What’s the Deal with the Green Line on the Map of Israel?

LES S ON PLAN FOR TEEN AND ADULT EDUCATION

Introduction
Maps tell an important story about how we see the world. For many American Jews, our understanding of Israel is shaped by the maps we see on the walls of our religious school classrooms and Jewish community centers. What story have we been telling with our maps? When we close our eyes and picture Israel, what does it look like? Have we been forming a picture of Israel as it really is, or perpetuating an illusion?

The disappearance of the Green Line from our maps is a clear symptom of a larger problem. The vast majority of Jewish Americans, including our communal leaders, claim to support a two-state solution, recognizing that it is the only way to safeguard Israel’s future. Yet we often talk about and teach about Israel in a way that physically erases the Green Line, which forms the basis of that solution. When the Green Line disappears from our maps, it is also eroded from our consciousness.

The goal of this lesson plan is to help learners, 9th graders and up, understand the realities of the status quo in Israel and the Palestinian territory. Recognizing that maps play an important role in reinforcing cultural narratives and national identities for both Israelis and Palestinians, and their supporters, we’ll look at various maps of this area that reflect different hopes, aspirations, and political perspectives.

Essential Question
What is the significance of having the Green Line on our map of Israel?

Intended Audience
A group of at least 6 thoughtful learners ages 15 and above.

Goals of the Lesson
• To clarify what the Green Line signifies
• To clarify how the Green Line came into existence
• To show that two national entities both lay claim to a homeland between the Jordan River and the Mediterranean Sea
• To empower learners to understand the implications of the maps they use

Objectives
Learners will be able to:
• recognize the unwritten agenda of some of the different Israel maps that they see in their lives
• describe what the Green Line is (including where it is and why it is important)
• articulate at least two points for or against including the Green Line on the map

Learn more and watch our video at jstreet.org/greenline
Materials (SEE ACCOMPANYING HANDOUTS)

- **Maps** - the three maps should be printed in color and posted on the wall around the room
- **Text Sources for Debate Groups** - there are three different sheets and each participant gets only the one for their assigned group
  - Text Sources for Group One: Green Line Should Not Appear - Israel Only
  - Text Sources for Group Two: Green Line Should Appear - Israel and Palestinian Territory
  - Text Sources for Group Three: Green Line Should Not Appear - Palestine Only
- **All About the Green Line** handout - this can be take-home material for all learners

**Set-up**

Before lesson begins, post the three separate maps in separate places around the room with some space for a small group to gather there.

**PROCEDURE (75 MINUTES)**

**Overview**

1. **Intro and framing (5 minutes)**
2. **Map gallery walk and discussion (15 minutes)**
3. **Team debate simulation (45 minutes)**
4. **Debrief and closing (10 minutes)**

**Intro & Framing (5 minutes)**

Say: Today’s lesson is about understanding the role of maps in understanding Israel and its relationship with the Palestinian Territory. I know that Israel is an important topic for all of us. Many of us have visited there before. Some of us may have even lived there. Israel is a complex topic - and I believe that we can delve into this topic with maturity and an open mind.

I want to share with you a metaphor that may help us think about our relationship with Israel. Let’s think about a football game.

> What do the cheerleaders do when the team is doing well?

> How does this change when the team fumbles or begins to lose?

> What about fans? How do their roles change when the team is winning versus when they are losing?

Cheerleaders continue to cheer, support and enthusiastically root for the team no matter how the team is doing or how well they are playing. Fans cheer for the team too, but they also criticize the coach and the plays, debate the strategy and wrestle with their own opinions on how the game should be played.

⇒ Learn more and watch our video at jstreet.org/greenline
I want to encourage us to become fans of Israel, not just cheerleaders. Within this activity, I invite you to debate, criticize and wrestle with your own opinions, as well as to cheer on Israel, enabling you to have a nuanced view on the Israeli-Palestinian conflict.

Before beginning the activity, let’s set community guidelines. This will make it clear to all of us that is this a safe space to explore and debate the very emotional topics surrounding the Israeli-Palestinian conflict.

After reading the guidelines, ask if there are any that they want to remove or any to add. Post the guidelines in the front of the classroom.

Suggested community guidelines include:

1. We will listen closely & carefully
2. We will speak with respect & humility
3. We will share airtime
4. We will speak for ourselves, not as a representative of a group
5. We will avoid broad generalizations
6. We will ask questions out of curiosity and not to attack; don’t assume you know others’ intentions
7. We will support others in the conversation
8. We will honor confidentiality

Begin the lesson by gathering the learners and acknowledging the three maps that have been hung up around the room. No doubt some learners will have noticed and begun asking questions about them. Frame the conversation by noting that all three representations of this land are currently used by large segments of the world population who have very different views on what the land means to whom. All three maps reflect a narrative of the land that is passionately held by its adherents.

**Gallery Walk (15 minutes)**

The three maps you posted around the room represent different ideas about what national entity or entities claim the land between the Mediterranean Sea and the Jordan River:

- One shows Israel only
- One shows Palestine only
- One shows Israel and the Palestinian Territory divided by the Green Line

Everyone will get a chance to look at and discuss all three maps. Invite the learners to break up into groups by counting off “1, 2, 3” until three roughly equal groups have formed. Assign one group to gather around each map and have them discuss what they see, using these guiding questions.

**NOTE:** You might want to print out these questions as a handout near each map, or write them up.
on the board or flip chart.

1. Ask the groups to discuss the map they’re gathered around -- what do they notice about:
2. What language is used in the map?
3. What borders are drawn? What do they look like (dotted lines, colors)?
4. What notes, comments or infographics are in the key/legend?
5. What cities or areas are included or emphasized?
6. Is there a particular area on the map that is magnified?
7. What kind of map is it? (political, topographical, etc.)
8. Do you think the makers of this map had an agenda in mind? If so, what were they trying to emphasize or advocate for?

After 3 minutes, have the groups move counter-clockwise on to the next map.

After all groups have seen all three maps, bring everyone back together for reflection (5 minutes):

1. What did you notice immediately or in general about the maps?
2. What looked familiar to you?
3. What didn’t look familiar?
4. If you had more time, what would you want to learn more about?

Transition: We now have the opportunity to dig in deeper into these maps by taking on the perspectives of people who support each of the three maps…

**Debate Activity** (45 minutes)
The goal of this activity is to encourage the learners to step outside of their comfort zone by arguing for a position they may not agree with and to help facilitate an open conversation.

The learners will divide into 3 small groups (you can use the same groups from the gallery walk or reshuffle). Two groups will receive texts and condensed historical timelines reflecting the view that the Green Line should not be on maps of Israel and the Palestinian Territories -- one from the perspective that only Israel should be on the map, and the other from the perspective that only Palestine should be on the map. The remaining group will receive texts and a timeline reflecting the view that the Green Line should be on maps of Israel and the Palestinian Territory.

The question for debate is: **Should there be a green line on maps -- why or why not?**

Using the texts and timelines to inform their positions, each group will do the following:

- 15 minutes of prep, then debate begins
- 2 minute opening argument for each group (6 mins total)
- 15-20 minutes of debate, with the debate moderator using the questions below
- 1 minute closing statement for each group (3 mins total)

Each person in the group should have a role.

⇒ Learn more and watch our video at jstreet.org/greenline
Group 1: Why the Green Line should not be on the map - the land between the Jordan River and Mediterranean Sea should appear as Israel

Hand out to learners the **Text Sources for Group One**

Additional background sources for educator:
- *Annexation plan sparks threat to topple Israel government*, Bloomberg Business, 6/9/2014

Group 2: Why the Green Line should be on the map - the land between the Jordan River and Mediterranean Sea should be labeled separately as Israel and the Palestinian Territory

Hand out to learners the **Text Sources for Group Two**

Additional background sources for educator:
- *Why Do Jewish Camps Erase the Green Line on Israel Maps?*, Forward, 6/30/2015
- *Borderline Views: Putting the Green Line on the Map*, Jerusalem Post, 2/24/2014

Group 3: Why the Green Line should not be on the map - the land between the Jordan River and Mediterranean Sea should appear as Palestine

Hand out to learners the **Text Sources for Group Three**

Additional background sources for educator:
- *Israel and Palestinians Need a One-State Solution*, Al Jazeera, 1/6/2015

**Debate Moderator Questions:**

1. What is the basis of your argument (what documents are you basing your argument on)?
2. How has your historical timeline affected your current belief about whether the Green Line should be on the map?
3. What would your preferred map look like?
4. What are the implications of your proposed map - politically (is it a democracy?), geographically, religiously (role of religion)?

⇒ Learn more and watch our video at jstreet.org/greenline
Debrief and Closing (10 minutes)

Discussion Questions:

1. Why do you think we spent today talking about the Green Line?
2. In your own words, what is the Green Line?
3. Why do you think the Green Line is so important?
4. Why do you think we need to have one map that the entire world recognizes?
5. What was it like to advocate for the Green Line to be included in maps? OR What was it like to advocate to not include the Green Line in the maps?
6. Based on everything you’ve seen and heard today (from the gallery walk and the debate), can you share one new idea you’ve learned?
7. Why do you think having accurate maps in our classroom is important?
8. How would you explain this to your parents or to your friends?
9. Where else do you think we need Green Line maps? How would you go about getting them there?

At the end of the debate, close out the lesson:

- Everyone did a great job in these discussions and was very thoughtful. Let’s acknowledge that this is a complex and emotional issue and that there are many compelling arguments.
- I want to encourage us all to recognize, as supporters of Israel, that if we want Israel to be Jewish and democratic, we need a two-state solution, and the Green Line reminds us of that.
- I’m happy to talk with any of you more about these complex and tough issues.

Show the Green Line video at jstreet.org/greenline

Distribute the All About the Green Line handout and thank everyone for participating. Encourage them to discuss what they learned today with family and friends.
All About the Green Line

**WHAT IS THE GREEN LINE?**

- Named for the green marker that was used to draw it on the map
- The Green Line was the original armistice line of the 1948 Arab-Israeli War
  - It marked Israel’s borders (78% of British Mandate Palestine) for the first 18 years of Israel’s existence
- In 1967, it became the line separating Israel from the territory captured in the Six Day War:
  - The West Bank and East Jerusalem from Jordan
  - The Gaza Strip from Egypt
  - The Golan Heights from Syria
- These territories are viewed by the international community as being under “military occupation,” although their status is more complicated within Israel
  - Israel annexed East Jerusalem in 1967 and the Golan Heights in 1980 and withdrew from Gaza in 2005
  - Israel considers the West Bank to be “disputed territory.” The 1995 Oslo II Accords gave the IDF temporary authority over most of the area and limited autonomy to the Palestinian Authority in Palestinian population centers

**WHY DOES THE GREEN LINE MATTER?**

- The Green Line will likely be the basis for any border between Israel and a future Palestinian state, modified by agreed-upon land swaps
  - The US, European Union and the Arab League support negotiations for a two-state solution based on the Green Line with land swaps
  - The Palestine Liberation Organization (PLO) recognized Israel’s right to exist with the Green Line in 1988
- All past negotiations over the future Israeli-Palestinian border have been based on the Green Line with land swaps
  - However the current coalition, led by Prime Minister Netanyahu rejects the Green Line as “indefensible,” stressing the need for long-term military presence in the West Bank and permanent control over Israeli settlements and East Jerusalem

→ Learn more and watch our video at jstreet.org/greenline
HOW IS ISRAEL BLURRING THE GREEN LINE?

- Most Israelis cross the Green Line in the West Bank or East Jerusalem without ever realizing that they left Israel and entered occupied territory.
- Since 1967, Israel has politically and economically encouraged Jewish settlement over the Green Line.
  > This is considered illegal according to Article 49 of the Geneva Convention.
  > Today's settler population is now 400,000 — most living in cities with tens of thousands of residents.
- Over three-quarters of Israeli maps lack any distinction between Israeli and Palestinian maps.
  > In 1977, Housing Minister David Levy removed the Green Line from official Israel maps.
  > The Knesset rejected an effort in 2007 to return the Green Line to Israeli textbooks.

HOW IS LIFE DIFFERENT OVER THE GREEN LINE?

- Israeli settlements act as enclaves of Israeli sovereignty within the West Bank.
  > Jewish residents can vote, receive public funding and benefits, and enjoy all other rights afforded to Israelis living within Israel proper.
- Palestinians in the West Bank do not live under democracy, rather they are subject to Israeli military law.
  > Palestinians in the West Bank cannot vote in Israeli elections or obtain Israeli citizenship, but they may be tried and sentenced by Israeli military courts.
- The Israeli military limits freedom of movement for Palestinians in the West Bank, with mandatory security checkpoints and restricted access to land and roads under military control.
- Israel also controls tax collection, access to electricity, water and other utilities.

HOW IS THE GREEN LINE BEING BLURRED IN THE AMERICAN JEWISH COMMUNITY?

- While some Jewish institutions use maps with the Green Line, the vast majority—including synagogues and Hebrew schools—use maps with no Green Line, thereby failing to make a distinction between pre-1967 Israel and the occupied West Bank.
  > This is just one example of how the Green Line is being erased from the Jewish communal consciousness.
- Another example is many Jewish organizations’ lack of clear funding policies that distinguish between Israel and the Palestinian Territory.
- Blurring the Green Line damages the prospects for peace and a two-state resolution.
  > By recognizing the Green Line, we are moving the two-state solution back to the forefront of our communal conversation. We are showing our community what a secure, Jewish and democratic Israel looks like and stressing the importance of a two-state solution in realizing it.
  > In the words of Theodore Herzl: “If you will it, it is no dream.”

Israelis and Americans have a responsibility to remember the Green Line.

Learn more and watch our video at jstreet.org/greenline
From the Torah

On that day the LORD made a covenant with Abram, saying, “To your descendants I have given this land, From the river of Egypt as far as the great river, the river Euphrates” (Genesis 15:18)

I will give to you and to your descendants after you, the land of your sojournings, all the land of Canaan, for an everlasting possession; and I will be their God. (Genesis 17:8)

Rabbi Tzvi Yehuda Kook, Yom Ha’atzmaut 1967

(Rabbi Tzvi Yehuda Kook was the son of Rabbi Abraham Isaac Kook, Chief Ashkenazi Rabbi in Mandate Palestine. His teachings partially inform the modern religious settlement movement in the West Bank. Many of his ideological followers in the Religious Zionist movement settled there.)

I could not make peace with what was done [in 1948], with the horrible news [of partition], that God’s words from the prophecy in the Twelve Prophets: My land was divided was coming true….Where is our Hebron? Are we forgetting it? And where is our Nablus? Are we forgetting it? And where is our Jericho? Are we forgetting it? And where is our east side of the Jordan? Where is every lump and chunk? Every bit and piece of the four cubits of God’s land? Is it up to us to give up any millimeter of it? God forbid! In the state of shock that took over my body, completely bruised and torn to pieces – I could not rejoice then.

Thinking About King Solomon and the Baby

(Eyal Megged, “Thinking About the Solomonic Trial” Makor Rishon newspaper Dec. 15, 2006. Eyal Megged is an Israeli poet and novelist. Here he is referring to the famous story of King Solomon and the two women who are fighting over the same baby.)

The instruction that the Education Minister recently issued – to imprint the Green Line on all maps of Israel – has consequences that stray greatly from the political arguments and political stances. I am compelled to agree with the Sokolov prize winner Uzi Benziman, who wrote this week in Haaretz, that the Green Line is not only a temporary marker whose time has passed, rather a real border, and all of the mentality of this State sees it that way.

At the moment, I ask to pay attention to one specific aspect, which is critical, of the minister’s instruction. One could simply call this “Shlomo’s trial.” One can summarize in one sentence, as fitting as an acrimonious mythological verdict: Whoever is willing to split the baby in half, means that the baby is not theirs.

TIMELINE - ISRAEL ONLY PERSPECTIVE

c1200-1020 BCE: Israelite conquest of Canaan, strengthening Jewish biblical claim to the land.

66-70 CE: Great Revolt against Rome, ending in the destruction of the Second Temple in 70 CE and Jewish exile into the diaspora. A small minority of Jews, however, remain in the Holy Land.

1882-1902: First Aliyah, the first wave of Jewish immigrants return to Palestine.

1896: Theodor Herzl leads the establishment of Zionism, a nationalist movement to create a Jewish homeland in the Holy Land, as a safe haven from anti-semitism and persecution.

1917: The Balfour Declaration, a letter sent by British Foreign Secretary Arthur James Balfour to Baron de Rothschild,
pledges British support for the establishment of a Jewish homeland in Palestine.

1920s and 1930s: Violent clashes begin, as Jews continued to immigrate to Palestine, Zionist-Arab antagonism boiled over into violent clashes among Jews, the Palestinians, and the British Police.

1920-1948: Mandatory Palestine, the British Mandate for Palestine transfers power from military rule to civil rule. The British rule continues to face resistance from both Palestinian and Jewish forces.

1937: Partition plan emerges, Britain recommended partitioning the land into a Jewish state and an Arab one. Palestinian and Arab representatives rejected this and demanded an end to immigration and the safeguarding of a single unified state with protection of minority rights.

1941-1945: The Holocaust, the state-sponsored and systematic genocide of six million European Jews, carried out by Nazi Germany and led by Adolf Hitler.

1947: UN Resolution 181, partitions Palestine into two states: Arab and Jewish.

1948, May 15: Yom Ha’atzma’ut, the War of Independence begins. After declaring its independence, five Arab armies from Jordan, Egypt, Lebanon, Syria, and Iraq immediately invaded Israel, but the tiny Jewish forces held their ground, repelling all of the Arab armies. By defending its sovereignty, Israel gained about 50% more territory than was originally allotted to it by the UN Partition Plan. Armistice Lines are agreed upon and the Green Line is drawn.

1967, June 5: The Six-Day War, Israel wins a defensive war against Egyptian, Jordanian, and Syrian forces. The Israeli forces swiftly defeat the Arab armies in only six days, and as a result of this war, Israel gains control of the West Bank, Gaza, Sinai, and the Golan Heights.

1972: Munich massacre, Palestinian terrorists belonging to the Black September organization take hostage nine Israeli athletes, coaches, and officials. All of the Israelis taken hostage are killed.

1973, October: Yom Kippur War, a surprise attack by Egypt and Syria on the Jewish Day of Atonement. Israel succeeds in pushing back the Syrian and Egyptian armies.

1987: The Intifada, or “shaking off” begins—a collective uprising by Palestinians in the West Bank and Gaza. This first Intifada— involving demonstrations, rock-throwing, strikes, a boycott of Israeli goods and general unrest in the Palestinian territories—continues for six years. The Israelis responded with measures such as travel restrictions, closures of schools and universities, and mass arrests.

1996: Suicide bombings, conflict returns early in 1996 with suicide bombs carried out by Hamas, and Israel bombarding Lebanon. Despite this and previous skepticism about the peace process, Netanyahu, under increasing US pressure, handed over 80% of Hebron in January 1997 and signed the Wye River Memorandum on 23 October 1998 outlining further withdrawals from the West Bank.

2000: The Second Intifada, known as the “Al-Aqsa Intifada”, begins. Ariel Sharon’s visit to the Temple Mount/Haram al-Sharif serves as the trigger event for an outburst of violence. Israel responds by building the security fence.

2005: Disengagement from Gaza, the completion of Israel’s unilateral disengagement plan, where Israel removes all Jewish settlements, many Bedouin communities, and military equipment from the Gaza Strip. Although there is no permanent Israeli presence or jurisdiction in Gaza anymore, Israel retains control of airspace, borders and ports. Since the disengagement, Palestinian militant groups have used the territory as a staging ground from which to launch rocket attacks and build underground tunnels into Israel.

2006, June 25: Gilad Shalit kidnapped, after crossing the border from the Gaza Strip into Israel, Palestinian militants attack an Israeli army post. The militants kidnapped Gilad Shalit, killed two IDF soldiers and wounded four others. Israel then launches Operation Summer Rain, its first major ground operation in the Gaza Strip since disengaging the year before.
Leviticus 19:34
כְּאֶזְרָח מִכֶּם יִהְיֶה לָכֶם הַגֵּר הַגָּר אִתְּכֶם, וְאָהַבְתָּ לוֹ כָּמוֹךָ—כִּי-גֵריִם הֱייִתֶם, בְּאֶרֶץ מִצְרָיִם: אֲנִי, יְהוָה אֱלֹהֵיכֶם.
The stranger who resides with you shall be to you as the citizen among you; you shall love the stranger as yourself, for you were strangers in the land of Egypt: I am the Lord your God.

Declaration of the Establishment of the State of Israel
(On May 14, 1948, Israel’s independence was proclaimed by David Ben-Gurion, Executive Head of the World Zionist Organization, following a United Nations General Assembly resolution in November 1947 supporting a Partition Plan for Palestine.)

This recognition by the United Nations of the right of the Jewish people to establish their State is irrevocable. This right is the natural right of the Jewish people to be masters of their own fate, like all other nations, in their own sovereign State….

THE STATE OF ISRAEL will be open for Jewish immigration and for the Ingathering of the Exiles; it will foster the development of the country for the benefit of all its inhabitants; it will be based on freedom, justice and peace as envisaged by the prophets of Israel; it will ensure complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex; it will guarantee freedom of religion, conscience, language, education and culture; it will safeguard the Holy Places of all religions; and it will be faithful to the principles of the Charter of the United Nations…. WE EXTEND our hand to all neighbouring states and their peoples in an offer of peace and good neighbourliness, and appeal to them to establish bonds of cooperation and mutual help with the sovereign Jewish people settled in its own land. The State of Israel is prepared to do its share in a common effort for the advancement of the entire Middle East.

Position Paper, Negotiation Affairs Department of the Palestine Liberation Organization
(May 2010. The Palestine Liberation Organization (PLO) was established in 1964 and is recognized as the official representative body of the Palestinian national movement.)

In an historic compromise made in the interest of peace, the Palestine Liberation Organization (PLO), in 1988, recognized Israel on 78 percent of the territory of historic Palestine. Palestinians thereby confined their pursuit of statehood to the remaining 22 percent of historic Palestine that Israel occupied in June 1967 and continues to occupy to this day. This area is substantially less than the area designated for a Palestinian state under the Partition Plan in United Nations General Assembly Resolution 181 (1947).

The PLO’s compromise was, and continues to be, a painful and controversial one for all Palestinians, all the more so because its significance continues to be largely overlooked by Israel and, to a lesser degree, discounted by the international community. It must be understood that this historic compromise, more than anything else, informs Palestinian views of what a just and acceptable peace agreement will look like. The 1967 line exemplifies this historic compromise… The 1967 line marks the division of Israel’s territory from the occupied Palestinian territory and the future state of Palestine.

Parable of the Drowning Person Who Grabs a Raft, Amos Oz
(Under This Blazing Light, 1979; Amos Oz is an Israeli writer, novelist, journalist and intellectual.)

I commit myself to a severe, remorseless distinction between the inner motives of the return to Zion and its justification to others. The age-old longings are a motive, but not a justification.…. The Zionist enterprise has no other objective justification than the right of a drowning man to grasp the only plank that can save him. And that is justification enough. (Here I must anticipate something I shall return to later: there is a vast moral difference between the drowning man who grasps a plank and makes room for himself by pushing the others who are sitting on it to one side, even by force, and the drowning man who grabs the whole plank for himself and pushes the others into the sea. This is the moral argument that lies behind our repeated agreement in principle to the partition of the Land. This is the difference between making Jaffa and Nazareth Jewish, and making Ramallah and Nablus Jewish.)
TIMELINE - JOINT PERSPECTIVE

1882-1902: First Aliyah, the first wave of Jewish immigrants to Palestine. Palestine is under Ottoman control and has been in Muslim hands since 634 CE.

1916: Sykes–Picot Agreement, the UK and France promised Arab control over Palestine.

1917: The Balfour Declaration, a letter sent by British Foreign Secretary Arthur James Balfour to Baron de Rothschild, pledges British support for the establishment of a Jewish homeland in Palestine.

1920s and 1930s: Violent clashes begin, as Jews continued to immigrate to Palestine, Zionist-Arab antagonism boiled over into violent clashes among Jews, the Palestinians, and the British Police.

1937: Partition plan emerges. Britain recommended partitioning the land into a Jewish state and an Arab one. Palestinian and Arab representatives rejected this and demanded an end to immigration and the safeguarding of a single unified state with protection of minority rights.

1939-1945: World War II, the Palestinians side with the Nazis and the Jews are persecuted by the Nazis in the Holocaust. Six million Jews are killed. Following WWII, many refugees seek to immigrate to Palestine.

1947: UN Resolution 181, partitions Palestine into two states: Arab and Jewish.

1948, May 15: Declaration of the State of Israel, beginning of the War, which marks, for Israelis, their independence, “Yom Ha’atzma’ut,” and for Palestinians – their Catastrophe, “Al-Nakba.” Israel fought against the five invading Arab armies, and gained about 50% more territory than was originally allotted to it by the UN Partition Plan. The war created over 780,000 Palestinian refugees who fled or were evicted from Jewish held areas.

1949: Armistice Lines are agreed upon. Gaza is under Egyptian control and The West Bank is under Jordanian control. The Green Line is drawn, which will become the basis for any future peace agreement.

1967, June 5: 1967 War, in response to Egyptian, Jordanian, and Syrian forces amassing infantry against the Israeli borders, Israel launches a preemptive strike on the Arab armies. Israel gains control of the West Bank and Gaza Strip, which were previously under Jordanian and Egyptian rule, respectively. Palestinians are now under Israel’s military control. During the war, approximately 300,000 Palestinian refugees are displaced from the West Bank and Gaza.

1967: Israel annexes East Jerusalem, the Golan Heights and begins building settlements in Gaza, the Sinai and the West Bank.

1987: The Intifada, or “shaking off” begins—a collective uprising by Palestinians in the West Bank and Gaza. This first Intifada—involving demonstrations, rock-throwing, strikes, a boycott of Israeli goods and general unrest in the Palestinian territories—continues for six years. The Israelis responded with measures such as travel restrictions, closures of schools and universities, and mass arrests.

1993: The Oslo Accords, a set of agreements between the government of Israel and the Palestine Liberation Organization (PLO), marking the start of a peace process aimed at achieving a final-status resolution to the Israeli-Palestinian conflict. A number of negotiations have followed, but none yet have reached a two-state solution.

2000: The Second Intifada, known as the “Al-Aqsa Intifada,” begins. Ariel Sharon’s visit to the Temple Mount/Haram al-Sharif serves as the trigger event, though the growing disillusionment with the peace process and the harsh daily realities are the underlying reasons for this outburst of violence.


2005: Disengagement from Gaza, the completion of Israel’s unilateral disengagement plan. Although there is no permanent Israeli presence or jurisdiction in Gaza, Israel retains control of airspace, borders and ports. Since the disengagement, Palestinian militant groups have used the territory as a staging ground from which to launch rocket attacks and build underground tunnels into Israel.
**Islamic Hadith**

(Hadith are the collections of the reports claiming to quote what the prophet Muhammad said verbatim. Circa 8th century CE)

Zaid Ibn Thabit reports that the Prophet said, “How blessed is Al-Sham [Syria]!” The Companions asked, “Why is that?” The Messenger replied, “I see the Angels of Allah [God] spreading their wings over Al-Sham [Syria].” Ibn Abbas added, “And the Prophets lived therein. There is not a single inch in Al-Quds [Jerusalem] where a Prophet has not prayed or an Angel not stood”. The Prophet Mohammed said, “Allah has blessed what lies between Al-‘Arish [in Egypt] and the Euphrates and has made Palestine particularly Holy.’

**Hamas Minister Khaled Mashal, Gaza Speech 2012**

(Since 2004, Khaled Mashal has been the leader of the Islamic Palestinian organization Hamas, which controls the Gaza Strip and which the US, EU, Israel, and other countries regard as a terrorist organization.)

First of all, Palestine – from the [Jordan] River to the [Mediterranean] Sea, from its north to its south – is our land, our right, and our homeland. There will be no relinquishing or forsaking even an inch or small part of it. Second, Palestine was, continues to be, and will remain Arab and Islamic. It belongs to the Arab and the Islamic world. Palestine belongs to us and to nobody else. This is the Palestine which we know and in which we believe. Third, since Palestine belongs to us, and is the land of Arabism and Islam, we must never recognize the legitimacy of the Israeli occupation of it. The occupation is illegitimate, and therefore, Israel is illegitimate, and will remain so throughout the passage of time. Palestine belongs to us, not to the Zionists.

The unity of Palestinian land refers to Gaza, the West Bank, and the land within the 1948 borders. That is the land of Palestine – it is all Palestine, every part of it is Palestine.

No part of it will be separated from the other parts. Anyone who believes that Gaza can be kept far from the West Bank is delusional. Gaza, the West Bank, and the land within the 1948 borders are all beloved parts of the great Palestinian homeland. The West Bank is inseparable from Gaza, Gaza is inseparable from the West Bank, and they are both inseparable from Haifa, Jaffa, Beersheba… and Safed.

**Mission Statement from Neturei Karta**

(Neturei Karta is a Jewish religious group, dating back to 1938, which opposes Zionism and calls for a dismantling of the State of Israel, in the belief that Jews are forbidden to have their own state until the coming of the Jewish Messiah.)

We seek the return of all Palestinian refugees to their rightful land. We seek to live in the land of Palestine as anti Zionist Jews. To reside as loyal and peaceful Palestinian citizens, in peace and harmony with our Muslim Brethren. Just as our ancestors lived in Palestine for centuries before the usurpations of this tragic century.

**TIMELINE - PALESTINE ONLY PERSPECTIVE**

634 CE: Palestine is conquered by the Islamic Empire after the Battle of Yarmouk, majority of the population eventually converts to Islam.

691 CE: Dome of the Rock, built by Caliph Abd el-Malik on the site of where Mohammed ascended to heaven.

1516: The Ottomans capture Palestine, the population remains mostly Muslim, with other religious minorities.

1916: Sykes–Picot Agreement, the UK and France promised Arab control over Palestine.
1922: The British are formally awarded the mandate to govern the region after the success of the Sinai and Palestine campaign beginning in 1915. The Ottoman Empire collapses after World War I.

1920s and 1930s: Violent clashes begin, as Jews continued to immigrate to Palestine, Zionist-Arab antagonism boiled over into violent clashes among Jews, the Palestinians, and the British Police.

1937: Partition plan emerges, Britain recommended partitioning the land into a Jewish state and an Arab one. Palestinian and Arab representatives rejected this and demanded an end to immigration and the safeguarding of a single unified state with protection of minority rights.

1939-1945: World War II, The Palestinian Arabs align themselves with the Nazis against the British.

1947: UN Resolution 181, partitions Palestine into two states: Arab and Jewish.

1948, May 15: Al-Nakba, the 1948 Arab-Israeli War begins, resulting in the Catastrophe. Jewish forces conquer 100 Arab villages, massacre over 100 civilian Palestinians at the village, Deir Yassin. The war results in the expulsion of over 780,000 Palestinians from their homes.

1949: Armistice Lines are agreed upon. Gaza is under Egyptian control and The West Bank is under Jordanian control. The Green Line is drawn.

1967, June 5: an-Naksa, the Setback refers to the displacement of about 300,000 Palestinians from the West Bank and Gaza, as a result of the 1967 War. Many Palestinians became refugees for the second time. From this point on, Palestinian in the West Bank are subjected to Israeli military occupation.

1967: Israel annexes East Jerusalem, the Golan Heights and begins building settlements in Gaza, the Sinai and the West Bank.

1987: The Intifada, or “shaking off” begins—a collective uprising by Palestinians in the West Bank and Gaza. This first Intifada—involving demonstrations, rock-throwing, strikes, a boycott of Israeli goods and general unrest in the Palestinian territories—continues for six years. The Israelis responded with measures such as travel restrictions, closures of schools and universities, and mass arrests.

1994, Feb. 25: Cave of the Patriarchs massacre, Israeli settler, Baruch Goldstein, kills 29 unarmed Palestinians praying in the Ibrahim Mosque. The massacre incites riots and protests throughout the West Bank, resulting in the deaths of 19 Palestinians at the hands of the IDF.


2000: The Second Intifada, known as the “Al-Aqsa Intifada”, begins. Ariel Sharon’s visit to the Temple Mount/Haram al-Sharif serves as the trigger event, though the growing disillusionment with the peace process and the harsh daily realities are the underlying reasons for this outburst of violence.


2003: Nonviolent resistance in Budrus, Palestinians living in the West Bank village, Budrus, begin a ten-month nonviolent struggle to prevent the Separation Barrier from running through their village, destroying their olive groves and cemetery. Eventually, the resistance in Budrus succeeds in rerouting the Separation Barrier and in preventing the destruction and isolation of their village.

2012: Palestine becomes a non-member observer state of the UN. Despite getting the sought-after recognition, the West Bank and East Jerusalem remain occupied by Israel.