students to choose one or to create their own.

12. Circulate throughout the room to ensure students are on task and to answer any questions that may arise. Alert students to the time remaining every ten minutes to keep them on task. After the allotted time, collect all of the pages and place them in chronological order in the hallway or class.
Before allowing students to view the completed graphic novel, pass out the attached “Graphic Novel Evaluation” handout.

**Graphic Novel Gallery Walk/Debrief**

13. Allow students time to circulate throughout the hallway/classroom to view the graphic novel and fill out their evaluation sheets. You can either set a timer and allow students a specific amount of time at each station or allow each student to freely view the pages at their own pace.

14. Once students have completed the gallery walk, pose the following questions to the class to debrief:
   - What did you learn about the conflict?
   - What was most surprising to you?
   - Why do you think the Israeli-Palestinian conflict is so controversial?
   - If you had to design a peace plan for the region, what would it be?
   - Why do you think it has been so difficult for both sides to reach a peaceful solution?

**Resources**

- Council on Foreign Relations: The Israeli-Palestinian Conflict
- Pro-Con.org – “the Israeli-Palestinian Conflict”
  - [http://israelpalestinian.procon.org/](http://israelpalestinian.procon.org/)
- MidEastWeb Group: Ina Nutshell: Israeli Palestinian Conflict
  - [http://www.mideastweb.org/nutshell.htm](http://www.mideastweb.org/nutshell.htm)
- BBC News: Special Reports, “Middle East Crisis”
- BBC News: Key Maps
  - [http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_israel_palestinians/maps/html/](http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_israel_palestinians/maps/html/)
“Face Off” Warm Up Image

“Toe Tag” Warm Up Image
TIMELINE

B.C.E.

ca. 1300–931  The Hebrew tribes and the Philistines migrate into Canaan. The Hebrew tribes defeat the Canaanites and, after a struggle, the Philistines. The kingdom of Israel is established with Saul as the first king. King David establishes Jerusalem as the capital and King Solomon builds the first Temple there.

ca. 931  The kingdom splits into the Northern Kingdom (Israel) and the Southern Kingdom (Judah).

ca. 721  The Northern Kingdom falls to Assyria.

ca. 587/586  The Southern Kingdom falls to Babylon, which destroys the Temple and takes many of the people into exile.

ca. 539  The Babylonian Empire falls to the Persian Empire. Persian emperor Cyrus allows some Jews to return from exile.

ca. 520–515  The temple in Jerusalem is rebuilt as the Second Temple.

ca. 331  Alexander the Great defeats the Persian Empire. Following his death, the land is subject to rule by Egypt and Syria.

ca. 166–160  The Maccabees lead a revolt against the ruling Syrian Hellenists because of restrictions on the practice of Judaism, the desecration of the Temple, and the imposition of Greek religion.

ca. 142  The Hasmonaean dynasty (Maccabean) begins a period of Jewish rule with varying degrees of autonomy at various times depending on relationships with other powers.

ca. 63–61  The Romans conquer Jerusalem.

ca. 20  Herod begins improvements on the Temple in Jerusalem

ca. 4  Jesus is born. His crucifixion by Rome takes place between 31 and 33 C.E.

C.E.

66–73  The First Jewish Revolt against Rome takes place. Jerusalem and the Second Temple are destroyed in 70.

133–135  The Second Jewish Revolt against Rome occurs. Roman forces crush the rebellion. The emperor Hadrian renames the province Syria Judaea as Syria Palaestina and forbids Jews to dwell in Jerusalem.

313  Emperor Constantine recognizes Christianity as the official religion of the Roman Empire. Throughout the period of the Roman Empire, Jews are periodically subjected to varying degrees of persecution.

570  The prophet Mohammed is born.

ca. 638  Muslims from the Arabian Peninsula conquer Jerusalem. Caliph Omar provides the Christians of Jerusalem with a covenant guaranteeing their protection and allows Jews to return to Jerusalem.

705  The Dome of the Rock mosque is completed by Caliph Abd al-Malik ibn Marwan.

715  The Al-Aqsa Mosque is built by Caliph Walid.

1071  The Seljuk Turks invade and capture Jerusalem.

1096  Participants in the First Crusade massacre Jews as they pass through several European cities. Over the next centuries Jews face persecution to varying degrees in various European countries including restrictive laws, pogroms, and expulsions.

1099  The Crusaders conquer Jerusalem, killing many Jewish and Moslem inhabitants and expelling surviving Jews.

1187  The Muslims, under Saladin, conquer Jerusalem.
TIMELINE

1291  The Crusaders are evicted from Palestine.
1517  The Ottoman Empire conquers Palestine. Small Jewish communities flourish.
1537–1541 Under Suleiman the Magnificent, walls are built around Jerusalem.
1843  The first writings of modern Zionism appear.
1856  The Ottoman Empire requires people to register land and pay taxes.
1860  The first modern Jewish settlement outside the walls of Jerusalem, Mishkenot Sha’ananim, is built.
1878  The first Zionist settlement, Petah Tikvah, is built.
1897  The First Zionist Congress meets in Basel, Switzerland.
1908  The first Arab newspaper in Haifa, al-Karmil, popularizes opposition to selling land to Zionists.
1909  The first kibbutz, Degania, is founded. Tel Aviv is founded as a Hebrew-speaking Jewish city. Hashomer, the first Jewish self-defense organization, is founded.
1914  World War I begins. The Ottoman Empire enters the war on the side of Germany.
1916  The Sykes-Picot Agreement divides the Ottoman lands into French and British spheres of influence.
1917  Britain signs the Balfour Declaration supporting the “establishment of the Jewish national home . . . and safeguarding the civil and religious rights of all the inhabitants of Palestine.”
1918  World War I ends, bringing the defeat of the Ottoman Empire.
1919  The first Palestinian Congress advocates the incorporation of Palestine into greater Syria.
1920  The League of Nations divides the lands of the Ottoman Empire into entities called mandates that are intended to lead to the creation of nation states. Britain accepts the mandate for Palestine. The Haganah is organized for Jewish self-defense.
1933  Hitler rises to power in Germany.
1936–1939 While previous incidents of violence have occurred, the Arab Revolt is the first major outbreak of Arab-Jewish hostilities.
1939–1945 The Holocaust takes place during World War II. Jewish migration into Palestine increases.
1942  Zionist leaders meet to discuss postwar plans with the aim of founding a Jewish commonwealth.
1944  Arab leaders meet to discuss postwar plans for independence and ways to prevent the implementation of Jewish control over Palestine.
1945  The Palestinians receive representation in the newly formed League of Arab States.
1947  The UN General Assembly passes Resolution 181, which would partition Palestine into Jewish and Arab states and establish Greater Jerusalem as an international city. The Jewish state would receive 56.47 percent of the land of the Palestine Mandate, the Arab state about 43.53 percent. Numerous skirmishes, road ambushes, riots, and bombings take place organized by both Jews and Palestinians.
1948  Violence escalates. The British mandate ends. Israel declares statehood on May 14. Egypt, Syria, Iraq, Lebanon, Jordan, and Saudi Arabia declare war on Israel. The war results in a divided Jerusalem and some 650,000 to 750,000 Palestinian refugees. The UN General Assembly passes Resolution 194 calling for the cessation of hostilities and establishing the Right of Return for refugees who wish to live in peace.
Group 1: A Short History of the Israeli-Palestinian Conflict

Read the summary of the Israeli-Palestinian Conflict and create a short presentation that explains the information to your group mates. Use the questions below to guide your presentation.

Ancient history of Israel and Palestine

The ancient Jewish kingdoms of Israel and Judea had been successively conquered and subjugated by several foreign empires, when in 135 CE the Roman Empire defeated the third revolt against its rule and consequently expelled the surviving Jews from Jerusalem and its surroundings, selling many of them into slavery. The Roman province was then renamed "Palestine".

After the Arab conquest of Palestine in the 7th century the remaining inhabitants were mostly assimilated into Arab culture and Muslim religion, though Palestine retained Christian and Jewish minorities, the latter especially living in Jerusalem. Apart from two brief periods in which the Crusaders conquered and ruled Palestine (and expelled the Jews and Muslims from Jerusalem), it was ruled by several Arab empires, and it became part of the Ottoman (Turkish) Empire in 1516.

The rise of Zionism

In the late 19th century Zionism arose as a nationalist and political movement aimed at restoring the land of Israel as a national home for the Jewish people. Tens of thousands of Jews, mostly from Eastern Europe but also from Yemen, started migrating to Palestine (called Aliyah, "going up"). Zionism saw national independence as the only answer to anti-Semitism and to the centuries of persecution and oppression of Jews in the Diaspora. The first Zionist congress took place in 1897 in Basel under the guidance of Austrian journalist Theodor Herzl, who in his book "The Jewish State" had painted a vision of a state for the Jewish people, in which they would be a light unto the nations. Zionism basically was a secular movement, but it referred to the religious and cultural ties with Jerusalem and ancient Israel, which most Jews had maintained throughout the ages. Most orthodox Jews initially believed that only the Messiah could lead them back to the promised land, but ongoing pogroms and the Holocaust made many of them change their minds. Today there are still some anti-Zionist orthodox Jews, like the Satmar and Naturei Karteh groups.

The British Mandate for Palestine

During World War I Great Britain captured part of the Middle East, including Palestine, from the Ottoman Empire. In 1917 the British had promised the Zionists a 'Jewish national home' in the Balfour Declaration, and on this basis they later were assigned a mandate over Palestine from the League of Nations. The mandate of Palestine initially included the area of Transjordan, which was split off in 1922 (see map).

Jewish immigration and land purchases met with increasing resistance from the Arab inhabitants of Palestine, who started several violent insurrections against the Jews and against British rule in the 1920s and 1930s. During the Great Revolt of 1936-1939 the followers of the radical Muftii of Jerusalem Haj Amin al-Husseini (a Nazi collaborator who later fled the Nurnberg Tribunal) not only killed hundreds of Jews, but an even larger number of Palestinian Arabs from competing groups. The Zionists in Palestine (called the Yishuv) established self-defense organizations like the Haganah and the (more radical) Irgun. The latter carried out reprisal attacks on Arabs from 1936 on. Under Arab pressure the British severely limited Jewish immigration to Palestine, after proposals to divide the area had been rejected by the Palestinian Arabs in 1937. Jewish refugees from countries controlled by Nazi Germany now had no place to flee to, since nearly all other countries refused to let them in. In response Jewish organizations organized illegal immigration (Aliya Beth), the Zionist leadership in 1942 demanded an independent state in Palestine to gain control of immigration (the Biltmore conference), and the Irgun committed assaults on British institutions in Palestine.

1. What happened to many Jews after the Romans stopped a revolt in Jerusalem?
2. What was the province renamed? When did it become part of the Ottoman Empire?
3. What is Zionism? Why was it created?
4. When did Britain capture part of the Middle East? What is Balfour Declaration?
5. How did the Arabs react to Jewish immigration? Why do you think they reacted in this way?
**Group 2: A Short History of the Israeli-Palestinian Conflict**

Read the summary of the Israeli-Palestinian Conflict and create a short presentation that explains the information to your group mates. Use the questions below to guide your presentation.

**History of the establishment of the State of Israel**

Despite pressure from the USA, Great Britain refused to let in Jewish immigrants - mostly Holocaust survivors - even after World War II, and sent back illegal immigrants who were caught or detained them on Cyprus. Increasing protests against this policy, incompatible demands and violence by both the Arabs and the Zionists made the situation untenable for the British. They returned the mandate to the United Nations (successor to the League of Nations), who hoped to solve the conflict with a partition plan for Palestine, which was accepted by the Jews but rejected by the Palestinians and the Arab countries. The plan proposed a division of the area in seven parts with complicated borders and corridors, and Jerusalem and Bethlehem to be internationalized (see map). The relatively large number of Jews living in Jerusalem would be cut off from the rest of the Jewish state by a large Arab corridor. The Jewish state would have 56% of the territory, with over half comprising of the Negev desert, and the Arabs 43%. There would be an economic union between both states. It soon became clear that the plan could not work due to the mutual antagonism between the two peoples.

After the proposal was adopted by the UN General Assembly in November 1947, the conflict escalated and Palestinian Arabs started attacking Jewish convoys and communities throughout Palestine and blocked Jerusalem, whereupon the Zionists attacked and destroyed several Palestinian villages. The Arab League had openly declared that it aimed to prevent the establishment of a Jewish state by force, and Al Husseini told the British that he wanted to implement the same 'solution to the Jewish problem' as Hitler had carried out in Europe.

A day after the declaration of the state of Israel (May 14, 1948) Arab troops from the neighboring countries invaded the area. At first they made some advances and conquered parts of the territory allotted to the Jews. Initially they had better weaponry and more troops, but that changed after the first cease-fire, which was used by the Zionists to organize and train their newly established army, the Israeli Defense Forces. Due to better organization, intelligence and motivation the Jews ultimately won their War of Independence.

After the armistice agreements in 1949, Israel controlled 78% of the area between the Jordan river and the Mediterranean Sea (see map below), whereas Jordan had conquered the West Bank (until then generally referred to as Judea and Samaria) and East Jerusalem and Egypt controlled the Gaza Strip.

Jerusalem now was divided, with the Old City under Jordanian control and a tiny Jewish enclave (Mount Scopus) in the Jordanian part. In breach of the armistice agreement Jews were not allowed to enter the Old City and go to the Wailing Wall. In 1950 Jordan annexed the West Bank and East Jerusalem, a move that was only recognized by Great Britain and Pakistan. A majority of the Palestinian Arabs in the area now under Israeli control had fled or were expelled (estimated by the UN about 711,000) and over 400 of their villages had been destroyed. The Jewish communities in the area under Arab control (i.a. East Jerusalem, Hebron, Gush Etzion) had all been expelled. In the years and decades after the founding of Israel the Jewish minorities in all Arab countries fled or were expelled (approximately 900,000), most of whom went to Israel, the US and France. These Jewish refugees all were relocated in their new home countries. In contrast, the Arab countries refused to permanently house the Palestinian Arab refugees, because they - as well as most of the refugees themselves - maintained that they had the right to return to Israel. About a million Palestinian refugees still live in refugee camps in miserable circumstances. Israel rejected the Palestinian 'right of return' as it would lead to an Arab majority in Israel, and said that the Arab states were responsible for the Palestinian refugees. Many Palestinian groups, including Fatah, have admitted that granting the right of return would mean the end of Israel as a Jewish state. The question of the Palestinian right of return is the first major obstacle for solving the Arab-Israeli conflict.

What was the partition plan for Palestine after WWII?
1. What organization was in charge of implementing the plan?
2. When was the state of Israel declared? What happened the day after?
3. How did the Arabs and Israelis treat the Palestinian refugees?
4. What is the first major obstacle for solving the Arab-Israeli conflict?
Group 3: A Short History of the Israeli-Palestinian Conflict

Read the summary of the Israeli-Palestinian Conflict and create a short presentation that explains the information to your group mates. Use the questions below to guide your presentation.

The Six Day War and Arab rejectionism

The Arab-Israeli conflict persisted as Arab countries refused to accept the existence of Israel and instigated a boycott of Israel, while they continued to threaten with a war of destruction. (There were some talks, but the Arab states all demanded both the return of the refugees and also parts of Israel in return for just non belligerence). They also founded Palestinian resistance groups which carried out terrorist attacks in Israel, like Fatah in Syria in 1959 (under the guidance of Yasser Arafat), and the PLO in Egypt in 1964.

In May of 1967, the conflict escalated as Egypt closed the Straits of Tiran for Israeli shipping, sent home the UN peace keeping force stationed in the Sinai, and issued bellicose statements against Israel. It formed a defense union with Syria, Jordan and Iraq and stationed a large number of troops along the Israeli border. After diplomatic efforts to solve the crisis failed, Israel attacked in June 1967 and conquered the Gaza Strip and the Sinai Desert from Egypt, the Golan Heights from Syria and the West Bank and East Jerusalem from Jordan (see map below). Initially Israel was willing to return most of these territories in exchange for peace, but the Arab countries refused to negotiate peace and repeated their goal of destroying Israel at the Khartoum conference.

The Six Day War brought one million Palestinians under Israeli rule. Israelis were divided over the question what to do with the West Bank, and a new religious-nationalistic movement, Gush Emunim, emerged, that pushed for settling these areas.

After 1967 the focus of the Palestinian resistance shifted to liberating the West Bank and the Gaza Strip as a first step to the liberation of entire Palestine. The Arab Palestinians started to manifest themselves as a people and to demand an independent state. East Jerusalem, reunited with West Jerusalem and proclaimed Israel's indivisible capital in 1980, but also claimed by the Palestinians as their capital, became a core issue for both sides in the conflict. The division of Jerusalem with its holy places is the second large obstacle for a solution to the Arab-Israeli conflict.

1. What areas did Israel conquer during the Six Day War in 1967?
2. Who is Yasser Arafat?
3. What happened at the Khartoum conference?
4. What happened in regards to a Palestinian identity in 1967?
5. What is the second major obstacle for solving the Arab-Israeli conflict?
Group 4: A Short History of the Israeli-Palestinian Conflict

Read the summary of the Israeli-Palestinian Conflict and create a short presentation that explains the information to your group mates. Use the questions below to guide your presentation.

History of the struggle for a Palestinian state and the peace process

In 1974 the PLO was granted observer status in the UN as the representative of the Palestinian Arabs. Beside the UNRWA (set up in 1949 for relief of the Palestinian refugees) several new UN institutions were established to support the Palestinians and their struggle for their own state. In 1975 the UN General Assembly adopted resolution 3379, declaring Zionism to be a form of racism, which caused the UN to lose its last bit of credibility as a neutral mediator in the eyes of Israel, although that resolution was ultimately revoked in 1991. Former UN actions perceived as bias by Israel included the establishment of UNRWA as a separate organization aimed at assisting but not repatriating the Palestinian refugees and the easy acceptance of Egypt's decision to dismiss the UN peacekeeping force from the Sinai. The 'Zionism is racism' resolution gave a strong boost to the settlers' movement and helped bring the rightwing Likud party to power in 1977.

In 1979, under Likud prime minister Menachem Begin, Israel and Egypt signed a peace treaty after American mediation, for which Israel returned the Sinai Desert to Egypt. Subsequent negotiations regarding autonomy for the Palestinians in the Gaza Strip and the West Bank failed because the Palestinians didn't accept Israel's limited autonomy proposal for these areas, and Israel refused to accept the PLO as a negotiation partner. This changed in the early 1990s after the PLO had renounced violence, recognized the legitimacy of Israel, and declared to only strive for a Palestinian state in the 1967 occupied areas. Moreover a major uprising of the Palestinians in the occupied territories from 1987 on (the first Intifadah) convinced the Israeli government that they could not continue to rule over the Arab population. Partly secret negotiations in Oslo led to an agreement under which in 1994 a Palestinian National Authority was established under the leadership of Arafat and the PLO, to which Israel would gradually transfer land. Elections were held for the presidency of the PNA and the Palestinian Legislative Assembly, from which violent or racist parties were excluded. After a 5 year transition period the most difficult matters would be settled in final status negotiations, such as the status of Jerusalem, the Palestinian refugees, the Jewish settlements and the definite borders. Eventually 97% of the Palestinians came under PA control, including all of the Gaza Strip and approximately 40% of the West Bank land.

Since 1967 Israel has been establishing Jewish settlements in these areas, at first mostly small ones in unpopulated areas and under the Likud governments from the late 1970s on all over the area and large settlement blocs. Although the Oslo agreements did not require removal of the settlements, it was clear that they would constitute an obstacle to a definite peace agreement. The rapid growth of the settlements undermined Palestinian confidence in the peace process. The Israeli prime minister Yitzhak Rabin, who partially froze settlement construction, was assassinated by a Jewish extremist in 1995.

On the Palestinian side, Israeli withdrawal from Palestinian territory led to the construction of a terror network by the extremist Hamas and other groups, who from the mid 1990s on were able to carry out an unprecedented number of suicide attacks inside Israel. Under Arafat the PA took limited action against the terror groups and even funded them, and Arafat gave the green light for attacks when that suited his strategy. The continuing violence by Palestinian extremists constitutes the fourth obstacle for peace.

The Oslo peace process got bogged down because both the Palestinians and the Israelis did not stick to agreements they made and the leadership on both sides did little to build confidence and to prepare their own people for the necessary compromises. Large groups on both sides protested against the concessions required by the agreements made. The peace process slowly dragged on towards the negotiations on Camp David in the summer of 2000. After the failure of Camp David a provocative visit to the holy Jerusalem Temple Mount by Likud leader Ariel Sharon sparked the second Intifada, which the Palestinian Authority had been preparing for. Palestinian leaders like Marwan Barghouti later admitted to having planned the second Intifada in the hope that it would press Israel into more concessions. However, the opposite happened, as the Israeli peace camp collapsed under the violence of Palestinian suicide attacks.
In December 2000 US president Bill Clinton presented "bridging proposals" suggesting the parameters for a final compromise, including a Palestinian state on all of the Gaza Strip and about 97% of the West Bank, division of Jerusalem and no right of return to Israel for Palestinian refugees. While Israel in principle accepted this proposal, no clear answer came from the Palestinian side. In last minute negotiations at Taba in January 2001, under European and Egyptian patronage, the sides failed to reach a settlement despite further Israeli concessions. Both sides agreed to a joint communiqué saying they had never been so close to an agreement, but substantive disagreements remained about i.a. the refugee issue.

Shortly after that Sharon's Likud party won the Israeli elections, and in the US democratic president Bill Clinton was replaced by George W. Bush. Following the terrorist attacks from Al Qaida inside America on September 11, 2001, Bush permitted Sharon to strike back hard against the second Intifada. After suicide attacks had killed over a hundred Israelis in March 2002, Israel re-occupied the areas earlier transferred to the Palestinian Authority and set up a series of checkpoints, which severely limited the freedom of movement for the Palestinians. In 2003 Israel started the construction of a very controversial separation barrier along the Green Line and partly on Palestinian land. These measures led to a strong decline of Palestinian suicide attacks in Israel, but also to international condemnations. Especially the dismissal of Palestinian workers in Israel led to increasing poverty in the territories.

Although both parties accepted the 'Road Map to Peace', launched by the Quartet of US, UN, EU and Russia in 2003, no serious peace negotiations have taken place in recent years between Israel and the Palestinians. Israeli PM Ariel Sharon did take unilateral measures such as the disengagement from the Gaza Strip in 2005, but he demanded an end to Palestinian terrorism before he would engage in negotiations with Arafat's successor Abbas concerning final status issues. Plans for further unilateral withdrawals from the West Bank were put on ice after Hamas won the PA elections in early 2006, thousands of rockets were fired from the Gaza Strip into Israel, and border attacks took place from both the Gaza Strip and south Lebanon (which Israel had unilaterally withdrawn from in 2000). The latter had spurred the disastrous Second Lebanon War in the summer of 2006.

1. What area did Israel return to Egypt after their peace treaty in 1979?
2. How did the Palestinian Liberation Organization (PLO) change in the 1990’s?
3. What is the first Intifada? When did it start?
4. What is the third obstacle to peace? (It is something that the Oslo agreements did not require.)
5. What is the fourth obstacle to peace?
6. When did the second Intifada begin and why?
Obstacles to Peace

The primary cause for the Arab-Israeli conflict lies in the claim of two national movements on the same land, and particularly the Arab refusal to accept Jewish self-determination in a part of that land. Furthermore fundamentalist religious concepts regarding the right of either side to the entire land have played an increasing role, on the Jewish side particularly in the religious settler movement, on the Palestinian side in the Hamas and similar groups. But whereas the settlers received a blow when they failed to prevent the disengagement from the Gaza Strip, Hamas won the Palestinian elections, and after their breakup with Fatah and their take-over of the Gaza Strip, they remain a dominant force capable of blocking any peace agreement.

The Arab-Israeli conflict is further complicated by preconceptions and demonizing of the other by both sides. The Israelis see around them mostly undemocratic Arab states with underdeveloped economies, backward cultural and social standards and an aggressive religion inciting to hatred and terrorism. The Arabs consider the Israelis colonial invaders and conquerors, who are aiming to control the entire Middle East. There is resentment concerning Israeli success and Arab failure, and Israel is viewed as a beachhead for Western interference in the Middle East. In Arab media, schools and mosques anti-Semitic stereotypes are promoted, based on a mixture of anti-Jewish passages in the Quran and European anti-Semitism, including numerous conspiracy theories regarding the power of world Zionism.

Since the Oslo peace process however, a broad consensus has been formed that an independent Palestinian Arab state should be established within the areas occupied in 1967. Polls on both sides show that majorities among Israelis and Palestinians accept a two state solution, but Palestinians almost unanimously stick to right of return of the refugees to Israel, and most Israelis oppose a Palestinian capital in East Jerusalem.

Source: http://www.israel-palestina.info/arab-israeli_conflict.html#Obstacles_to_peace
Write down important information in the corresponding topic box while your classmates are presenting.

<table>
<thead>
<tr>
<th><strong>Ancient History of Israel and Palestine/Rise of Zionism/The British Mandate of Palestine</strong></th>
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<th><strong>History of the establishment of the State of Israel</strong></th>
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<th><strong>The Six Day War and Arab rejectionism</strong></th>
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<td>History of the struggle for a Palestinian state and the peace process</td>
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Create Your Own Graphic Novel Directions

The purpose of this assignment is to explain major events that occurred during the Israeli-Palestinian Conflict by creating a graphic novel that deals with the Israeli and Palestinian perspectives. Each group should review their assigned readings and then each member should choose an event to turn into a page from a graphic novel. The completed pages will be joined together to form one class created graphic novel.

Once you have decided on what to depict, illustrate how both the Israelis and Palestinians feel about the event. Then choose what type of comic book layout you would like to use. You can choose one of the provided layouts or create your own on a piece of computer paper.

Keep the following points in mind when creating your graphic novel:

- It should be from the perspective of the “person on the street.” You want to show the events and people’s reactions to the events. Use dialogue between characters to convey information about the event.
- Draw most of your information from the handouts; however, you may use your textbook for additional information.
- The event displayed should be NO MORE than two pages per perspective.
- Each event should be given a title similar to the style Joe Sacco used in *Palestine*.
- Your finished product should be easy to read, clear, and colorful.
- An aesthetic note: it may be helpful to the reader to color the Israel and Palestinian perspectives using different colors.
Sample Comic Book Layout
Sample Comic Book Layout
Name ________________________________

Graphic Novel Evaluation

Directions: While walking around the graphic novel gallery, choose four of your classmates’ comics to evaluate. This evaluation will be turned in for a grade.

**Comic Name:** ________________________________
**Comic Author:** ________________________________

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Visit our Database of K-12 Resources at [http://database.civics.unc.edu/](http://database.civics.unc.edu/)
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Some of the world's blackest holes are out in the open for anyone to see...

For instance you can tour a Palestinian refugee camp in the Gaza Strip...

You call UNRWA, the United Nations Relief and Works Agency for Palestinian Refugees, Tel: 031-861195.

They'll set you up

drive you there themselves

admission is free...

Probably they'll want to add you to a group of Swedes or Japanese...

but you'll want your refugee camp experience to be an intimate thing

insist they take you out alone

Tell them you want to take pictures, tell them you want to talk to refugees when you want them to stop. Let them know.
...and if you don't ask them to stop, they'll stop anyway beneath the watchful eye of the Israeli Defense Forces and watch the Jewish refugees as they build a new life in the refugee camp.

cause they'll have something else to show you. They want to conclude your UN visit on a high note. It's not all open sewage and poisonous IDF towers in Jabalia, you know...
An excellent lunch is waiting for us at Ammar's. The highlight: chicken fried crispy in a sort of lemon sauce. Tastes very good!

Lately, he tells me, he feels uncomfortable eating from a refugee camp. It turns out Ammar speaks some English, and now I'm his guide, too.

But Larry isn't feeling too good.

He has to go for a walk down the hill, and now Ammar is my guide.

We visit my uncle.

We find my uncle brewing coffee. But first tea! His wife brings it out.

Ammar and his uncle get into a discussion. He is angry with me, he says. He is angry with his brother. I am not sure. He says he doesn't speak to us again if we don't go.

Okay, but how about before PAIC?

How did Jews and Palestinians get along then?

Ah, now there's a pleasant and delicate subject. Perhaps one day, but one wishes mounting from such a-pile.

The Jews were forces to leave their villages. They were forced to leave. They used to have coffee together. Yes, I had friends. They would drink coffee together. Yes, I used to drink coffee with my brother.

That's why we start in on some coffee. Black no sugar. Cup after cup. We sip one after the other. We wish we could have more.

They were like a dog that has got ahold of some meat. There won't be any peace until they kill the dog.

The Jews were like a dog that has got ahold of some meat. There won't be any peace until they kill the dog.
We retrace the path of the Palestinians as they leave the camp on the morning of Dec 9, 1987...

More and more people joined us. We were angry.

Ironically, the first stones thrown in the intifada were thrown at Palestinians.

We got here, there were men outside playing cards.

How could they be playing cards at a time like that?

We came through this way. Since then, the paths have been blocked off.

The Israelis set up barbed wire to keep people who wish to escape from escaping.

Our route takes us back to the entrance of the camp.

Mohammed: The Israeli guards tell me that the base was smaller. There was no outer fence, no tower.

If we were angry, we were angry because the stones were heavy.

The soldiers deep in the flesh.

They fired in the air. They tried to push us back. Their weapons were fixed. They threatened, they shouted. We would run.

They panicked.
THE BOYS
PART THREE

First is 15 years old and works for the Popular Front for the Liberation of Palestine. One of the resistance groups that began the war. The Israelis set up these camps around the area. He was 15.

"For me, it is a way of proving to the people of the occupation, to make the people of the country, to let them know what we are doing."

"My parents, they beat my brother. One day, they beat him."

"They do this to us, to make us feel bad."

"When I was 15, I decided to work for the Popular Front. My father was against it."

"I was 15."
I don't like to hear about something like that, and I hope one day people will understand that the peace process gives us nothing. Israel will get what it wants. We hope one day to coordinate with Patah and continue our struggle.

Do you think of other things besides intifada?

Never think of anything else just the fact that you can't go to school.

What about school?

In the morning, if I go to the cells and see the soldiers, I'll fight them. I won't go to school.

What are our experiences fighting the soldiers?

Once when I was arrested, they tied us, covered our eyes, and woke us. I'm not sure, and so I don't have to go to jail if my parents pay a $20 fine.

Do you consider this discouraging?

No. My parents say I'm doing good. What happened the time you were shot?

I was shot in the back.

My friends, the others, were also shot, so they fired all the shots from keeping me in prison.

At that moment, an ambulance came and took me to hospital.

The soldiers were talking, saying, shooting us, calling us dogs. They said, George "Hitler is a dog!" and my mother is a whore.

They were talking, saying, "Hitler is a dog!" and my mother is a whore.

They were screaming, beating us, calling us dogs. They said, "George, Hitler is a dog!" and my mother is a whore.

The soldiers came to find out who has been shot that day. They put me in a room with 12 others who were from intifada cases.

If they know our names, they can arrest us. My parents wouldn't have to pay the fine to keep me out of prison.

Once when I was arrested, they tied us, covered our eyes, and woke us. I'm not sure, and so I don't have to go to jail if my parents pay a $20 fine.

Once shot and have been arrested three times.

Do your parents discourage you from throwing stones?

No. My parents say I'm doing good. What happened the time you were shot?
"Five soldiers took me from my bed and threw me to the ground... The fall broke my arm.

When they saw me clutching my arm, they started kicking it... Doctors and nurses tried to stop them, but they were pushed away... The soldiers broke the arm of a hospital employee, too...

I couldn't count how many times I was beaten... Blood was coming from my mouth and nose... They broke a tooth..."

The interview concluded. Sameh and I sat around discussing Firas and kids his age... After 20 years, I regained composure. The soldiers came again. But some UN and Red Cross people were there, and they couldn't hurt me.

Our leadership has kept the youth clubs closed. The kids don't play football, and their other interests are cut off. All they're supposed to think about is the struggle. They sing songs about the Intifada, even in school. Also, the soldiers won't let anyone alone. They're always stuffing you asking questions. And every home here has someone who is imprisoned. Who has been wounded...

This is the childhood?
The British authorities gave them guns. For us, we had no tools. When the Jews attacked a Palestinian village in the night, we couldn't do anything.

The Jews came and occupied the village and arrested everyone left behind. They beat my father, who was an old man and couldn't move.

We have an appointment...

I walked with my wife, who was pregnant. For four days, the Egyptian army refused to take us in.

"They used to come with guns, the Zionists and blindfold people and take them... Many people were kidnapped, including my brother-in-law.

"At that time we had to sell our clothes to buy guns. We asked the British authorities to give us guns, but they gave us just four.

"A Jewish settlement was bombed and 15 people were killed.

"The Jews came and killed the whole village and arrested everyone left behind..."
And both can look back on a time when life was a happy time for the two girls. The girl who says her religion will always be the same, and the other who says her religion will always change.


The way things are now, we have our hills, the serpent, and the mountains, and the rivers, and the sea, and the temples. And what about Jerusalem? The hills, the mountains, and the rivers, and the sea, and the temple. And what about the city? The city cannot be destroyed.

No, we can never give up our holy symbols. The city cannot be destroyed. And what about the land? The land is ours and what about the city? The city cannot be destroyed.

Jerusalem, our city, our symbol, and the city cannot be destroyed. And what about the land? The land is ours and what about Jerusalem? Jerusalem is our city.

No, but there's something we're not sure about. Jerusalem is our city, and we're not sure what we're not sure about. Jerusalem is our city and we're not sure about what.
Lucky Reunion

I'm tired. I'm depressed. I just need a break. But the next morning, a friend brings me my favorite coffee and donuts.

I'm sorry about what happened. Palestinians are-products of war and suffering. They don't know anything about peace. They fire into the air and then at the legs, and anyone who acts without following the regulations goes on trial and is sent to prison. I know of a case right now.

What about Palestinians who kill Palestinians? Most of them are collaborating with Israel.

What about burning Israeli children to death in a car in Gaza?

I'm not saying there's a moral problem with the occupation.

I'm just trying to convince you, I'm not trying to convince you, I'm trying to convince you, I'm not trying to convince you, I'm trying to convince you.

Perhaps I don't know everything that's going on, but my friends there, and afterwards, he had to see a psychologist.

But the next morning, a friend brings me my favorite coffee and donuts.

I'm tired. I'm depressed. I just need a break. But the next morning, a friend brings me my favorite coffee and donuts.

Stone! Bouncing on the road! Bouncing on the road! Bouncing on the road! Bouncing on the road!
WE DON'T HAVE LEADERS. THE ARAB GOVERNMENTS ARE LIKE THE TAIL OF A SNAKE. AND THE HEAD OF THE SNAKE IS BRITAIN OR AMERICA. BUT THE TAIL HAS BEEN BITTEN.

WHAT HAPPENED TO OUR LEADERS? ALL MIGHTY, ALL MIGHTY. WHAT HAPPENED TO NASSAR? NO! NO! NO! SALADIN?

DO YOU THINK THE ISRAELIS WILL AGREE? THEY WILL NOT AGREE. THE PEACE PROCESS WILL NOT HAPPEN. IT WAS DEAD BEFORE IT EVER STARTED. IT DOESN'T MATTER WHAT WE DO. WE WILL GO ON FOREVER AND FOREVER.

OUR LEADERS? YES, I LIKE OUR LEADERS. THEY ARE JUST LIKE THE CHINES IN THEינ תוקנה. THEY ARE GOOD.

THIS IS NOT OUR HOUSE. THE HOUSE IS DESTROYED. WE CAME TO EIGHT YEARS.

DO YOU THINK THERE WILL BE PEACE? WE MUST BE PREPARED TO FIGHT. AND WE WILL FIGHT.

I DON'T THINK IT WILL BE EASY. THIS PEACE PROCESS. WE CAN'T AFFORD TO GIVE UP.

ONE DAY THERE WILL BE PEACE. WE ARE LEARNED TO WORK TOGETHER. TO REALIZE THAT AND THEN.

DO YOU KNOW THAT JEWISH CHILDREN ARE NOT THE SAME AS ISRAELI CHILDREN? THEY ARE NOT THE SAME. YOU KNOW WHO IS THE PERFECT MURDERER? BECAUSE HE BETRAYS HIS PEOPLE AND HE DOES IT ALL FOR THE MONEY OF THE AMERICANS.

WHAT DO YOU THINK OF ISRAELI LEADERS? SHAME!! GOOD MAN! HE WORKS FOR US. WHAT WILL HAPPEN? NEVER.

AND THERE WILL NOT BE PEACE!
A BOY IN THE RAIN

I met an American-Jewish, he was an American-Irish, he had gone to Ireland, to the American High School, but his interests stayed over the years. Irish-American, he was a convert, and in fact a real religious.

He said the Stations of the Cross with the Franciscans, and said the Hebrew prayers.

And you better think of the Church.

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