

# THE CONTINUING CONFLICT AND STEPS TOWARD PEACE

In this lesson, students will address more recent events, both conflicts and peace efforts, in the region.

The primary sources focus on the First and Second Intifadas, the Declaration of Principles (Oslo Accords), the Peace Agreement between Israel and Jordan, and Israel's Disengagement from Gaza.

## Essential Questions

- What conditions are necessary for peace to be achieved?
- What role does compromise play in reaching a peace agreement?
- How does the length of a conflict impact chances for peace?

## Learning Outcomes

Students will be able to:

- Examine key moments in recent history and consider the consequences for the present.
- Identify and assess the central unresolved issues in the Arab-Israeli conflict.
- Consider the potential for peace in the future.
- Determine the meaning of words and phrases used in a text.
- Determine the central ideas or information from a primary text.

## Materials Needed

### MULTIMEDIA RESOURCES

- Adobe Spark: The Continuing Conflict and Steps Toward Peace: *Primary Sources, Key Words, and Maps*, available online

### PRIMARY SOURCES

*All of these sources are available online as pdfs or online in an interactive digital format.*

- DOCUMENT 1: Palestinian Declaration of Independence (1988)
- DOCUMENT 2: Declaration of Principles (1993), also called the Oslo Accords
- DOCUMENT 3: Treaty of Peace between Israel and Jordan (1994)
- DOCUMENT 4: Mitchell-Rudman Statement (2001)
- DOCUMENT 5: Israeli Prime Minister Sharon's Disengagement Plan (2004) and Map

### HANDOUTS

- Choose one of the following primary source analysis options:
  - National Archives Written Document Analysis Sheet
  - SOAPSTone Graphic Organizer
  - Library of Congress Primary Source Analysis Tool
- Exit Slip

## Lesson Plan

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### 1. INTRODUCTORY ACTIVITY

**Hard things:** Are there some issues that are harder to resolve than others? Have students think about their own experiences of disagreement or conflict with peers.

- In situations where friends have fought or a friendship ended, what made the issue so difficult to resolve?
- In situations where students were able to work things out, what allowed this to happen?
- In looking at the Arab-Israeli conflict, what kinds of issues do you think are the most difficult to find solutions for? Why?

### 2. UNDERSTANDING LESSON 5

If you were not able to do Lesson 4, refer to the talking points in that Lesson before beginning this one. For this Lesson, begin with the following **talking points**:

- This lesson focuses on the challenges and benefits to peace agreements and treaties.
- Sometimes talks and negotiations have successful outcomes, as in the case of Egypt and Israel and Jordan and Israel.
- At other times, reaching an agreement is much more difficult, as in the case of Israel and the Palestinians.
- Even when a “deal” is not reached, though, there can be progress. For example, in the Declaration of Principles (Oslo Accords) in 1993, Israel and the Palestine Liberation Organization (representing the Palestinians), for the first time, officially recognized each other.
- Each party in the negotiations has particular goals or objectives and these objectives often collide with each other. This also is the case for Israel and the Palestinians in their attempts to reach an agreement.
- As we work through the materials in this lesson, pay special attention to the needs/concerns that the different parties bring to the table and the kinds of compromises that each must make in the process of negotiation.

### 3. PRIMARY SOURCE ANALYSIS

Up to this point, students have been exposed to a variety of different primary analysis tools, some of which are designed specifically for the content in the Arab-Israeli Conflict & Peace Process curriculum. Others, such as the Library of Congress Primary Source Analysis Tool, can be adapted to the type of source that is being evaluated. In this lesson, ICS recommends using one of these tools again or trying out the **Written Document Analysis** form produced by the National Archives.

There are **five primary sources** in this lesson; pass out copies (or refer students to the Adobe Spark version available online) out so that each of the students is assigned to one primary source document. In a class of 30, six students would receive **DOCUMENT 1**, six would receive **DOCUMENT 2**, etc. Each student should work with his/her document using the source analysis tool you have selected for about 10-12 minutes.

When most of the students have been able to complete work on their documents, all of the DOCUMENT 1 students should form a group, and all of the DOC 2 students, etc. In groups they can confer to make sure that they've understood the document and can explain it to others.

Finally, the students should form groups of five with each student having a different document. Each student will present his/her document to the rest of the group. They should do this in the order of the documents—1, 2, 3, etc.—to get a sense of the chronology.

By the end of this exercise, students will have worked closely with one document and been exposed to the entire set.

#### 4. CONCLUSION

Have the students answer the questions on the **Exit Slip**—either orally as part of a class discussion or individually in written form.

## DOCUMENT 1: The Palestinian Declaration of Independence (1988)

*In 1987, Palestinians in the Gaza Strip and the West Bank engaged in an uprising, or intifada, against Israeli control of these territories. Palestinians attacked Israelis with improvised weapons and firearms supplied by the Palestine Liberation Organization (PLO), which organized much of the uprising. Israel tried to contain the violence, which was directed at soldiers and civilians, primarily in the territories. After 2000, this uprising became known as the first intifada. In 1988, expressing their nationalist aspirations, the Palestinians declared independence. The Intifada continued until the Oslo Accords were signed in 1993.*

### EXCERPT

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Nourished by many strains of civilizations and a multitude of cultures and finding inspiration in the texts of its spiritual and historical heritage, the Palestinian Arab people has, throughout history, continued to develop its identity in an integral unity of land and people and in the footsteps of the prophets throughout this Holy Land....

With the uprising [intifada], with the escalation of the revolutionary struggle and with the accumulation of revolutionary experience wherever the struggle is in progress, the Palestinian conjuncture reaches a sharp historical turning point. The Palestinian Arab people asserts once more its inalienable rights and its demand to exercise those rights in its Palestinian homeland.

...The Palestine National Council hereby declares, in the Name of God and on behalf of the Palestinian Arab people, the establishment of the State of Palestine in the land of Palestine with its capital at Jerusalem.

The State of Palestine shall be for Palestinians, wherever they may be therein to develop their national and cultural identity and therein to enjoy full equality of rights. Their religious and political beliefs and human dignity shall therein be safeguarded under a democratic parliamentary system....

The State of Palestine shall be an Arab State and shall be an integral part of the *Arab nation*....

**Source:** A/43/827-S/20278 of 18 November 1988. United Nations. Web.

### KEYWORDS

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**Arab nation:** a larger group comprised of the Arab nations and peoples in the Middle East, not a "nation" in the traditional sense

**Palestine Liberation Organization (PLO):** a Palestinian nationalist movement founded in 1964; Palestinian political leader Yasser Arafat (1929-2004) was chairman of the PLO from 1969-2004

## DOCUMENT 2: Declaration of Principles (1993)

*The Declaration of Principles (DOP), in the peace process that has come to be known as Oslo I, is a set of agreements signed by Israel and the Palestinian Liberation Organization (PLO) in 1993. The DOP was an interim agreement that envisioned a permanent settlement in five years, which would address remaining core issues, including: Jerusalem, refugees, settlements, security arrangements, borders, and relations and cooperation with other neighbors.*

*Along with the DOP, Israel and the PLO exchanged Letters of Mutual Recognition. For the first time, the PLO formally recognized Israel, renounced terrorism, and publicly expressed acceptance of peaceful coexistence with Israel. For its part, Israel formally recognized the PLO as the representative of the Palestinian people.*

### EXCERPT

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The Government of the State of Israel and the P.L.O. team, representing the Palestinian people, agree that it is time to put an end to decades of confrontation and conflict, recognize their mutual legitimate and political rights, and strive to live in peaceful coexistence and mutual dignity and security and achieve a just, lasting and comprehensive peace settlement and historic reconciliation through the agreed political process. Accordingly, the two sides agree to the following principles:

#### Article I: Aim of the Negotiations

The aim of the Israeli-Palestinian negotiations within the current Middle East peace process is, among other things, to establish a Palestinian Interim Self-Government Authority, the elected Council (the "Council"), for the Palestinian people in the West Bank and the Gaza Strip, for a transitional period not exceeding five years, leading to a permanent settlement based on Security Council Resolutions 242 and 338.

#### Article III: Elections

1. In order that the Palestinian people in the West Bank and Gaza Strip may govern themselves according to democratic principles, direct, free and general political elections will be held for the Council under agreed supervision and international observation, while the Palestinian police will ensure public order.

#### Article IV: Jurisdiction

Jurisdiction of the Council will cover West Bank and Gaza Strip territory, except for issues that will be negotiated in the permanent status negotiations. The two sides view the West Bank and the Gaza Strip as a single territorial unit, whose integrity will be preserved during the interim period.

#### Article V: Transitional Period and Permanent Status Negotiations

1. The five-year transitional period will begin upon the withdrawal from the Gaza Strip and Jericho area.
2. Permanent status negotiations will commence as soon as possible....
3. It is understood that these negotiations shall cover remaining issues, including: Jerusalem, refugees, settlements, security arrangements, borders, relations and cooperation with other neighbors, and other issues of common interest.

**Source:** Declaration of Principles (Oslo I, 1993). The Israeli-Palestinian Conflict: An Interactive Database, ECF. Web.

## DOCUMENT 3: Treaty of Peace between the State of Israel and the Hashemite Kingdom of Jordan (1994)

*As with the 1979 peace treaty between Egypt and Israel, the United States led a difficult but successful diplomatic process to help Jordan and Israel achieve peace. In 1994, Jordan became the second Arab nation to recognize Israel. Trade, business relations, tourism, cultural exchanges, and scientific cooperation between the two nations have increased since the agreement was signed, although at a slower pace than hoped for initially.*

### EXCERPT

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The Government of the State of Israel and the Government of the Hashemite Kingdom of Jordan...Aiming at the achievement of a just, lasting and comprehensive peace in the Middle East...Have agreed as follows:

#### Article 1: Establishment of Peace

Peace is hereby established between the State of Israel and the Hashemite Kingdom of Jordan (the "Parties") effective from the exchange of the instruments of ratification of this Treaty.

#### Article 2: General Principles

The Parties will apply between them the provisions of the Charter of the United Nations and the principles of international law governing relations among states in times of peace. In particular:

1. They recognise and will respect each other's sovereignty, territorial integrity and political independence;
2. They recognise and will respect each other's right to live in peace within secure and recognised boundaries;
3. They will develop good neighbourly relations of co-operation between them to ensure lasting security, will refrain from the threat or use of force against each other and will settle all disputes between them by peaceful means....

#### Article 5: Diplomatic and Other Bilateral Relations

1. The Parties agree to establish full diplomatic and consular relations and to exchange resident ambassadors....
2. The Parties agree that the normal relationship between them will further include economic and cultural relations.

#### Article 6: Water

With the view to achieving a comprehensive and lasting settlement of all the water problems between them:

1. The Parties agree mutually to recognise the rightful allocations of both of them in Jordan River and Yarmouk River waters and Arava/Arava ground water....
2. The parties, recognizing the necessity to find a practical, just, and agreed solution to their water problems...jointly undertake to ensure that the management and development of their water resources do not...harm the water resources of the other party;
3. The Parties recognise that their water resources are not sufficient to meet their needs....

4. The Parties agree to search for ways to alleviate water shortage and to co- operate in the following fields: development of existing and new water resources, increasing the water availability...and minimising wastage of water resources...; prevention of contamination of water resources; mutual assistance in the alleviation of water shortages; transfer of information and joint research and development in waterrelated subjects.

**Source:** The Peace Agreement between Israel and Jordan. The Israeli-Palestinian Conflict: An Interactive Database, ECF. Web.

## DOCUMENT 4: Statement of Senators Mitchell and Rudman (2001)

*In July 2000, the United States, Israel and the Palestinian Authority convened at Camp David to negotiate a final peace settlement. The Summit ended with no agreement with President Clinton ultimately blaming PLO Chairman Yasser Arafat for the failure of the talks. A few months later, in September, before he became Prime Minister, Ariel Sharon visited the Temple Mount/Haram al-Sharif, a site that is holy to Jews and Muslims. Claiming that Sharon's visit was provocative, many Palestinians began to riot and threw stones on Jews worshiping at the Western Wall below. Many Israelis claimed that Sharon's visit was a pretext for violence, that the visit had been coordinated in advance with Palestinian officials.*

*In October 2000, representatives of Egypt, Israel, Jordan, the Palestinian Authority, the United States, the United Nations, and the European Union met in Sharm al-Sheikh, Egypt, to try and quell the violence in Israel, the West Bank, and Gaza. At this Summit, a fact-finding committee was formed to investigate underlying causes to the conflict and to develop a set of recommendations to prevent their recurrence. What follows is an excerpt from a statement made by US Senators George Mitchell and Warren Rudman when the report of the committee was made public.*

### EXCERPT

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Last October [2000], leaders of the Government of Israel, the Palestinian Authority, the United Nations, the European Union, and the Governments of Egypt, Jordan, and the United States met in a summit at Sharm el-Sheikh, Egypt. They agreed that an International Committee should be formed to look into the then recent outbreak of violence between Israelis and Palestinians.

Just a few weeks ago, on our Committee's last visit to the region, leaders on both sides told us, in virtually identical words, that life has become unbearable for their people. They said that the violence has to end. But it has not ended. It has gotten worse....

We call on the Government of Israel and the Palestinian Authority to implement our recommendations:

First, end the violence. That must be the immediate aim. The cycle of violent actions and violent reaction must be broken. We call upon the parties to implement an immediate and unconditional cessation of violence. Part of the effort to end the violence must include an immediate resumption of security cooperation between the Government of Israel and the Palestinian Authority aimed at preventing violence and combating terrorism. Political leaders on both sides must act now to reduce the tension and stop the violence.

Then, rebuild confidence. The restoration of trust is essential. We recommend several steps to this end. Given the high level of hostility and mistrust, the timing and sequence of these steps are obviously crucial.

Among our recommendations are:

- The PA and GOI should resume their efforts to identify, condemn and discourage incitement in all its forms.
- The PA should make clear through concrete action to Palestinians and Israelis alike that terrorism is reprehensible and unacceptable, and that the PA will make a 100 percent effort to prevent terrorist operations and to punish perpetrators. This effort should include immediate steps to apprehend and incarcerate terrorists operating within the PA's jurisdiction.



- The GOI should freeze all settlement activity, including the "natural growth" of existing settlements.
- The GOI should ensure that the Israel Defense Force adopts and enforces policies and procedures encouraging non-lethal responses to unarmed demonstrators, with a view to minimizing casualties and friction between the two communities.
- The PA should prevent gunmen from using Palestinian populated areas to fire upon Israeli populated areas and IDF positions. This tactic places civilians on both sides at unnecessary risk....

**Source:** "Mitchell-Rudman statement on Mideast report." CNN. Cable News Network. Web.

## DOCUMENT 5: Prime Minister Ariel Sharon's Disengagement Plan (2004)

*Prime Minister Ariel Sharon (1928-2014) led Israel to unilaterally withdraw from the Gaza Strip and four West Bank settlements as part of a larger policy of "disengagement," the separation of Israel from territories envisioned for a future Palestinian state. The Gaza disengagement in 2005 was very controversial in Israel, because Israeli soldiers were required to uproot fellow citizens who wanted to remain in their homes in Gaza.*

### EXCERPT

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#### 1. General

Israel is committed to the peace process and aspires to reach an agreed resolution of the conflict on the basis of the principle of two states for two peoples, the State of Israel as the state of the Jewish people and a Palestinian state for the Palestinian people, as part of the implementation of President Bush's vision.

Israel is concerned to advance and improve the current situation. Israel has come to the conclusion that there is currently no reliable Palestinian partner with which it can make progress in a bilateral peace process. Accordingly, it has developed a plan of unilateral disengagement, based on the following considerations:

1. The stalemate dictated by the current situation is harmful. In order to break out of this stalemate, Israel is required to initiate moves not dependent on Palestinian cooperation.
2. The plan will lead to a better security situation, at least in the long term.
3. ...in any future permanent status arrangement, there will be no Israeli towns and villages in the Gaza Strip. On the other hand, it is clear that in the West Bank, there are areas which will be part of the State of Israel, including cities, towns and villages, security areas and installations, and other places of special interest to Israel.
4. The relocation from the Gaza Strip and from Northern Samaria [some of the area in the northern part of the West Bank]...will reduce friction with the Palestinian population, and carries with it the potential for improvement in the Palestinian economy and living conditions....

#### 2. Main elements

- 1) Gaza Strip:
  - a) Israel will evacuate the Gaza Strip, including all existing Israeli towns and villages, and will **redeploy** outside the Strip....
  - b) Upon completion of this process, there shall no longer be any permanent presence of Israeli security forces or Israeli civilians in the areas of Gaza Strip territory which have been evacuated.
  - c) As a result, there will be no basis for claiming that the Gaza Strip is occupied territory.
- 2) West Bank:
  - a) Israel will evacuate an Area in the Northern Samaria Area, including 4 villages and all military installations, and will redeploy outside the vacated area. Upon completion of this process, there shall no longer be any permanent presence of Israeli security forces or Israeli civilians in the Northern Samaria Area.

**Source:** Prime Minister Ariel Sharon's Gaza Disengagement Plan - Non-UN Document (16 April 2004). United Nations. Web.

## KEYWORDS

**bilateral:** two-sided, joint

**disengagement:** withdrawal, separation

**President Bush's vision:** called the Road Map to Peace, this 2003 peace plan was created by the United States, the United Nations, the European Union and Russia in consultation with Israelis and Palestinians. The plan focuses on a two state solution to the Israeli-Palestinian conflict

**redeploy:** reposition, set up

**stalemate:** deadlock, standoff

**unilateral:** one-sided



## National Archives Written Document Analysis Sheet

### Analyze a Written Document

#### Meet the document.

Type (check all that apply):

- |   |                                    |  |  |  |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter                 | <input type="checkbox"/> Speech    | <input type="checkbox"/> Patent                  | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Court document        |
| <input type="checkbox"/> Chart                  | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement           | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum            |
| <input type="checkbox"/> Report                 | <input type="checkbox"/> Email     | <input type="checkbox"/> Identification document |  | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | <input type="checkbox"/> Other     |  |  |  |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

#### Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

#### Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

#### Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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Source: [https://www.archives.gov/files/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf)

## SOAPSTone – Graphic Organizer

Title of Primary Source:		
	Close Reading	How do you know? <i>Cite specific evidence in the text.</i>
<b>SPEAKER</b>	<ul style="list-style-type: none"> <li>• <b>Who</b> is the speaker?</li> <li>• What can you tell or what do you know about the speaker that helps you understand the <b>point of view</b> expressed?</li> </ul>	
<b>OCCASION</b>	<ul style="list-style-type: none"> <li>• What is the <b>time and place</b> of the piece?</li> <li>• What is the <b>current situation</b> (that prompted the writing)?</li> <li>• Is this a political event, a celebration, an observation, or a critique?</li> <li>• Identify the <b>context of the text</b>.</li> </ul>	
<b>AUDIENCE</b>	<ul style="list-style-type: none"> <li>• Who are the readers to whom this piece is directed? It may be one person or a specific group.</li> <li>• Does the speaker specify an <b>audience</b>?</li> <li>• What assumptions exist in the text about the intended audience?</li> </ul>	
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>• What is the <b>purpose</b> behind the text? (Why did the author write it? What is his goal?)</li> <li>• What is the <b>message</b>?</li> <li>• How does the speaker <b>convey</b> this message?</li> </ul>	
<b>SUBJECT</b>	<ul style="list-style-type: none"> <li>• What <b>topic, content, and ideas</b> are included in the text?</li> <li>• State the subject in a few words or a short phrase.</li> </ul>	
<b>TONE</b>	<ul style="list-style-type: none"> <li>• What is the <b>attitude of the author</b>?</li> <li>• Is the <b>author emotional, objective, neutral, or biased</b> about this topic?</li> <li>• What types of <b>diction</b> (choice of words), <b>syntax</b> (sentence structure), and <b>imagery</b> (metaphors, similes, and other types of figurative language) help reflect the <b>tone</b>?</li> </ul>	

## TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

### OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

### REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

### QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

### FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

**Beginning**

*Have students compare two related primary source items.*

**Intermediate**

*Have students expand or alter textbook explanations of history based on primary sources they study.*

**Advanced**

*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to  
<http://www.loc.gov/teachers>*



LIBRARY OF CONGRESS | loc.gov/teachers

## QUESTION

## Exit Slip

1. Which of the documents did you find particularly interesting? Why?
2. What did you notice about the way that peace is negotiated (consider especially the Declaration of Principles and the Treaty between Israel and Jordan)? Do you notice any parallels in these documents? Significant differences?
3. Why do you think that some peace negotiations are successful and others are not?
4. What role does compromise play in the process of making agreements and achieving peaceful solutions? What kinds of compromises were made by different parties in the documents in this lesson (and in the Peace Agreement between Israel and Egypt in the previous lesson)?
5. After working through these lessons, do you think that peace is possible in the Arab-Israeli conflict? What do you think might work and why?