# **TWO NATIONS AT A CROSSROADS**

# **EXPLORING CONFLICT EDUCATION**



# WHO IS THE iCENTER?

### **OUR VISION**

Every Jewish young person develops a lifelong relationship with Israel and Israelis.







Conflicts are an essential part of the human experience, ranging in scale from the individual to the communal to the global. Engaging with conflicts is one of life's defining challenges—particularly for educators who are tasked with transforming these moments of uncertainty into moments of opportunity.

### In essence, education is the art of turning conflict into growth.

The same holds true for Israel education—especially when engaging with complex realities like the Israeli-Palestinian conflict. Educators who want to engage with the complexities of Israel—to develop their confidence and competence in this area—must embody:





#### RELATIONAL APPROACH

To recognize the need to interact with people as people—human beings who are entitled to their own unique perspectives based on their lived experiences, values, and beliefs.



#### CONVERSATIONAL RECEPTIVENESS

An openness to listening to other points of view even if they are difficult to hear.

#### DIVERSE SOURCES AND DIFFERENT MODALITIES

CONTENT

AND CONTEXT

seeking to deepen their own knowledge base and understanding.

A talmid chacham—a teacher

being a learner—is constantly

whose craft occurs through

The practice of learning from diverse sources and through different modalities to develop complex and nuanced understandings.

#### INTELLECTUAL EMPATHY OF PERSPECTIVES

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The drive to gain a deeper intellectual empathy of perspectives other than your own.

#### Guiding Principles and Pedagogies

#### HUMILITY AND COMPASSION

To realize that each perspective is one of many, and that interacting with other perspectives can strengthen me and my own perspectives.

#### EXPANDED FIELD OF VISION

A mindset to always expand your field of vision in order to see a bigger, holistic picture.





The value of being a *talmid chacham*—a teacher whose craft occurs through being a learner— constantly seeking to gain content and context, deepen your own knowledge base and understanding, and being driven by a thirst for more. This drive should propel you toward engaging with complexities, helping overcome the roadblock of "not knowing enough" and uncovering your own "blind spots."





A **relational approach**, recognizing first and foremost the need to interact with people as people—human beings who are entitled to their own unique perspectives based on their lived experiences, values, and beliefs. *Conversations offer opportunities to build and deepen relationships.* 





**Conversational receptiveness**, being truly open to listening to other points of view even if they are difficult to hear. *In being conversationally receptive, you employ the conversational tools of HEAR: Hedge your claims, Emphasize agreement, Acknowledge other perspectives, and Reframe to the positive.* 





Humility and compassion to recognize that each perspective is one of many, and that interacting with other perspectives can strengthen me and my own perspectives. Our capacity to engage with others on difficult issues is dependent on our ability to recognize that our perspective is but one of many.





A mindset to always **expand your field of vision** in order to see a bigger, holistic picture. *In expanding our worldview, all content is understood in its wider context, thus adding depth to our understanding.* 





The drive to gain a deeper **intellectual empathy of perspectives** other than your own. *By attempting to "put ourselves in someone else's shoes," we can increase our appreciation and understanding of their perspectives.* 





The practice of learning from **diverse sources** and through **different modalities** to develop complex and nuanced understandings. *By seeking to learn in this way, we gain an awareness of bias and a more well-rounded picture of any topic.* 



### As you think about the story of the modern state of Israel...

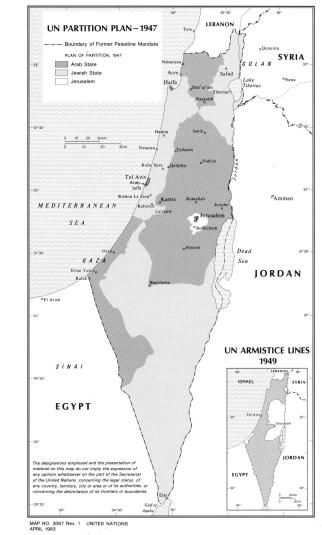
# What are some of the significant moments that make up your timeline?



### **UN GENERAL ASSEMBLY - 29 NOV 1947**

The General Assembly, Having met in special session at the request of the mandatory Power to constitute and instruct a Special Committee to prepare for the consideration of the question of the future Government of Palestine at the second regular session;

Having constituted a Special Committee and instructed it to investigate all questions and issues relevant to the problem of Palestine, and to prepare proposals for the solution of the problem, and

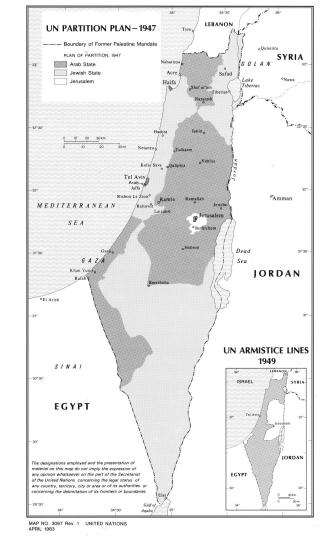


### **UN GENERAL ASSEMBLY - 29 NOV 1947**

Having received and examined the report of the Special Committee (document A/364) including a number of unanimous recommendations and a plan of partition with economic union approved by the majority of the Special Committee,

Considers that the present situation in Palestine is one which is likely to impair the general welfare and friendly relations among nations;

Takes note of the declaration by the mandatory Power that it plans to complete its evacuation of Palestine by 1 August 1948;

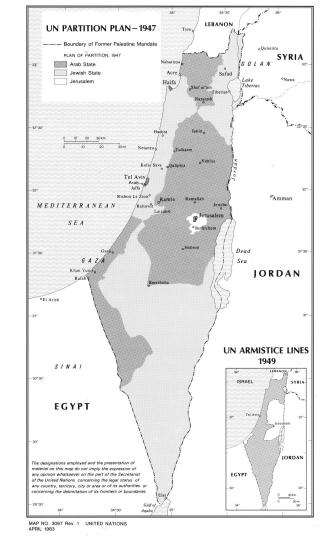


### **UN GENERAL ASSEMBLY - 29 NOV 1947**

Recommends to the United Kingdom, as the mandatory Power for Palestine, and to all other Members of the United Nations the adoption and implementation, with regard to the future Government of Palestine, of the Plan of Partition with Economic Union set out below;

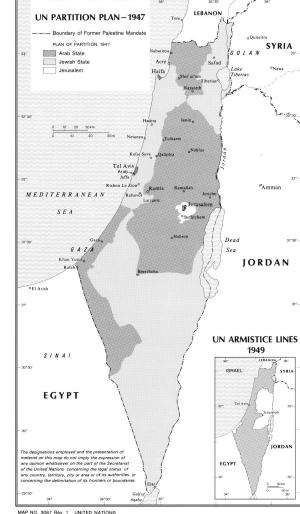
Requests that:

The Security Council take the necessary measures as provided for in the plan for its implementation;



#### **UN GENERAL ASSEMBLY - 29 NOV 1947**

The Security Council consider, if circumstances during the transitional period require such consideration, whether the situation in Palestine constitutes a threat to the peace. If it decides that such a threat exists, and in order to maintain international peace and security, the Security Council should supplement the authorization of the General Assembly by taking measures, under Articles 39 and 41 of the Charter, to empower the United Nations Commission, as provided in this resolution, to exercise in Palestine the functions which are assigned to it by this resolution;

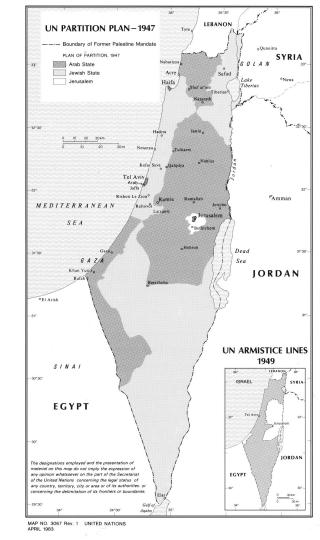


### **UN GENERAL ASSEMBLY - 29 NOV 1947**

The Security Council determine as a threat to the peace, breach of the peace or act of aggression, in accordance with Article 39 of the Charter, any attempt to alter by force the settlement envisaged by this resolution;

The Trusteeship Council be informed of the responsibilities envisaged for it in this plan;

Calls upon the inhabitants of Palestine to take such steps as may be necessary on their part to put this plan into effect;



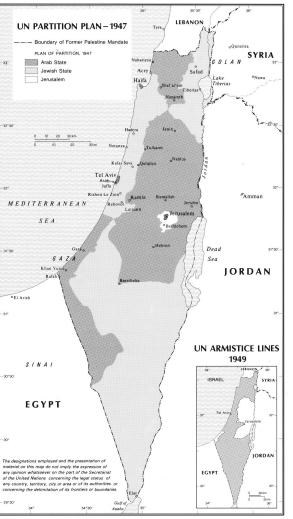
### **UN GENERAL ASSEMBLY - 29 NOV 1947**

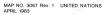
Appeals to all Governments and all peoples to refrain from taking any action which might hamper or delay the carrying out of these recommendations, and

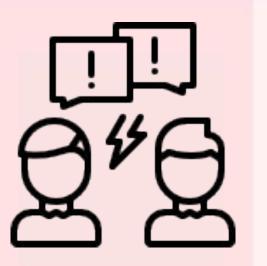
Authorizes the Secretary-General to reimburse travel and subsistence expenses of the members of the Commission referred to in Part 1, Section B, Paragraph I below, on such basis and in such form as he may determine most appropriate in the circumstances, and to provide the Commission with the necessary staff to assist in carrying out the functions assigned to the Commission by the General Assembly.

LEBANON PARTITION PLAN – 1947 AN OF PARTITION 194 SYRIA GOIA Arab State Jewish Stat Safad lonisalom Haifs Lake Nablus Tel Aviv Arablaff: Rishon Le Zion Amman I Jerusale SEA Dead Sea GA. Khan Yuni **JORDAN** °EL Arish **UN ARMISTICE LINES** 1949 SINAI ISRAE SYRL EGYPT IORDAN EGYPT ever on the nart of the Secretariat MAP NO. 3067 Rev. 1 UNITED NATIONS APRII 1983

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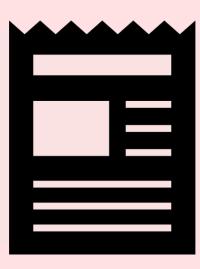






- From the Zionists' perspective, what was good about UN 181? What was bad about it? Why might the Zionists decide to accept or reject the plan?
- 2. From the Arabs' perspective, what was good about UN 181? What was bad about it? Why might the Arabs decide to accept or reject the plan?





Write what you think might have been the headline reporting on the declaration of the State of Israel from four perspectives:

- 1. A Zionist newspaper
- 2. An Arab newspaper
- 3. A British newspaper
- 4. An American newspaper





The first independent Jewish State in 19 centuries was born in Tel Aviv as the British Mandate over Palestine came to an end at midnight on Friday, and it was immediately subjected to the test of fire. As "Medinat Yisrael" (State of Israel) was proclaimed, the battle for Jerusalem raged, with most of the city salling to the Jews. At the

same time, President Truman announced that the United States would accord recognition to the new State. A few hours later, Palestine was invaded by Moslem armies from the south, east and north, and Tel Aviv was raided from the air. On Friday the United Nations Special Assembly adjourned after adopting a resolution to appoint a medlator but without taking any action on the Partition Resolution of November 29.

Yesterday the battle for the Jerusalem-Tel Aviv road was still under way, and two Arab villages were taken. In the north, Acre town was captured, and the Jewish Army consolidated its positions in Western Galilee.

#### Most Crowded Hours in JEWS TAKE OVER Palestine's History SECURITY ZONES

must crowded hours in its history.

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**Egyptian Air Force Spitfires** 

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#### **Proclamation by Head** U.S. RECOGNIZES **Of Government** JEWISH STATE

The creation of "Medinat Viernel", the State of Israel. For the Junctic population there was the anguish over prices and yesterday. The bonded there inner in the pre- 3r, Turtel Ben Garne, the Field, the Whon House relates two and new head of the State's Providental Caused of George Photos M.

the Provisional Jewish Govern-

The first art of the Council of Government, as appropriate by its boad, was to abstint all legislation of the 1879 White Puper ad the late Mandatory Power, particularly the Ordination and Dedice relating to intelligration and land trans-

In the declaration of indeunderson Mr. Ben Gurtion called on the Arabs of Palastins to restory peace, apepring them full style status and full representation in all givernmontal organs of the State. Mr. Iten Ourion - prefaced the declaration with a review

of the historic convection of the Jewish people with the



### "ARAB ARMIES INVADE PALESTINE FROM ALL SIDES"

Front page of the Egyptian newspaper Al-Balagh (The Report), May 16th, 1948













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Dedicated to Israel educators who share ideas, best practices, and support while addressing current challenges and enduring dilemmas.





# THE BEST EDUCATORS ARE LIFELONG LEARNERS

Share your experience and insights so we may better serve the Israel education community.







