

Another Story Heard



A Bibliography of Resources About Palestinians For Children and Youth

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Introduction

The Bibliography is intended to expand our points of view on the lives and experiences of Palestinians in Israel/Palestine post-1948 among children and youth. Stories about Palestinians have not been heard or studied often in classrooms, churches, synagogues, and community settings in the United States. It is our hope that this Bibliography will contribute to the growing movement to challenge those omissions. The compilation has depended on volunteers who gathered materials and then offered their insights on each resource. As they did their work, a few of these volunteers shared some insights on their own experiences with unheard stories:

- *I remember enrolling in a “World History or Literature” course only to find, in retrospect, that the course wasn’t about the world, but was really focused on Europe and excluded places like South America, Africa or Asia.*
- *I took a variety of music courses in middle and high school and only later realized that all the composers we studied were men!*
- *I grew up in the South and am horrified to say that I never learned about lynchings in the South from any of the American history books we used.*
- *I know many of us learned about the “discovery” of America by Christopher Columbus without ever exploring the impact on the dispossessed native peoples who were already in this country.*

These experiences confirm that there are untold stories and unheard voices in the accounts we learned about our world, our history and our current context. When we acknowledge the gaps in our perspectives, we have the opportunity to examine what we thought we knew. This Bibliography is not intended to be exhaustive, definitive or complete. The resources do however address potential gaps in our understanding of Israel/Palestine in our contemporary world – a world that includes United Nations resolutions and the United Nations Convention on the Rights of the Child, the Geneva

Conventions, Amnesty International, Adalah, B'tselem and Human Rights Watch. Ours is a world, in other words, in which justice and human dignity is acknowledged as a struggle that matters to millions. These resources deserve to be part of that discourse for the next generation.

The Bibliography includes picture books for the very young, chapter books for elementary and middle school children, novels, memoirs, graphic novels for high school youth, as well as curriculum materials for parents and teachers. It also includes selected videos and films that are appropriate for children and/or youth, prekindergarten through high school. The list was carefully constructed after each resource was read and reviewed by at least one volunteer who expressed a commitment to this project. The volunteers were educators, church and synagogue members, and members of peace and justice organizations. We hope that our audience includes families, clergy, rabbis, imams and their congregations as well as youth groups, Sunday School teachers, secular teachers and students in schools. We invite peace and justice organizations to explore how they may use these resources with children and youth and share them with their stakeholders and communities. We hope that this list will grow as we add more rich and compelling resources to the more than 70 provided here.

Each entry provides a descriptive overview of the content, format, length, and general age category for the resource. It then offers a brief assessment and how the material might be used. Writer Anne LaMott says that stories are flashlights. We hope that these stories shed some light and engage future generations in their own stories of hope, dignity and peace.

How to Use This Bibliography

We realize there is a range of readers who will see this list of resources. Entries will suggest ways in which the resource might be used, but we know that you will develop your own ways to learn from and share these materials. Here are a few ideas to get you started.

How can you use this Bibliography...

If you are a leader or teacher in a mosque, church or synagogue?

- Add at least one of these resources to your church, mosque or synagogue library each month for the next year.
- Plan an education series using films from this list at your church, mosque or synagogue.
- Invite participants from other faith traditions to read and discuss these materials.
- Engage youth groups, senior high fellowship groups in the graphic novels and follow up with brainstorming ways to participate in meaningful peace actions in your community.
- Set up buddy viewing or reading, with middle and high school youth and elementary age youth.
- Have intergenerational events at your church in which young people, parents and seniors view, read and discuss selected films or book excerpts.
- Hold a poetry slam for young people in which they hear the poetry of Palestine and read their own poetry.

If you are a parent or grandparent?

- Read or view selections with your child or young person.
- Integrate books such as *P is for Palestine* into your child's library of alphabet books.
- Organize a parent book club focused on selected novels or memoirs.
- Encourage your faith community to explore the stories of Palestine.
- Encourage your child's school to purchase and use meaningful stories of Palestine in their library and curriculum.

If you are a member or leader of a peace and justice organization?

- Make the list available to others in your organization.
- Encourage strategic planning to engage young people with respect to your organization's mission, using selected resources to support you.
- Start an "education" subgroup in your organization.
- Invite youth participation on boards and initiatives.
- Disseminate this list to partner organizations in your area.

We would love to hear how and when you have used resources from this list. Such feedback will be very valuable to others. Email us at Anotherstoryheard@gmail.com to share your thoughts, experiences, and suggestions with us.

BOOKS

Please visit these sites for ideas on how to support **independent bookstores** through **online and local purchases**.

<https://www.makeuseof.com/tag/amazon-alternatives-buying-books/>

<http://www.socialbrite.org/2011/01/31/better-book-buying-10-socially-conscious-online-bookstores/>



Elementary School

Christina Goes to the Holy Land by Maria C. Khoury, Ed.D. 2003. 27 pages plus notes for parents, map and a vocabulary list.

This intermediate/upper elementary reader is from a Christian perspective. Each Holy Land site Christina visits is portrayed in a page of text and a full-page illustration. Each illustration incorporates a Bible verse, connecting Christina's story to the Biblical narrative. She visits Nazareth, Bethlehem, the Jordan River, Jericho, Cana, and Jerusalem. The book includes a map, inviting readers to follow Christina as she traces Jesus' life on her trip. Christina concludes that she will tell everyone about this "special and sacred place." This book has great potential for inclusion in church libraries and church school curricula.

One City, Two Brothers by Chris Smith. Illustrations by Aurelia Fronty. 2007. 32 pages.

A folktale heard in synagogues, mosques and churches across the Near East and beyond, the story of how the city of Jerusalem came to be has been passed along for hundreds

of years. The text and beautiful illustrations remind children of all ages about the power of sharing and community while introducing the city of Jerusalem to today's young people. It is especially useful in faith communities as King Solomon tells the story.

P is for Palestine: A Palestine Alphabet Book by Golbarg Bashi, Illustrator Golrokh Nafisi. 2017. 56 pages.

This is a typical alphabet book with a word familiar to Palestinians for each letter of the English alphabet introduced in a short phrase accompanied by a colorful illustration. Example: "A is for Arabic, my tongue, a language that's the 4th biggest ever sung!" Words for each letter include holidays (Christmas and Eid), places (Bethlehem, Nazareth), clothing (kuffiya), food (olives, oranges), some of which will be new to English speaking, non-Arabic children in the U.S. The book is colorful and happy. The faces have wide eyes that invite children to discuss what in each picture... and learn the English alphabet. Illustrations include children on each page. The words are fun to say (S is for Souk). The fact that these are Arabic words matched to the English alphabet invites engagement across cultures. Letters can be learned – or picture narratives can be created. A definite recommendation for libraries and homes and an excellent positive introduction to Palestinian culture. A second book is due to be released in 2019, titled *Counting up the Olive Tree: A Palestine Number Book*. www.ddrbashi.com/books

Sitti's Secrets by Naomi Shihab Nye, illustrated by Nancy Carpenter. 1994/1997. 30 pages.

This picture book designed for reading with or to 5 – 8 year olds is told by a little girl named Mona whose "Sitti", which means "Grandmother" lives "on the other side of the earth." She visits her Sitti in Palestine where her Grandmother calls her "Habibi"/Darling and speaks Arabic. She learns much during her visit about her father's homeland and about family. When she comes home, she writes a letter to the President, telling him, "If the people of the United States could meet Sitti, they'd like her, for sure. You'd like her too." The illustrations in this book are colorful and lush and the language is warm and inviting. Shihab Nye, author of many books for young people and adults, dedicates this book to her Sitti, still alive at 105 at the book's publication, "and all grandmothers everywhere who give our lives gravity and light."



Snow in Jerusalem, by Deborah da Costa, illustrated by Ying-Hwa Hu and Cornelius Wright. 2008. 32 pages.

- Avi and Hamudi are two boys who live in Jerusalem's Old City—Hamudi in the Muslim Quarter and Avi in the Jewish Quarter. To each boy, the other's neighborhood is an alien land. And although neither boy knows it, both are caring for the same beautiful white stray cat. One day the boys follow the cat as she travels the winding streets and crosses the boundaries between the city's quarters while snow falls. Kirkus Review writes: "Full-bleed watercolor illustrations really convey the mood and places of the ancient city." The School Library Journal notes that the endpapers "which depicting the Dome of the Rock and the Wailing Wall practically touching, are quite effective." This is a gorgeous picture books for ages 4 – 8 and is a compelling introduction to sharing a community across cultures.

The Boy and the Wall, written and illustrated by youths at the Lajee Centre in the Aida Refugee Camp on the West Bank. n.d. 28 pages.

This book is unique in that it was collectively written and illustrated by youths at a refugee camp just outside of Bethlehem. It will interest children from 5 – 8 years old and is written in both English and Arabic. Although the concept of the wall may not be immediately understandable, the general theme of the book about a boy who is dreaming what he could be when he grows up is universal. His dreams all focus on what he could do to "help his community overcome the wall". The collage paper-cut illustrations done by the children are a real asset to the book. They could tell a story without the written text. With older children, the book could open a relevant and current conversation about refugees and refugee camps.



Tunjur! Tunjur! Tunjur! A Palestinian Folktale by Ibrahim Muhawi and Sharif Kanaana, retold by Margaret Read MacDonald, illustrated by Alik Arzoumanian. 2012. 30 pages.

This is a picture book with engaging illustrations and a lively narrative that is meant to be read aloud. It is a moral story about the dangers of stealing, with a protagonist who is a little pot come to life and who takes off on adventures that involve robbing townspeople and royalty. The little pot's world expands as she leaves her mother's home and goes to the market and the palace. These places have a fairy tale quality but the illustrations place them in a Middle Eastern setting. The author's note in the back of the book explains how the story was collected in Galilee.

Middle School

A Little Piece of Ground by Elizabeth Laird. 2003/2006. 216 pages.

The book is authored by one of Great Britain's best-known young adult authors and is suitable for upper middle and high school readers. The story is told by a 12-year old boy trapped with his family in Ramallah under strict curfew after a suicide bombing. The content is mature and there is repeated violence and threat from Israeli police, even as the young boys play in an old car hidden under a bulldozed building. The writing is excellent and this is a compelling read for mature early adolescents.

Code Name: Butterfly by Ahlam Bsharat, 2016. 97 pages.

This young adolescent (YA) novel has received accolades from the International Board on Books for Young People (IBBY), the School Library Association, and The Pirate Tree, a collective of children's and young adult writers interested in children's literature and social justice issues. The author, a teacher and writer who lives on the West Bank, dedicates the book to the boys and girls of Palestine. The text is an easy read for upper middle or beginning high school; the content introduces young readers to the environment of occupation within which *Butterfly*, an idealistic teen, lives her otherwise typical life. This is an excellent read for young girls who can identify with *Butterfly's* personal experiences and who will also be stretched in their worldview.

Santa Claus in Baghdad and other Stories About Teens in the Arab World by Elsa Marston. 2008. 216 pages.

This is a collection of 8 short stories, each about 20 pages long. Two stories are relevant to Palestine: "The Olive Grove" takes place on the West Bank, and "The Plan" is set in a Palestinian refugee camp in Lebanon. Other stories are set in Damascus, Baghdad, Lebanon, Tunisia, Cairo, and Jordan. "The Olive Grove" is from the perspective of an adolescent Palestinian boy who wants to resist the occupation; he comes to see resistance as broader than simple physical fighting ("There is more than one kind of jihad") and to see that there are Israelis who do not wholly support the dispossession of Palestinians ("...he caught a last glimpse of the young soldier...cheeks flaming, face twisted with anger and shame. Their eyes met, and Mujahhid understood something more. Maybe he and that soldier were not so very far apart"). The book has received accolades from the School Library Association and the Kirkus Reviews among others. Ray Hanania from The Middle East Book Review and Announcements states: "Author Elsa Marston has written a wonderful book about the Middle East, but not another boring political analysis of why the conflict started or who is to blame. Instead, she focuses in on the children of the Middle East." This book is available at the I'm Your Neighbor Books site, which notes that it is "welcoming immigrants, refugees and migrants as neighbors through the sharing of children's literature and other stories."

<https://www.imyourneighborbooks.org/category/setting/palestine-set-in/>

Tasting the Sky: A Palestinian Childhood by Ibtisam Barakat. 2007. 171 pages plus list of resources.

Tasting the Sky details the author's childhood from age 3 to 7 through the time of the Six-Day war in 1967 and its aftermath. The story draws you in immediately to the life of a 3-year-old just before the war and gently, yet relentlessly, describes the significant events of the next 4 years. The reader can feel the power of these events in shaping her childhood and perspective on life, her belief in the importance of integrity, respect, and coming together, and seeing what we share instead of how we differ. Note: there is a discussion of male circumcision. The 20 chapters could be divided up, as each can be its own topic of discussion. The book could work for groups from Grade 5 to adults. Though the time frame is 50 years ago, the events discussed and the feelings described are just as relevant today.

The Cat at the Wall by Deborah Ellis. 2014. 144 pages.

This is an enchanting fictional story of a cat, who was a 13-year-old girl from Bethlehem, PA, and is now reincarnated as a cat near Bethlehem in Israel/Palestine. The story is absolutely spot on for middle grade children. Though children in the U.S. may not have the experience of life in a refugee camp, the descriptions and the scenes show it clearly. The language is targeted for this age group. It could be used in schools, in churches or synagogues or mosques, or in out-of-school discussions. Deborah Ellis is the author of more than 30 books. Her website includes resources for teachers. The Educators' Guide provides information for anyone wanting to discuss this book with children; the Teachers' Notes provide a full curriculum. Parent/child book groups could successfully use this for a meeting. Quality is at the level of a Newbery Award winner.
www.DeborahEllis.com

The Shepherd's Granddaughter by Anne Laurel Carter. 2008. 221 pages.

The book is a fictional account of Amani, a Palestinian girl and her family who live in a village on an olive farm. Amani follows in her grandfather's footsteps and becomes a shepherd. The Israelis build a road and settlement nearby and destroy the farm. The book illustrates pain and displacement of an entire family. Amani meets the son of one of the Israeli settlers and they become friends. Some of the Palestinian family members want to respond with violence while others want to pursue a peaceful way to object to the settlement. This story would be most effective in tandem with facts on the ground regarding settlements, land appropriation and home demolition from reputable sources.

Where the Streets Had a Name by Randa Abdel-Fattah. 2008. 307 pages plus glossary.

The book jacket describes this book as the author's "middle-grade debut". The author has previously written the acclaimed *Does My Head Look Big in This?*, a "young adult" novel. (See **High School** section of Bibliography.) Thirteen-year-old Hayaat is the narrator who believes a handful of soil from her grandmother's ancestral home in Jerusalem will save her beloved Sitti (Grandmother) Zeynab's life. But Hayaat and her family live in Bethlehem, behind an impenetrable wall that divides the West Bank, and they're on the wrong side of checkpoints, curfews, and the travel permit system. Humorous and heartfelt, *Where the Streets Had a Name* deals with the Israeli-Palestinian conflict with sensitivity and grace and will open a window on this corner of the world. The novel is child-centered right from the opening scene of frantic family grocery shopping to beat the curfew. The novel has 23 chapters, averaging a dozen pages each with large, well-spaced print. The story is appealing to girls and boys. Despite including a range of difficulties posed by the occupation as the children go on their adventure, the story is upbeat and humorous. This extremely engaging, fun and informative novel is most appropriate for middle school and lower high school readers.

Young Palestinians Speak: Living Under Occupation, by Anthony Robinson and Annemarie Young. 2017. 117 pages.

This colorful engaging book is filled with photographs artfully formatted for easy reading. However, the content remains authentic and rigorous for young readers and includes descriptions of the Separation Wall, Land, Housing Ownership, Checkpoints and Poverty. After each introductory overview, the book takes the reader to different locations, including Ramallah, Jenin, Nablus, Gaza and Hebron to explore, through informal interviews, how living under occupation affects Palestinians today. There is children's art from Gaza, photographs of young people in Hebron and a school in Beit Ur. Readers will find similarities with their own lives as well as stark realizations about how different life is under occupation offered by the children and young people. One boy from Jenin explains: "I get high grades. I want to be a doctor. I really want to study abroad, because it's difficult here." This book could be excerpted and used with middle school or early high school.



High School *(Note that some in this section could also be appealing to middle school readers)*

Balcony on the Moon, Coming of Age in Palestine by Ibtisam Barakat. 2016. 217 pages.

This is a memoir and a companion book to the adult memoir, *Tasting the Sky*. Ibtisam writes about her childhood, focusing on her schooling from grade 2 through graduation. Her family moves within Palestine five times between 1971 and 1981; the chapters are organized by location. Other themes are her mother's determination to get an education after marrying young and the dynamics of her parents' marriage. Ibtisam does a good job of giving background information on Palestine and cultural norms on women's education and relationships between men and women. Interesting and easy to read.

Does My Head Look Big in This? By Randa Abdel-Fattah. 2005. 360 pages.

This is a classic young adolescent (YA) novel aimed at girls who are working on belonging, being cool and concerned about beauty. Abdel-Fattah captures the language of a young girl and demonstrates her bi-cultural understanding of a Muslim living in a predominantly non-Muslim town in Australia. The book is funny, poignant and accessible. The first person narrator, Amal Mohamed Nasrullah Abdel-Hakim, (she tells us she was labeled slow in preschool because she was the last one to learn to spell her name) has a sense of humor that carries her through her adventures and provides a model for teens of all backgrounds. The novel illustrates life in a Muslim household where Amal must decide whether to be a full-timer, wearing her hijab all the time, or a part-timer, wearing the hijab as part of the uniform at her Islamic school, or at mosque, or "having a bad hair day". Abdel-Fattah addresses prejudice and stereotypes through the delightful lens of a teen-ager. Well worth reading.



Gaza Writes Back: Short Stories from Young Writers in Gaza, Palestine, edited by Refaat Alareer. 2013. 204 pages.

This collection of short stories by adolescents should be in every library. The short story authors' short biographies and photos are included in the back of the book and each story tells of first hand experiences in occupied Gaza. The stories largely focus on experiences during and following Israel's 2008-2009 offensive in Gaza known as "Operation Cast Lead", which clearly had an enormous impact on these young writers. Each of the 23 stories is 2 – 5 pages long and easily read in a single sitting. Individual young people could take responsibility to read and share stories with the group. Reading authentic stories by real teenagers is an optimal way to raise awareness, curiosity, compassion and meaningful discussion on how to make a difference in our world. *Gaza Writes Back* sheds light for young readers and writers on what continues to happen in Gaza while teens try to live their lives.

Habibi by Naomi Shihab Nye. 1997. 271 pages.

This teen romance depicts a family history focused on a young woman finding her voice and searching for "home". The book moves between two stories as the protagonist moves to Jerusalem, her Palestinian father's country, from the Midwestern United States, and follows the relationship she develops there with a Jewish boy. Nye seeks to humanize Arabs and Jews and tell a larger story through her characters. Certain chapters could be pulled out as short readings to show realities of life in Israel/Palestine. *Habibi* has been listed as an American Library Association Best Book for Young Adults and an American Library Association Notable Children's Book.

In Search of Fatima: A Palestinian Story by Ghada Karmi. 2002. 451 pages.

This personal memoir personalizes the persistent theme of displacement of Palestinian people. The book focuses on the search for a village woman named Fatima who cleaned and cooked for the author's family and became a mother figure to Ghada. The epic story begins in 1947 and continues through 1998. An editor of the Women's Review of Books notes: "*In Search of Fatima* brings to life more effectively than anything I have read the fears, ambivalence and confusion experienced by Palestinians following the 1947 UN Partition Plan, and ultimately the palpable sense of loss." This is a book for high school readers and beyond; it is filled with details of the culture and country of Palestine.

Let Me Stand Alone: The Journals of Rachel Corrie by Rachel Corrie, edited and with an introduction by her family. 2008. 313 pages.

This book is about Rachel's life. It is about Rachel as a creator. It is her journey, told in her own words and illustrated with her own drawings beginning when she was 10 years old until her death at age 24. Her inner life as described in her journal would be immediately relatable to young people. The narrative includes journal entries, sketches and emails from Rachel to her parents and others while she was in Israel and Palestine. The entries include descriptions of Israeli actions against Palestinians in the form of press releases. There is an introduction written by Rachel's father Craig Corrie and detailed notes annotating the text in the back. The kinds of questions Rachel wrestles with are familiar ones, and the way she deals with them -- as honestly and as objectively as possible, trying to define and then be true to a high set of values -- makes for interesting reading. Her development into a passionate advocate for the powerless is inspiring, and her bravery is extraordinary. All that makes her death especially tragic. It should be noted that, as material for teaching about Palestine, less than ¼ of the text concerns Rachel's time in Gaza. An important part of the power of that section derives from having gotten to know and admire Rachel through her earlier writings.

Mornings in Jenin: A Novel by Susan Abulhawa. 2010. Previously published as *The Scar of David*. 325 pages with glossary and discussion questions.

The Kirkus Review describes *Mornings in Jenin* as an "audacious, no-holds-barred account of a Palestinian family's suffering during 60 years of Israeli occupation." The novel examines the impact of the 1948 Nakba, the 1967 war and the 1982 massacre at Shatila refugee camp in Lebanon on families and children through the eyes of one extended family. The perspective is consistently Palestinian, presenting the impact of historical events on Palestinians. The novel is also framed by positive interactions and some intimacy between (Muslim) Palestinians and Jews. Generally, an older and sophisticated high school student would enjoy the novel as literature and learn a Palestinian perspective on events and circumstances from Israel's creation to the refugee camps to the intifada. Violence based on real events and minimal) sexuality are depicted. The excellent questions for discussion could prove useful for teachers. A glossary provides Arabic vocabulary used throughout the novel.

Occupied Voices: Stories of Everyday Life from the Second Intifada by Wendy Pearlman. 2003. 250 pages.

This is the work of a young Jewish American woman who participates in free 10-day trip to Israel, then spends an additional 6 months living in the West Bank with a Palestinian woman and attending classes. Subsequently she studies Arabic at the University of Cairo and returns to the West Bank to interview Palestinians. Her 18 interviews with Palestinian individuals and families in the West Bank and Gaza are the substance of this book. Several of the interviews are with children and youth, which could be excerpted for use with youth groups. A powerful and clear introduction draws the reader into the interviews, providing succinct description of the failure of the Oslo peace process and its ramifications. All interviews were conducted in early 2001 and are very relevant today.

Roots Run Deep: Life in Occupied Palestine by Hamde Abu Rahma. 2013. 78 pages.

This book is placed in the high school section because the language is oriented to adults and the writer is likely not a native English speaker. An adult could adapt the language and show the pictures to younger children. The photographs are superb and might be used without text in a group setting. Topics include the interruptions of life when land is under occupation; the frequency of violence to and harassment of Palestinians of all ages; the taking of Palestinian land for Israeli settlements; and the poverty of Palestinians. The photographs could spark valuable discussions in a group setting.

<https://coalitionforpalestine.org/shop/roots-run-deep-life-in-occupied-palestine/>

Speak, Bird, Speak Again: Palestinian Arab Folktales, edited by Ibrahim Muhawi and Sharif Kanaana. 1989. 326 pages plus extensive analysis and appendices.

This is a collection of 45 folktales in 5 thematic groups: Individuals, Family, Society, Environment, and the Universe. There are many in these groups that are not appropriate for young readers. Teachers and leaders may sift through the collection and find fairy and folk tales that are parallel to other cultural tales with universal motifs, such as transformation, magic, talking animals, ogres and heroes. The editors compare this work to the Grimm Brothers. In the Introduction, the editors explain that the Palestinian folktale is part of the oral tradition usually carried on by mostly older women in household settings. They drew upon 17 “tellers”, most of whom were householders who could neither read nor write. This book deserves to be a part of a teacher’s menu of options in a fairy or folk tale unit for middle or high school. Teachers and children’s literature scholars will find this work especially intriguing. It is easily excerpted and individual tales could be used as springboards for young people to write their own tales. Reading Palestinian Arab folk tales normalizes the integration of such literature in the curriculum.

The Hour of Sunlight: One Palestinian’s Journey from Prisoner to Peacemaker by Sami Al Jundi and Jen Marlowe. 2011. 331 pages plus a glossary.

Sometimes, the most effective way to learn about an issue or a time in history is to read a memoir of one individual’s experience of that period. *The Hour of Sunlight* offers readers an opportunity to do just that. Sami Al Jundi’s story is not only the detailed account of childhood occupation in Jerusalem and subsequent imprisonment in an Israeli prison. It is also one illustration of the many Palestinians currently working for peace - a story that is not always told. Georgetown University professor, Carolyn Forché comments: “The clarity achieved here is a gift to statesmen, diplomats, soldiers and militants, peacemakers, teachers and clerics of all faiths, Israelis and Palestinians and all men and women of goodwill. The writing here is masterly, the story riveting, the achievement profound.” This memoir, though written for adults, is included in this

Bibliography because it offers an opportunity for upper high school, college and young adults to enter into Al Jundi's life story and learn about the Israel Palestine conflict in a personal way. It would be appealing to book clubs and discussion groups and would complement a study of detention of Palestinians more broadly.

The Lemon Tree by Sandy Tolan. 2006. 264 pages, plus 13 page bibliography and 65 pages of detailed notes.

This well-known book, made into a popular film, is described by the author as "planted in the soil of nonfiction". It is a narrative covering events in Israel/Palestine from the 1940's to the 2000's, focusing, in particular, on two families, one Israeli and one Palestinian, who lived through the events. Journalist Anne Bartlett describes the story: *The Israeli-Palestinian conflict is at least in part a tragedy of unacknowledged similarities. On one side, you have a proud people forced out of their traditional homeland, ill treated in their diaspora, desperate to regain and hold what they fervently believe is their land. And on the other, you have exactly the same thing. Yet that likeness has led not to mutual accommodation, but to unending violence. The Lemon Tree reduces the tragedy to two families and one house in a moving story of both grief and hope. Tolan, who first told this story in a public radio documentary, is admirably even-handed, alternating between the points of view of the two families (the Khairis and Eshkenazis) and their respective nations.* The book and film are excellent introductions to the Israel Palestine conflict.

The Wall by William Sutcliffe. 2013. 304 pages.

Set in a tense reality closely mirroring Israel's West Bank, the book is a parable (a story that has a moral or spiritual lesson) of how people's lives are affected by a Wall that separates their communities and by their perceptions that people on the other side of the Wall are their "brutal and unforgiving enemy". A 13-year old boy is the narrator of a story that demonstrates how life under occupation can affect the lives of the people on both sides and produce serious consequences even within families. The story is interesting, exciting, and well told, although quite bleak.

Three Wishes: Palestinian and Israeli Children Speak by Deborah Ellis. 2004/2013. 112 pages.

Three Wishes consists of a series of descriptions by Israeli and Palestinian children ages 8-18 of their lives in Palestine. Author Ellis explains: "I asked the children I met to tell me about their lives, what made them happy, what made them afraid and angry, and how the war has affected them. They told me their wishes for the future." Each child's description begins with a short preface written by Ellis that tells something about the child and provides some historical context. While there are common themes among Palestinian and Israeli children, including the fear of constant violence and loss, there are also clear differences in their experiences. Palestinian children describe curfews,

checkpoints, hostile police and occasional hopelessness. Israeli children sense that they are hated by Palestinians and are under siege, while being constantly reminded of the Holocaust. The book begins with a general introduction by Ellis and a list of children killed during the second Intifada, and ends with Further Reading and Organizations. The book is divided into sections of 4 - 8 pages, each of which can be read on their own. Selections expressing both Israeli and Palestinian points-of-view could be chosen easily. Immediately relatable, *Three Wishes* provides a valuable window for young people everywhere into what could seem like a distant and difficult-to-understand conflict.



GRAPHIC/CARTOON NOVELS

A Child in Palestine: The Cartoons of Naji Al-Ali. 2009. 117 pages. Cartoons are by Naji Al-Ali (deceased); images and captions by “estate of Al-Ali”, introduction by Joe Sacco; internal texts by Abdul Hadi Ayyad.

The language in this book is oriented to adults, but many of the cartoons could be used with adolescent readers. . The superb cartoons were drawn from 1970 to 1987. Unfortunately, they are still relevant. The book is divided into five sections: Palestine; Human Rights; US Dominance, Oil and Arab Collusion; The Peace Process; and Resistance, each beginning with a short text description. The cartoonist, Al-Ali, is critical of those who do not serve the needs of Palestinians, including leaders of Arab countries, Israel and the U.S. He invents a small boy named Hanthala, a refugee from a camp, who appears in most of the cartoons, standing with his hands behind his back, staring sadly at the rest of the scene. This book is an exemplar of “a picture is worth 1,000 words”. The cartoons are on-point, poignant, and stark. You can’t look away.

Baddawi by Leila Abdelrazaq. 2015. 116 pages plus a glossary and family photographs.

This graphic novel, divided into 4-10 page chapters, is most appropriate for upper middle and high school. The story focuses on the author’s father who is removed from his ancestral home in 1948 and finds himself in the Baddawi refugee camp. Each contains short chapters displaying key incidents. Though the story ends in 1980, it is persistently relevant today. Abdelrazaq grew up in Chicago and now lives in Detroit. Her perspective on the events in Palestine from 1948 to 1980 is largely from her father’s stories, rather than from first-hand experience. The advantage of this perspective is that she knows American youth and writes to this known audience. Though there is a great deal of violence in the stories, she does a fine cartoonist’s job of drawing that isn’t as bloody as photographs would be, while still communicating the reality. The graphic novel format makes this work accessible; it could be a text for a series or course.

Footnotes in Gaza by Joe Sacco. 2009. 395 pages plus an appendix with factual information and interviews. Graphic Novel.

Reporter-cartoonist Sacco tells of incidents in two villages in Gaza, Khan Younis and Rafah, that took place in 1956 during the second Intifada, resulting in the massacre of Palestinian civilians. Sacco acknowledges that the records are scant and he was dependent on brief U.N. records and Palestinian eyewitnesses. He invites former Israeli soldiers who may have witnessed these events to tell their stories and then notes, “Perhaps an Israeli historian needs to step into the breach.” The cartoonist tells the story from the points of view of the eyewitnesses in the typical cartoon speech bubble style, with a narrator, adding context in squares on some frames. The drawings are in black and white and are honest and graphic, at times showing violence, much like

today's video games. Events are depicted that took place after the 1956 focal incidents, including the death of Rachel Corrie in 2003. The appendix provides documents and sources to support the story he tells, including comments from Moshe Dayan, Menachem Begin, and communiqués from IDF officers. The appendices and introduction underscore the investigative journalism inherent in the graphic novel and remind the reader that this is not fiction and is intended for mature readers. It should have a place in school libraries and as part of a reading list for high school world history/middle east history/literature. Graphic novel format will appeal to teens and the graphic format reads very quickly.

Portraits of Israelis and Palestinians: For My Parents by Seth Tobocman. 2003. 97 pages.

This book is a short, one-sitting graphic set of stories and represents the sketches the author made with short descriptions of the people and places he visited during a month-long visit to Palestine as an American Jew. The sketch chapter titles suggest the loosely addressed themes: A Land with Two Peoples, The Orthodox, The Palestinian Village of Dir Ibzia, Women, Covered and Otherwise, The Hospital in Ramallah, Riding the Bus at Night, and Teaching and Learning from the Children in Dir Ibzia. The simplicity of the explanations and drawings make it relatable. Although adult explanations as context might be beneficial, they are not necessary. Tobocman seems to be talking gently to other American Jews as his main audience – asking them to see the other point of view, showing some of the similarities between Arab and Jew (i.e., women covering themselves). He compares it to other places and times when different cultures and peoples vie for space (i.e., Manhattan). This would be an excellent resource for a short weekly set of lessons on the topics – and then perhaps inviting young people to draw some of their own parallel graphics.

POETRY

19 Varieties of Gazelle: Poems of the Middle East by Naomi Shihab Nye. 2002. 141 pages.

The poems in this book can be selected for either middle or high school youth in either faith-based or secular settings. They could be used in written materials or read aloud in and for groups. Most, though not all, are specific to Palestine. Nye's pleas for peace while acknowledging the plight of being Palestinian are clear in many of the poems. The beginning of her poem, *Jerusalem*, reads: "I'm not interested in who has suffered the most. I'm interested in people getting over it." In the poem, *Those Whom We Do Not Know*, she writes: "that dune? Used to be a house. And the desert soaking up echoes – those whom we did not know think they know us now." Nye, an Arab-American, has written about family in the setting of the West Bank extensively.

The Flag of Childhood: Poems from the Middle East by Naomi Shihab Nye. 1998/2001. 99 pages.

The poems in this collection were selected by Shihab Nye and represent a range of age level interest from middle school through adult. The poems reflect familiar themes such as family, belonging, land, exile, memory and growing up in community. Individual poems can work well as needed and can be incorporated with other parts of a lesson or experience. Some represent the broader human experience, not only the Israel/Palestine context. Poems could be used in newsletters, worship services as well as classroom lessons.

ZaatarDiva by Suheir Hammad. 2005. 102 pages plus a CD.

Hammad is a Palestinian from Brooklyn whose poems tell of border crossings, culture, the working poor, and family. She writes about her father, the olive trees in Palestine, and young women in Brooklyn and on the West Bank everywhere. Her poem *jerusalem sunday* paints a word picture of a city with muezzins, church bells and the torah. Poems can easily be excerpted; the CD is valuable as Hammad reads her work and introduces her father as she reads her poem, *Daddy's Song*.

CURRICULUM

Elementary/Middle School

Ahlan Wa Sahlan! Welcome - Exploring the Holy Land. Global Ministries. 2017.

This is a 10-session children's curriculum designed to help children connect the stories in the Bible to real children who live in those places today. In this material you will meet the children of Israel/Palestine as you visit Nazareth, Ein Karem, Bethlehem, Beit Sahour, Bethany, Jericho, Nablus, Taybeh/Ephraim, Cana, and Jerusalem. Each lesson contains a letter from a child in that city as well as a game, craft, activity, and other supplementary elements such as snacks and storybooks. The Bible stories are explained in their historical context and encourage children to consider what these stories mean for them. Global Ministries is a joint initiative of the Disciples of Christ and the United Church of Christ. This is a free of charge faith-based curriculum that can be used in Christian settings.

https://www.globalministries.org/middle_east_initiative_curriculum



Middle/High School

Crisis Guide: The Israeli-Palestinian Conflict by the Council on Foreign Relations. 2008, briefly updated in 2009.

This curriculum is in five chapters: 1) Timeline; 2) The Territorial Puzzle; 3) Diplomatic Efforts; 4) Parties to the Conflict; 5) Resources. Further materials, including CFR experts, and links to additional readings and primary source documents, are provided. The guide does not offer a particular viewpoint, and attempts to show all “the facts and grievances”. The authors hope that the guide can be seen as a “tool to stimulate intelligent discussion.” Resource would be useful in conjunction with updated material from 2009 to the present.

<https://www.cfr.org/teaching-notes/crisis-guide-israeli-palestinian-conflict>
<https://www.cfr.org/sites/default/files/The%20Israeli-Palestinian%20Conflict%20Crisis%20Guide%20Teaching%20Notes.pdf>

Exploring the Israeli and Palestinian Conflict through a Graphic Novel. 2012.

This is a lesson plan by the North Carolina Civic Education Consortium using several components, including the graphic novel *Palestine* by Joe Sacco. (See another Sacco graphic novel *Footnotes in Gaza* under **Books** in this Bibliography.) The lesson includes “A Short History of the Israeli - Palestinian Conflict” and “Obstacles to Peace” handouts from the website http://www.israel - palestina.info/arab - israeli_conflict.html, several images, historical timeline from antiquity up to 1948, and excerpts from the graphic novel. Students use the handouts to learn and teach each other about the conflict in small groups. Students read the graphic novel and then create their own graphic novel. It is intended as a 90-minute lesson with additional time for students’ own graphic novel creation. Individual sections could also be used or discarded, i.e., the timeline or selected handouts. The graphic novel *Palestine* is a great way to teach older children about Palestine. Many young people like graphic novels as a format for learning. Joe Sacco is an excellent journalist who has a lot of empathy for the people he interviews.

<https://k12database.unc.edu/>.
<https://civics.sites.unc.edu/files/2012/05/IsraelPalestineGraphicNovel.pdf>

Palestine and Israel by the Council for Arab-British Understanding, Council for the Advancement of Arab-British Understanding, with some input from Palestinian Solidarity Campaign. 2009.

This is a free online curriculum about the Israeli-Palestinian conflict up to 2009, addressing a myriad of topics such as refugees, terrorists or freedom fighters, separation barrier, ethical consumerism/boycott, and the right to education. Most

lessons begin with questions, learning outcomes, or list of subjects covered, and overall the objective is to increase understanding of the conflict. Some of the lessons ask students to consider their shopping habits, compare their ability to be educated with a child's ability to be educated in Gaza, or consider/debate/role-play issues surrounding media bias, multi-cultural democracy, or refugee sanctuary. These are very helpful materials aimed at older adolescents. Each lesson is aligned with the British national curriculum, but the lessons would be very useful for American young people as well. Lessons could be excerpted. The perspective of all these lessons is to promote a greater understanding of how the human rights of Palestinians are being violated by the Israeli occupation.

<https://www.caabu.org/what-we-do/education/teaching-resources/lesson-plans/exploring-palestine>

Palestine Pop Ed: Connecting Struggles Through Popular Education. Palestine Education Project. 2011.

Five lessons in the PEP curriculum can be accessed through links on the website and can be used individually. The website also has links to many progressive Palestinian, Israeli, and US organizations with current information about Palestine. Lessons are as follows: 1) 75-minute lesson plan that explores media, Arab and Muslim stereotypes, African American stereotypes; 2) 75+ minute lesson plan on Palestinian resistance inside Israeli prisons: building a prison "machine", reading and videos about families of Palestinian prisoners, and how prisoners organized and resisted inside Israeli prisons; creating a "comic" about prisons; extension lesson to American prison resistance and BDS; 3) 60+ minute lesson on Palestinian poster art; links to the posters; 4) 2-3 hour lesson plan on digital stories: listening to Palestinian life stories (3-5 minute digital collages), then the students make their own; 5) Teaching suggestions, discussion questions, and additional resources on the movie *Slingshot Hip Hop* (See **Film/Video** section in this Bibliography) There is also a glossary. PEP is very interactive, youth-centered, and relevant to teens. Internet access is necessary.

<https://peptools.wordpress.com>

Palestine Teaching Trunk by Linda Bevis. 2015.

The curriculum is labeled as high school and elementary, with the majority of resources for grades 9 – 12. There is a one-day introduction to the topics for elementary children. The "Trunk" is an actual suitcase that contains resource materials, but all materials are downloadable PDFs from the website. The author has made the physical trunk available to schools and classrooms in Western Washington. It is suggested as a two to six week unit and is linked to social studies standards from the National Council of Social Studies, as well as Washington State Standards. There is a PDF link to guide teachers in making their own teaching trunks. There are three modules: 1) The history/cause of the

Israel/Palestine conflict; 2) the effects of the occupation; and 3) cultural interactions/the diaspora. The trunk includes letters to parents, maps, DVDs with study guides, readings, and website links. The curriculum includes strategies including literature circles with young adolescent novels about the topic, assessments, and discussions. The suggested letter to parents is especially helpful in clarifying why such a unit is important with an emphasis on Palestine. More outreach to parents should be integrated in teaching about Palestine within the U.S.

<https://palestinett.org>

The Israel-Palestine Conflict: Searching for a Just Peace. 2014. 56-page downloadable free pdf.

This curriculum is an initiative by the British Columbia Teachers' Federation and written by a group of classroom teachers. The objective "is to offer a learning resource that does not inherently prejudice the students' thinking." The unit attempts to address a controversial issue, encourage courageous conversations, and use a social justice lens. Each lesson has stated objectives. Topics include the Universal Declaration of Human Rights, a short chronology of Israel-Palestine history, and teaching about Palestine through multiple narratives. A social justice lens checklist is also provided. By the end of the unit, students will understand more about Israel-Palestine, as well as the concept of fact vs. perspective. It would be useful for teachers who teach high school students or adults and could also be valuable as an intergenerational experience (youth groups and adults).

<https://teachbcdb.bctf.ca/download/722?filename=israel-palestine-unit.pdf>

The Israeli-Palestinian Conflict: A Lesson in Perspective by Mary Lynne Fillmon. 2007.

This curriculum was created by Fillmon through a Fulbright-Hays Summer Seminar in Egypt and Israel and is designed for use in a one-year World History Classroom. It is intended to be completed in 3 – 4 days of classroom time, but would in practice require much more time. The curriculum, in power point slide format, is aligned with the National Council for the Social Studies and the Arizona State Standards. Topics covered include the historical background of the conflict, claims to the land, the UN Plan for Palestine, the 1948 War, the 1967 Israeli War on the Occupied Territories, the Camp David Accords, the First and Second Intifadas and the isolation of the Gaza Strip. Each section provides a slide with an Israeli and a Palestinian perspective noted, followed by several writing prompts. There are more detailed assignments at the end. Some slides are bulleted facts that would benefit from more in depth resources. The slide show format may leave students with more questions. For example, there is a single slide with statistics for the UN Plan for Palestine in 1947 and a single statistics slide for the 1948 War. The power point, it would seem, depends on the experience and ability of the

teacher/facilitator to pace, use resources and address students' questions. The power point would serve as an excellent overview, however, for youth and adults.

<https://cmes.arizona.edu/sites/cmes.arizona.edu/files/The%20Israeli-Palestinian%20Conflict%20A%20Lesson%20in%20Perspective.pdf>

The Israeli-Palestinian Conflict Through Children's Eyes by Celine Provini. 2012, 2014.

Editors at Education World present this curriculum in which students learn about the history of the Israeli-Palestinian conflict and explore the lives of three children who live in the West Bank. Students are provided with multiple sources and points of view, including media outlets such as the BBC and Washington Post, a pro-Israel website and a pro-Palestine article by a Palestinian journalist. Lessons can be adapted to different age groups and settings. The decision to tell stories from children's own perspectives is powerful. Discussion questions are included in the free website curriculum.

https://www.educationworld.com/a_lesson/israeli-palestinian-conflict-through-childrens-eyes.shtml

What Would They Say Now? Encounters with People of the Bible: Six Reflections on Scripture. Friends of Sabeel North America (FOSNA), Theology Committee, Carole Monica Burnett, Ph.D., with Rev. Diane Dulin, 2018. 56 pages. Second edition.

This faith-based Christian resource is not specifically intended for youth, although it is accessible to older high school students and highly adaptable if teachers/leaders simplify. The curriculum incorporates six reflections on scripture with connections and information to the current situation in Israel/Palestine. Each reflection ends with discussion questions and some ideas for actions or further research. Each of six chapters focuses on Biblical persona and their stories: Abraham, Hezekiah, Exiles in Babylon, Mary, the Magi travelling to Bethlehem, and Jesus at Mount of Olives. Each of these stories connects to an issue for Palestinians today, such as the Wall, Zionism, house demolition, sumud, or water restriction. Connecting familiar figures from the Bible to the current occupation is a compelling way to link theological study to current events. The six chapters could be used in their entirety or individual sections (i.e., the Magi traveling to Bethlehem) could be integrated into existing curriculum in the church calendar year. The authors hope that the booklet will promote "the growth of justice and compassion" in the Holy Land", and that each reader can find "some small role...[to] actively fulfill in cultivating holiness in the Holy Land."

For printed bound copies of the booklet, send a request to Monica at monica70x7@yahoo.com and include the postal address to which the desired number of booklets should be sent. Donations to FOSNA would be appreciated.

Kindergarten through High School

Reframing Israel by Rabbi Laurie Zimmerman. 2015.

The website states that the curriculum intends to teach “Jewish kids to think critically about the Israeli-Palestinian conflict.” Based on child/teen literature, this curriculum is available at no cost with registration on the website. The curriculum is actually a series of topics that are then outlined according to age levels (ages 3-4, 5-8, 9-13, 14-18) and organized in six-week curriculum modules (Ages 5-8, 9-13, 14-18). This is a carefully designed, developmentally appropriate set of materials that honors children’s Jewish heritage while teaching the values of conflict resolution, respect for difference, and community building. The summary explains the general goal of the curriculum:

Sometimes, especially with younger students, Israel education ignores the presence of Palestinians altogether and does not seek to help students understand that Palestinians play a central role in Israel’s history, culture, and politics. Many five-year-olds are capable of understanding that Jews, Muslims, and Christians live in Israel and the surrounding areas and that one in five people living in the State of Israel is a Palestinian citizen (Arab-Israeli). Yet Israel is portrayed simply as a state for Jewish people. Virtually no Jewish materials exist that present complex Palestinian perspectives with the intent of helping American Jewish students understand Palestinian experiences.

Children as young as 3 are taught about Jerusalem using dolls and the picture book, *One City, Two Brothers*. They learn about sharing and living among Israelis and Palestinians with different languages and customs. While these materials are specifically intended for Jewish children in congregations, drawing upon the stories of the torah, they offer an excellent opportunity in non-Jewish faith-based settings to approach the significance of Israel from more than one point of view.

<http://reframingisrael.org>

Teach Palestine Project. Middle East Children’s Alliance. Edited by Jody Sokolower, Samia Shoman, and Zeiad Shamrouh. 2019.

Middle East Children’s Alliance (MECA) is a primarily a humanitarian aid organization supporting children in Palestine, Iraq, Lebanon and based in Berkeley CA. *Teach Palestine* has been in operation for 20 years. Invited MECA representatives visit classrooms and teach about Palestine and the Middle East throughout the United States. MECA offers a website by and for K-12 teachers and teacher educators focused on bringing Palestine into classrooms and schools, with the awareness that there is little taught about Palestine in U.S. schools. They want to change that. From various units in the website, we hear the teachers tell us that every human everywhere is important. This newly designed site provides curriculum, resources, articles by teachers, and current news about Palestine for teachers to implement in K-12 classrooms. To date, MECA has posted 4 in-depth unit plans, suggested videos, links to other helpful websites, list of children’s books about Palestine, and a place for teachers to share their

work. The four units, including resources are: 1) *Borders and Walls: Stories that Connect Us to Palestine*. This unit compares US-Mexico border wall with wall that Israel has built in Palestine; 2) *Teaching Palestine/Israel: A Multiple Narratives Approach*. This unit focuses on letting students read about main issues from a variety of perspectives and make up their own minds; the unit is very helpful for anyone encountering resistance to teaching about Palestine. 3) *Why Isn't Palestine on Our Map?: An introduction to the Middle East for Third Graders*. One teacher tells how she has integrated Palestine, the Middle East, and Arab history/knowledge into her table arrangements, math, reading, and social studies. 4) *Stolen Land: A Unit Comparing Palestine to the Americas* (for 9th grade to college). This unit starts with a discussion about walls and separation; has a very active map activity for the history of both Palestine and the indigenous people of the Americas.

<https://www.mecaforpeace.org/meca-projects/teach-palestine-project/>

FILMS/VIDEOS

We have provided a selection of appropriate films below. However, three websites provide more titles and resources: *Palestinedocs*, *Just Vision*, and the *Middle East Children's Alliance*. Please visit each of these for more suggestions.

A Web Resource on Films Chronicling the Life of Palestinians in and Outside the Middle East.

www.palestinedocs.net

From *Welcome Page*: "One thing we could do as people who work in transnational film is to present information about the critical mass of films we know of, made internationally, that chronicle the years of basic human rights deprivation and denigration leading to what is happening in Palestine today." *Palestinedocs* aims to provide easy, affordable access to these films for wide dissemination. The films featured in this resource come from various corners of the world, showing that the concern over Palestine is a truly transnational endeavor. Contributions to this site are equally transnational, coming from friends and colleagues based in a variety of countries. Within the *Themes* menu, there is a section for *Children* listing films about or for children. (Note: Films featuring children are not necessarily suitable for children. Preview before showing to young viewers.)

Just Vision

www.justvision.org

Just Vision increases the power and reach of Palestinians and Israelis working to end the occupation and build a future of freedom, dignity and equality for all. Just Vision's overarching goal is to contribute to fostering peace and an end to the occupation by rendering Palestinian and Israeli grassroots leaders more visible, valued and influential in their efforts. From the website: "We tell their under-documented stories through award-winning films, digital media and targeted public education campaigns that undermine stereotypes, inspire commitment and galvanize action."

Middle East Children's Alliance. (See **Curriculum** section in this Bibliography for a description)

www.meca.org

<https://www.mecaforpeace.org/meca-projects/teach-palestine-project/>

Elementary/Middle School

My Neighborhood. Julia Bacha & Rebekah Wingert-Jabi. 2012, 25 minutes

Mohammed El Kurd is a Palestinian boy growing up in the neighborhood of Sheikh Jarrah in the heart of East Jerusalem. When Mohammed turns 11, his family is forced to give up part of their home to Israeli settlers, who are leading a campaign of court-sanctioned evictions to guarantee Jewish control of the area. Shortly after their displacement, Mohammed's family and other residents begin holding unarmed protests against the evictions, determined not to lose their homes for good. In a surprising turn, they are quickly joined by scores of Israeli supporters who are horrified to see what is being done in their name. Through their personal stories, *My Neighbourhood* goes beyond the sensational headlines that normally dominate discussions of Jerusalem and captures voices rarely heard, of those striving for a future of equality and pluralism in the city. *My Neighbourhood* follows Mohammed as he comes of age in the midst of unrelenting tension and remarkable cooperation in his backyard. The film chronicles the resolve of a neighborhood and the support it receives from the most unexpected of places.

Website: <http://www.justvision.org/myneighbourhood/about>

Available online from: <http://www.justvision.org/myneighbourhood/watch>

The discussion guide to accompany this film can be found at <https://www.justvision.org/myneighbourhood/discussion-guide>



Middle/High School

A Boy, A Wall and a Donkey by Hany Abu-Assad. Palestine/Germany 2008, 4 minutes.

Three boys stand in front of the intercom at a villa's door, taking turns speaking into it. Alerted by a security camera above their heads, the maid comes out and throws water at them to scare them away. They explain that they just wanted to record a film but since they did not have a camera, they decided to record it at the intercom camera of the door. The maid laughs and tells them that there is no tape in the camera, which is why they should go to a security camera that works. Taking her seriously, one of the boys leads the others to the Separation Wall where they position themselves in front of a turning and recording camera in order to record their movie. When an army jeep approaches in the final scene, they wonder if these are the people who will bring them the tape of their movie. Some profanity in boys' language.

Produced by the United Nations High Commission for Human Rights as part of the Stories on Human Rights.

<http://www.artfortheworld.net/project.php?id=13>
www.palestinedocs.net

Budrus. 2009. 1 hour 22 minutes.

Budrus is an award-winning documentary film about Palestinian community organizer, Ayed Morrar, who unites Palestinian political factions and invites Israeli supporters to join an unarmed movement to save his village of Budrus from destruction by Israel's Separation Barrier. Success eludes them until his 15-year-old daughter, Iltezam, launches a women's contingent that quickly moves to the front lines. Struggling side by side, father and daughter unleash an inspiring, yet little-known, movement in the Occupied Palestinian Territories that is still gaining ground today. *Budrus* shines a light on people who choose nonviolent strategies to confront a threat. A discussion guide is available on the Just Vision website.

<https://www.justvision.org/budrus/about> Available on YouTube, Amazon Prime and iTunes.

Closed Zone. Legal Center for Freedom of Movement. 2009. 2 minutes.

Closed Zone is an animation about a boy trying to escape Gaza. The Legal Center for Freedom of Movement calls on the State of Israel to fully open Gaza's crossings and to allow the real victims of the closure, 1.5 million human beings, the freedom of movement necessary to realize their dreams and aspirations. Even though this is an animation, the reality conveyed is sophisticated and addresses the ongoing struggle in Gaza for ordinary children and young people.

<https://www.youtube.com/watch?v=Hzqw7oBZT8k>



Crash Course World History: Conflict in Israel and Palestine. 2011. 13 minutes.

John Green, in this familiar Crash Course series, gets the facts across in just under 13 minutes. He says that this conflict is often cast as a long-term argument going back thousands of years and rooted in a clash between religions and then tells his viewers that this is not quite true. What is true is that the conflict is immensely complicated and just about everyone in the world has an opinion about it. This film is extremely accessible and a great introduction to the discussion with a youth group. Adding a vocabulary sheet would be helpful.

<https://www.youtube.com/watch?v=1wo2TLIMhiw>

An interesting follow up to Green's Crash Course is the 15 minute Reaction on YouTube. It is produced by a British youth who watches Green's Course while filming himself.

<https://www.youtube.com/watch?v=imssjG1D-N4>

Flying Paper. 2014. 52 minutes.

Flying Paper is the story of Palestinian children in Gaza engaged in kite making and flying. The film follows Musa, a charismatic teen kite-maker in the village of Seifa, and Abeer, an aspiring young journalist in the Jabalya refugee camp. They join a remarkable quest, along with thousands of other children, to shatter the Guinness World Record for the most kites ever flown.

<http://flyingpaper.org/watch/> Stream on iTunes, Amazon and Distrify.
www.palestinedocs.net

Interview with Janna Jihad, a 12 year old activist. 2018. 7 minutes long.

Twelve-year-old Janna Jihad has been labeled the world's youngest journalist. She comes from the West Bank where she speaks up about living under Israeli occupation. Jihad is featured in the documentary *Radiance of Resistance* (see below). Listening to a young activist, and watching film clips that feature her facing Israeli soldiers will certainly capture the minds of youth in the United States. Produced by the South African Broadcasting Corporation.

<https://www.youtube.com/watch?v=TN6Xwilqop8>

Living Under Blockade in Gaza. 2007. 5 ½ minutes.

This short film, produced by the American Friends Service Committee, a Quaker organization, tells the stories of 3 Palestinians living in Gaza. The stories focus on what life is like with extremely limited access to electricity, water shortages, and restrictive check points that impede people's ability to travel after the Israeli military bombed Gaza's only power plant in 2006. One person is a wife/mother of a family who also works outside the home; another is a musician/artist who is cut off from colleagues, job opportunities, and grant resources. The third person is a doorman in a building of a large apartment complex who is responsible for turning on the generator of his building for a few minutes each hour to provide electricity. In a concise format, this video portrays the reality of life for ordinary people living in a highly oppressive environment and sheds light on the long-term impacts of this kind of life.

<https://www.afsc.org/video/living-under-blockade-gaza>

Promises by Justine Shapiro, B.Z. Goldberg, and Carlos Bolado. 2000. 106 minutes.

Promises follows the journey of one of the filmmakers, Israeli-American B.Z. Goldberg. B.Z. travels to a Palestinian refugee camp and to an Israeli settlement in the West Bank, and to the more familiar neighborhoods of Jerusalem where he meets seven Palestinian and Israeli children. Though the children live only 20 minutes apart, they exist in completely separate worlds; the physical, historical and emotional obstacles between them run deep. The film explores the nature of these boundaries and tells the story of a few children who dared to cross the lines to meet their neighbors. Rather than focusing on political events, the seven children featured in *Promises* offer a refreshing, human and sometimes humorous portrait of the Palestinian-Israeli conflict. The film is available for K-12 schools, libraries, religious institutions and nonprofit organizations, and is accompanied by a 50-page study guide. A DVD version is available for home use.

<http://www.promisesproject.org/#>

Radiance of Resistance. 2016. 59 minute documentary.

Radiance of Resistance tells the story of then 9-year-old Janna and 14-year-old Ahed Tamimi, and what is like living under military occupation in Nabi Saleh, Palestine. The film also looks at the Palestinian non-violent resistance under a new generation.

<http://www.radianceofresistance.com>

Slingshot Hip Hop by Jackie Salloum. 2008. 83 minutes.

This film connects the stories of young Palestinians living in Gaza, the West Bank and inside Israel as they discover Hip Hop and employ it as a tool to surmount divisions imposed by occupation and poverty. From internal checkpoints and Separation Walls to gender norms and generational differences, this is the story of young people crossing the borders that separate them. DVD is for sale for personal use for \$18, \$195 for nonprofit organizations and \$295 for libraries and universities.

<http://www.slingshothiphop.com/dvd/>.
www.palestinedocs.net

The Conflict Zone by National Geographic Society. 2013. Series of four 8-minute videos.

These 4 videos are designed to be watched in order: 1) Uneasy coexistence, 2) Israeli Defense Forces, 3) Palestinian Protesters, 4) A Space to Talk. The set is accompanied by a National Geographic blog, describing former President Obama's tour of Israel, and provides context and discussion questions for the videos. Journalist Aziz Abu Sarah "meets with people from both sides of the Israeli-Palestinian conflict, in order to better understand and communicate how this international dispute impacts their everyday lives." The videos keep a neutral yet hopeful tone. Notes: Video 3 has some disturbing still photos depicting violence. The video links web page includes a vocabulary list. However, the vocabulary is not entirely accurate. For example, "West Bank" is described as "located in a large area of central Israel". Length and scope of each video make the set suitable for short class sessions.

<https://blog.education.nationalgeographic.org/2013/03/18/obama-aziz/>
<https://www.nationalgeographic.org/media/israel-palestine-conflict-zone/>



Where Should the Birds Fly. Fida Qishta. 2013. 58 minutes.

This is the first film about Gaza made by Palestinians living the reality of Israel's siege and blockade of this tiny enclave. It is the story of two young women, survivors of Israel's Operation Cast Lead. Mona Samouni, now 12 years old and the filmmaker, Fida Qishta, now 27, represent the spirit and future of Palestinians. The film is a visual documentation of the Goldstone Report. Few films document so powerfully and personally the impact of modern warfare and sanctions on a civilian population. The film itself breaks the blockade. Filmmakers in Gaza have never had the opportunity to make a full length, professional documentary of their reality. Fida Qishta founded The Life-Maker's Centre, Rafah, Gaza. She was the manager and a teacher at this free facility for 300 children affected by war. The center continues to provide a safe place to play and offers counseling and English language tutoring.

<https://www.palestinedocs.net/where-should-the-birds-fly1.html>

<http://whereshouldthebirdsfly.org>

Young Jewish and Proud Declaration. Jewish Voice for Peace. 2011. 3 minutes.

This is a concise statement of purpose and open challenge to the Jewish community to listen to Jewish youth and their commitment to creating a vital, Jewish life that embraces all people – including Palestinians – as equals. It is an inspiring three minutes for all young people. Statements like “We are young Jews and we get to decide what that means” and “we will stand up. We will take to the courts and to the streets” make this video a must-see.

<https://www.youtube.com/watch?v=BAV-3-AqP9M>

ADDITIONAL RESOURCES

Books about Contemporary Palestine for Children. (2013) by Katharine Davies Samway, is an article in *Teaching Tolerance/Rethinking Schools* magazine. The short article is beautifully illustrated and written, providing support for using these resources in real settings. It would be useful to distribute to parent and teacher groups.

<https://www.rethinkingschools.org/articles/books-about-contemporary-palestine-for-children>

Breaking Down the Wall Replica. YWCA of Palestine and United Church of Christ Resources

This is a 10-inch, five-piece, olive wood replica of the Annexation Wall. The International Criminal Justice Court ruled the wall illegal in 2009 and called for its immediate dismantlement. The Wall can be used in multiple ways, especially during Advent and Christmas. The idea is simply to knock down a piece of the Wall until Jesus is born without barriers or walls on Christmas Eve. Sales of this replica (\$27) support the YWCA of Palestine as part of their Peace and Justice work.

<https://www.uccresources.com/products/breaking-down-the-wall-replica>

Fabric of our Lives Refugee Dolls. YWCA of Palestine and United Church of Christ Resources.

The Fabric of Our Lives Project is an advocacy project of the YWCA of Palestine in its Rights for Women for Peace, Security and Dignity program. The purposes of the project are to raise awareness on the importance of refugee rights and to support women's livelihoods and their families. When you purchase a doll, hand-carved from olive wood and clothed with hand-embroidered garments, you are also supporting this vital program of the YWCA of Palestine and the women who participate in it. (The entire cost goes to the YWCA of Palestine.) The six dolls each represent the stories of people from one of six Palestinian towns from which refugees came. Each doll comes with a book that shares their particular story. The set sells for \$256.50; individual dolls are \$47.50.

<https://www.uccresources.com/products/fabric-of-our-lives-dolls?variant=1004263260>
globalministries.org/mee/fabric-of-our-lives-project.html

Grassroots Jerusalem provides on the ground snapshots on various aspect of life for Palestinian people living in occupied Jerusalem. The Education section of the website briefly discusses the historical background and describes the educational system structure. It presents the basic obstacles to education for Palestinians living in Jerusalem, including unequal investment, a shortage of classrooms, limited curriculum materials and the wall that limits access to education for children and their families.

The site also has a brief section on Palestinian higher education in the West Bank. This information, though limited, could be useful for students in the United States as a means to understand the challenges facing students like themselves.

<https://www.grassrootsalquds.net/jerusalem-daily-life-aspects/education>

Institute for Human Education. Books about Refugees. There are numerous materials about larger themes affecting Palestinians and other peoples around the world, such as the plight of refugees and displacement. Readers, teachers, and leaders are encouraged to explore those themes consistent with the Palestinian narratives in this Bibliography. Sixteen recommended books for elementary readers are described in this link.

<https://humaneeducation.org/blog/2018/14-childrens-books-refugees/>

Sesame Street, Palestine: Taking Sesame Street to the Children of Palestine by Daoud Kuttab (2018) is a book for adults describing “the ups and downs of producing a children’s program.” Those who appreciate the television show and characters of *Sesame Street* will find this is a meaningful read. Kuttab’s story is about freedom of expression, resistance and censorship under occupation – all within the sphere of producing a children’s television show. The author consistently notes the importance of American support for his initiative. Kuttab writes: “Children represent the majority of Palestine’s population; in fact, they do across the Arab world. Having such a young population, our making sure those formative, preschool years are influenced by a wholesome, entertaining, and educational program could be imperative for future generations.” www.Bearmanormedia.com

Together We Rise: Palestine as a Model of Resistance by U.S. Campaign for Palestinian Rights. Last updated, 2018.

The U.S Campaign informs about issues such as Boycott, Divestment and Sanctions (BDS), Child Detention (Israeli military detention of Palestinian children), and the Great Return March. The website contains information on current events in Palestine via links to international news media. The Resources section contains Issue Guides for teaching and learning, including the most recent *Together We Rise: Palestine as a Model of Resistance*, a political education curriculum. While this resource is not specifically aimed at young people, it could be used with older high school students and/or in intergenerational settings with youth and adults to generate activism. This resource might be particularly engaging for peace and justice organizations who are setting goals to appeal to millennials.

<https://uscpr.org/learn/togetherwerise/>
<https://uscpr.org/what-we-teach-our-kids/>

Commentary/Next Steps

- Books, films and curriculum produced by Palestinian authors, artists, teachers and activists are much needed in the United States. Making those resources available to an American audience is a challenge going forward. Many curriculum materials we found were produced in the UK or Canada. Educators, historians and curriculum developers in the United States should be encouraged to contribute to current and pedagogically appropriate resources for faith communities and secular settings.
- Some material is historical and does not require updating. Current stories and updated event narratives, especially by Palestinian authors, teachers, and artists are needed.
- Books, films and curriculum for elementary age children are much less available than for older children. Authors are encouraged to develop materials that resonate with young readers on themes such as family history, home, belonging, and community.
- Environmental themes related to Palestine are relevant and current to young readers. Issues of available water, land, and responsible use of natural resources are potential topics for books, films and curriculum.
- Several authors and editors expressed the challenge of finding publishers and meaningful ways to disseminate their work. Censorship of books, curriculum and media materials is a reality, particularly in the United States. Not all books in this list are readily available from mainstream distributors, though we have not included any out of print resources. We invite you to persist and urge distributors to provide access to these books, films, and curriculum. This is a call to action for organizations and individuals going forward.

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- Global Ministries of the United Church of Christ and Disciples of Christ
- Institute for Humane Education
- Jewish Voice for Peace
- Just Vision
- Middle East Children's Alliance (MECA)
- National Geographic Society
- Palestinedocs
- Palestine Education Project (PEP)
- Quaker Palestine Israel Network
- Rachel Corrie Foundation for Justice and Peace
- Reframing Israel
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