

LESSON PLAN

IDOE Standard: WH 6.9 Explain the origins of the modern state of Israel and the ongoing conflict with Palestine and the Arab World.

Students will be able to create a poster for a Palestinian rights rally at Monument Circle that explains the abuses against the Palestinian people.

Warm-up/Bell Ringer

- As students walk into the classroom, they have pictures from the occupied territory of Palestine on each of their desks. Students will be given a paper where they can record 3 things that they see in the picture, what they think it is a picture of, and then a question they have about the picture.
- Have students share and go over pictures with the class. Make sure to encourage students to share their predictions and questions about the pictures.
- Explain to the students that the pictures are from the occupied territories of Palestine and that they will be learning about the human rights abuses that are being committed against the Palestinian people by the Israeli government and Palestinian connection to Indianapolis.

Direct Instruction

- Explain the academic vocabulary with your students. Have your students write down the definition, put the definition in their own words, and draw a picture to help them remember each vocabulary word.

Academic Vocabulary

- Occupation
- Apartheid
- Zionism
- Palestine
- Refugee
- Nakba
- Protest

Videos to watch with your students

- Your students should answer the questions that go with each video.
- Watch a video about the [Nakba](#).
 - Ask your students: What was the Nakba?
- Watch a video about Israeli Apartheid from [Amnesty International](#) or [Al Jazeera](#).
 - What is Apartheid?
 - How are Palestinians oppressed by the Israeli government?
 - Is Israel committing Apartheid against Palestinians?

Student Independent Work

After you watch videos with your students you will hand out copies of the Indy Star Reading, Arab Indianapolis Palestine Blog Post, and then read the Amnesty International Article. Tell students that they will be learning about the experiences of Palestinian Hoosiers in the diaspora and the ways that Israel discriminates against Palestinians living in the occupied territories.

- [INDY STAR](#)
 - What was life like for Barham's family in Palestine?
 - How does Barham advocate for Palestinian rights in Indianapolis?
- [Arab Indianapolis](#)
 - What contributions have Palestinian Hoosiers made to our community?
- Abuses against Palestinians: [Amnesty International Article](#).
 - What are 3 ways that Israel denies human rights to Palestinians?

When students are done with each reading, introduce the poster creation project.

Student Assignment: Poster Creation Project

- Create protest posters that they would create to advocate for Palestinian rights if they went to a protest at Monument Circle in Indianapolis.
- The teacher should provide examples of posters used at Pro-Palestine rallies, specifically from Indianapolis rallies. Using photos from the Indianapolis Star is a good resource to use.

Criteria For Poster

- Students will create a poster as if they are going to attend a Pro-Palestine Rally at Monument Circle in Downtown Indianapolis. Students will use facts and ideas from readings, pictures, and videos from the lesson. A completed poster will include phrases and pictures that can be read from 3 feet away. All graphics are related to the topic and make it easier to understand. Students clearly used 3 ideas from readings, pictures, and video from the lesson. The poster is designed well in both layout and neatness. Color is used on the whole poster and students showed they took their time.
- Use the rubric to grade student work.
- Once all students have completed their posters, students will then participate in a gallery walk activity to look at other student work. To encourage students to engage with the posters, have them write on a sticky note, ONE thing they liked about a poster and ONE question they have.

Closing/Wrap-up

To close the activity/lesson, have the students write down THREE things they learned about Palestinians, TWO questions they have about the topic, and ONE thing they want to know more about.

Making A Poster: **Palestinian Monument Circle Protest**

Name _____ Class Period: _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	2-3 of the required elements were missing.
Labels	Phrases or pictures are clear to read with labels that can be read from at least 3 feet away.	Almost all items phrases or pictures are clear to read with labels that can be read from at least 3 feet away.	Many of the pictures or phrases on the poster are clear to read with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. Student clearly used 3 ideas from readings, pictures, and video from lesson.	Most graphics are related to the topic and most make it easier to understand. Student used 2-3 ideas from readings, pictures, and videos from lesson.	All graphics relate to the topic. Student used 1 idea from readings, pictures and videos from lesson.	Graphics do not relate to the topic and are not connected to the pictures, reading or videos from the lesson.
Attractiveness	The poster is designed well in both layout and neatness. Color is used on whole poster and student showed they took their time.	The poster is designed neatly. Color is used throughout.	The poster includes some color but it is messy.	The poster is messy and no color was used.