

The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

## **Curriculum Guide: The President's Travels**



Unit 10 of 19:

### **The Camp David Accords**

# the Camp David Accords

September 1978 – Camp David, Maryland



By 1978, the modern Israeli state had been in existence for 30 years – years marked by armed conflict and regional war. Following Egyptian President Sadat’s unprecedented trip to address the Israeli Knesset, President Carter invited the two parties to meet at Camp David, Maryland to discuss peaceful options that might end the conflict between the two nations. The negotiations were fraught with drama, but the end result was a promising chance for compromise and peace.

## Timeline

**May 14, 1948:** The modern state of Israel is created. The new country was immediately invaded, but its armies successfully defeated the invaders.

**June 5 – 11, 1967:** Israel fights the Six Days’ War against neighboring Arab countries. At the conflict’s end, Israel doubled its land area by taking the Sinai, Gaza, and the Golan Heights.

**1973:** Egypt and Syria start what becomes the Yom Kippur War/Ramadan War to reclaim land lost in 1967. After back and forth fighting, Israel makes small gains compared to its previous holdings.

**September 5 – 17, 1978:** President Carter meets with Prime Minister Menachem Begin of Israel and President Anwar Sadat of Egypt at Camp David, Maryland. The Camp David Accords are signed at the end of this meeting.

**March 26, 1979:** Begin and Sadat sign the Egyptian-Israeli Peace Treaty at the White House.

## Related Georgia Performance Standards

### 7<sup>th</sup> Grade:

**SS7H2:** Analyze continuity and change in Southwest Asia leading to the 21<sup>st</sup> century.

### US History:

**SSUSH25c:** Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords.

### World History:

**SSWH19b:** Describe the formation of the state of Israel and the importance of geography in its development.



# Thinking About Peace

The information in the Camp David Accords exhibit at the Museum can tell students a great deal about the peace process, and the people who worked to achieve the agreement.

## Why Camp David?

After viewing the exhibit, students can consider why President Carter invited Begin and Sadat to Camp David, instead of another location. What was unique about the Camp David retreat? Why did he encourage the leaders to come to the United States? Use the map on the following page to find evidence to support students' arguments.

## Artistic Interpretations

Students can select one of many pieces of art on display in the exhibit, and write a short reflection paragraph explaining why that piece of art represented the artist's vision of hope for Middle Eastern peace.

## Personal Connections

While viewing the exhibit's video, students should consider the value of personal connections in international diplomacy. President Carter tells a poignant story about how he kept Prime Minister Begin at Camp David, and working toward an agreement, by discussing their grandchildren. Following the field trip, students can discuss whether or not they think this type of personalized diplomacy is still relevant today, and identify situations where they think it might help or hinder international relations.

## Documentary Evidence

A number of documents are on display in this exhibit, including President Carter's handwritten notes, draft versions of the Accords, and a facsimile of the actual peace treaty signed the following year. On the page following the map is an organizer students can use to identify the significance of these documents.



# CAMP DAVID

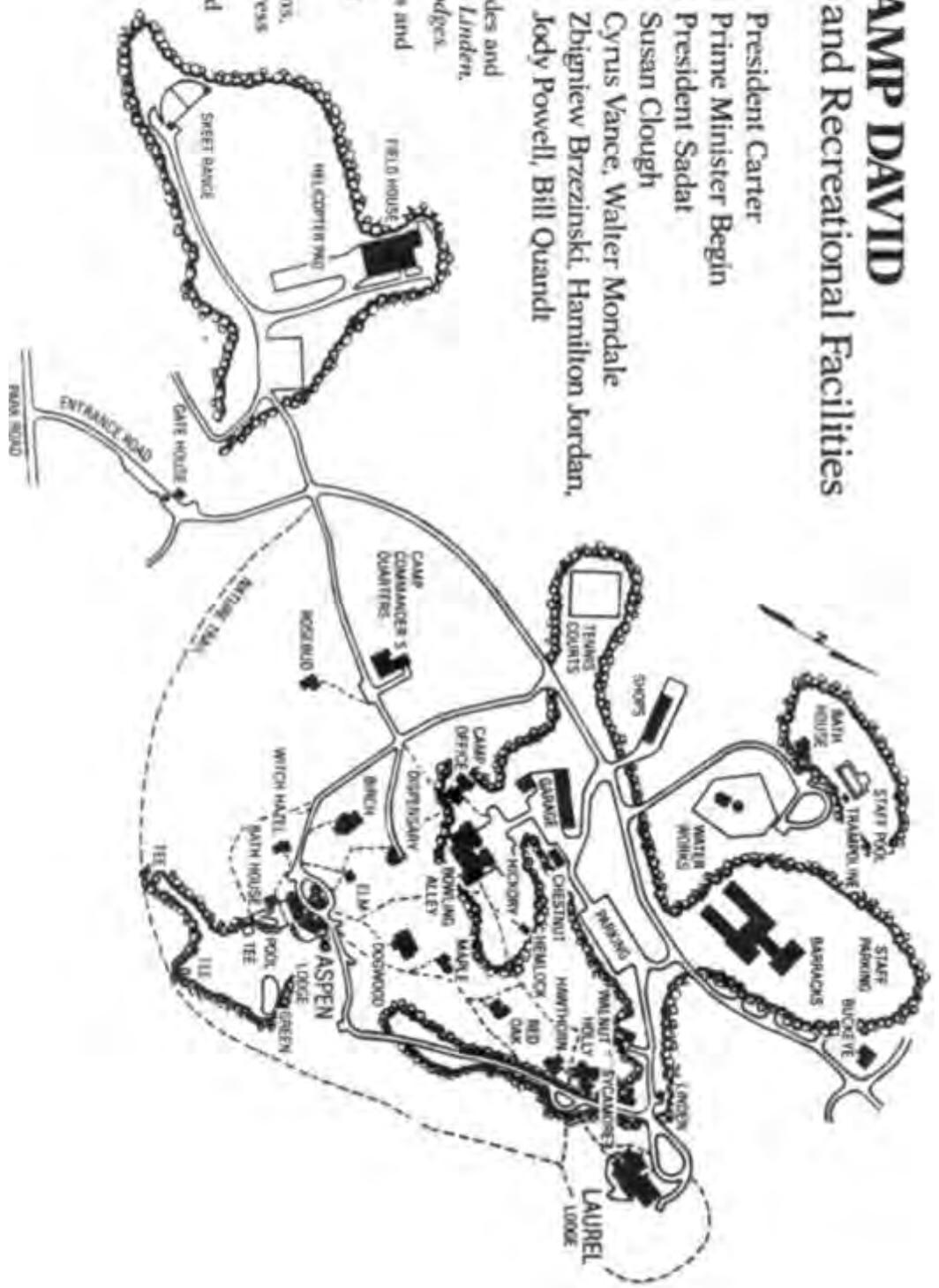
## Guest Cabins and Recreational Facilities

- |                          |                                       |
|--------------------------|---------------------------------------|
| <i>Aspen Lodge</i>       | President Carter                      |
| <i>Birch Lodge</i>       | Prime Minister Begin                  |
| <i>Dogwood Lodge</i>     | President Sadat                       |
| <i>Rosebud Lodge</i>     | Susan Clough                          |
| <i>Walnut Lodge</i>      | Cyrus Vance, Walter Mondale           |
| <i>Witch Hazel Lodge</i> | Zbigniew Brzezinski, Hamilton Jordan, |
|                          | Jody Powell, Bill Quandt              |

Egyptian Government aides and officials were also in the *Linden, Hawthorn, and Maple Lodges*.

Israeli Government aides and officials were also in *Sycamore, Red Oak, and Hemlock Lodges*.

Security, Communications, Military, Medical, and Press personnel for all three governments were lodged in the barracks.



	<b>Important phrases &amp; information</b>	<b>Relevance to the peace process and its later outcomes</b>	<b>Relevance for historians and researchers in the future</b>
<i>President Carter's handwritten notes regarding the negotiations</i>			
<i>President Carter's draft versions of the Camp David Accords</i>			
<i>The final, signed version of the Israeli-Egyptian peace agreement</i>			

## 1. TYPE OF MAP (Check one):

- |   |  |
|---|--|
| <input type="checkbox"/> Raised Relief map    | <input type="checkbox"/> Bird's-eye map              |
| <input type="checkbox"/> Topographic map      | <input type="checkbox"/> Artifact map                |
| <input type="checkbox"/> Political map        | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map     | <input type="checkbox"/> Pictograph                  |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map                 |
| <input type="checkbox"/> Military map         | <input type="checkbox"/> Other                       |

## 2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Compass     | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title            |
| <input type="checkbox"/> Date        | <input type="checkbox"/> Legend (key)     |
| <input type="checkbox"/> Notations   | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Scale       |   |

## 3. DATE OF MAP:

## 4. CREATOR OF THE MAP:

## 5. WHERE WAS THE MAP PRODUCED?

## 6. MAP INFORMATION

A. List three things in this map that you think are important.

Limit response for each question to a single line of text

1.
2.
3.

B. Why do you think this map was drawn?

Limit response for each question to 2 lines of text

C. What evidence in the map suggests why it was drawn?

D.. What information does this map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

F. Write a question to the mapmaker that is left unanswered by this map.



## Changing Lines – Changing Conflicts

Since the formation of Israel in 1948, the areas controlled by Israel and its neighbors have changed, leaving intense disagreements about where official lines should be drawn.

- 1) Give each student a map of Israel as it existed after its creation. Note boundaries, and the presence or absence of Gaza, the West Bank, the Golan Heights, and the Sinai Peninsula. Use the graphic organizer following the maps to help students track these changes.
- 2) Show students maps of the area following each of the following conflicts/treaties:
  - a. Six Days' War (1967)
  - b. Yom Kippur/Ramadan War

(1973)

c. Egyptian-Israeli Peace Treaty (1979)

- 3) Have students record boundary changes on their graphic organizers. Discuss reasons that these borders have shifted.
- 4) Give each student a map of areas currently controlled by Israel and its neighbors. Discuss how these areas have changed since 1948.
- 5) In summation, have each student write a short reflection on the role that land has played in regional conflict since the creation of the Israeli state. Students should refer to the maps studied to support their arguments.

## Map Options

Different sources provide different information:

*\*Maps according to the Israel Ministry of Foreign Affairs – this page links to maps showing Israeli territory before and after all major conflicts and treaties:*

<http://www.mfa.gov.il/MFA/Facts+About+Israel/Israel+in+Maps/>.

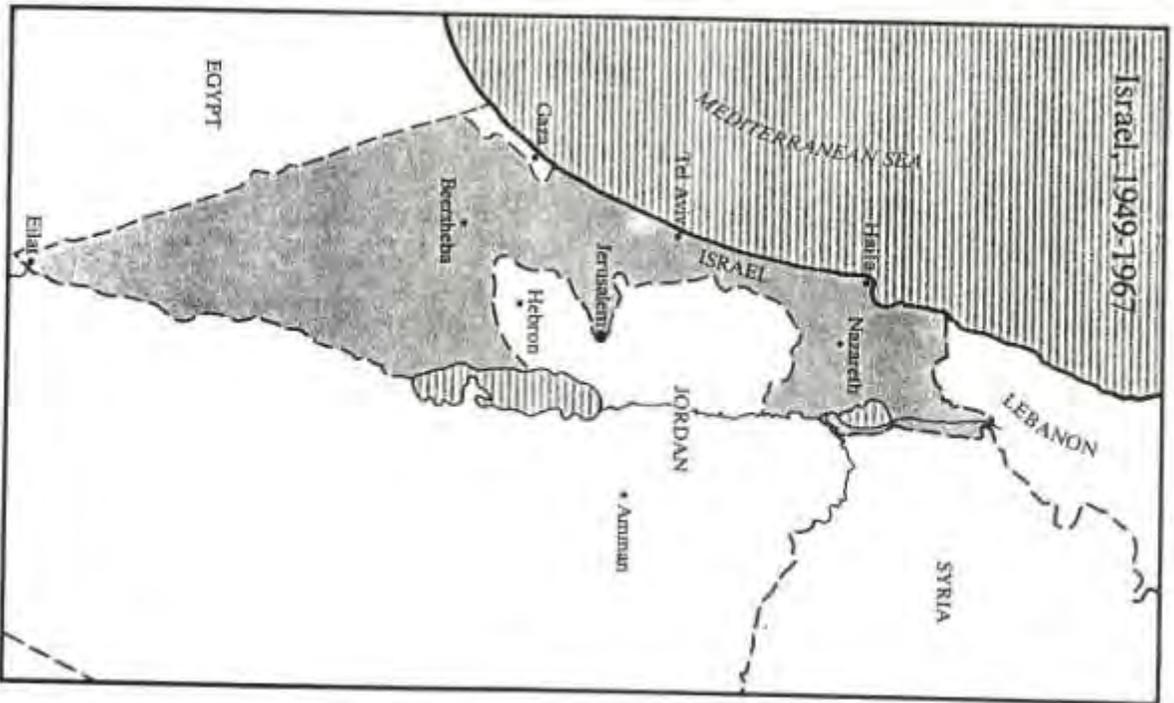
*\*Maps from the BBC showing maps by year and special maps for Jerusalem, the West Bank, and Gaza:*

[http://news.bbc.co.uk/2/shared/spl/hi/middle\\_east/03/v3\\_israel\\_palestinians/maps/html/](http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_israel_palestinians/maps/html/).

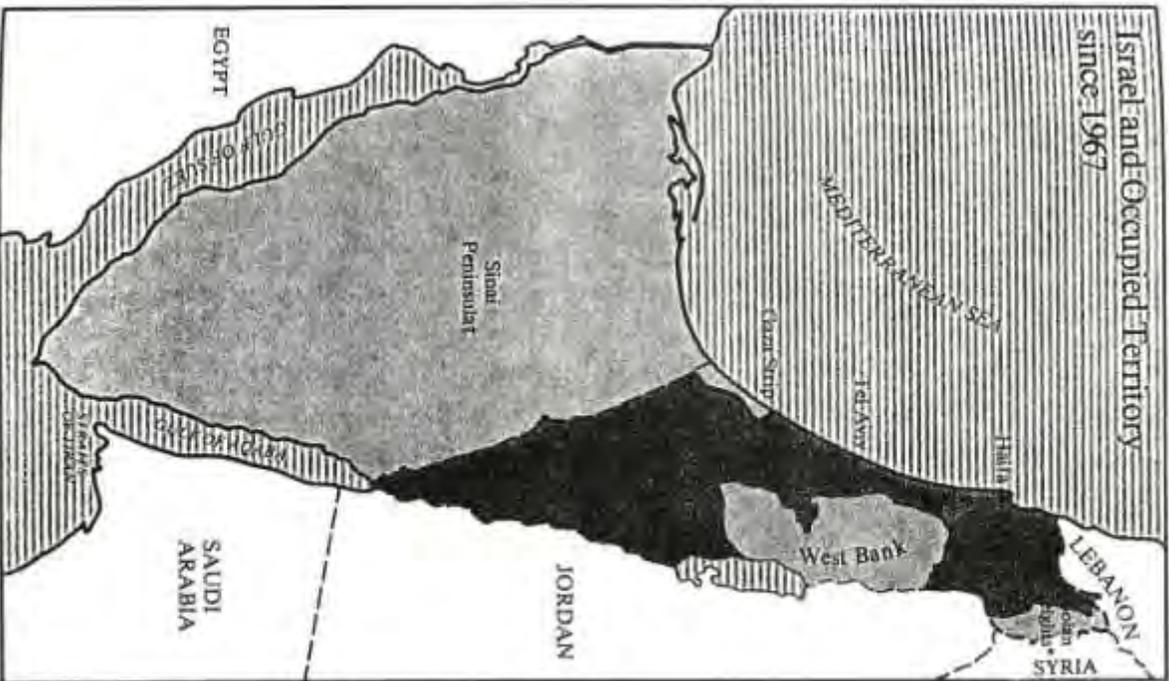
*\*Maps from the United Nations' Information System on the Question of Palestine:*

<http://unispal.un.org/unispal.nsf/vDocType?OpenView&Start=1&Count=150&Expand=111#111>.

*\*Israel's entry on the CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/docs/cia.html>*



Maps by David Morris from The Blood of Abraham Jimmy Carter. Copyright 1985 by Jimmy Carter. Reprinted by permission of Houghton Mifflin Company.



\*A portion of the Golan Heights was returned to Syria in May 1974.  
 †The Sinai Peninsula was returned to Egypt in April 1982.

	<b>Israel's Boundaries</b>	<b>Egypt's Boundaries</b>	<b>Sinai (Egypt)</b>	<b>Golan Heights (Syria)</b>	<b>West Bank</b>	<b>Gaza Strip</b>
<b>After creation of Israel: (1948-49)</b>						
<b>After Six Days' War: (1967-68)</b>						
<b>After Yom Kippur War: (1973-74)</b>						
<b>After Egyptian-Israeli Peace Agreement: (1979)</b>						
<b>Modern Israel:</b>						

# What happened next?



The 1979 peace treaty seemed to indicate a hopeful future for Middle Eastern peace. Unfortunately, the assassination of Sadat two years later by an Islamic fundamentalist signaled a change in regional politics that would lead to further violence and bloodshed that continues today. As a follow-up to any activities about the Camp David Accords, teachers will want to have students evaluate later events and peace efforts to see what long-term impact the Accords and subsequent peace treaty have had on the

## Helpful Links:

\*Documents related to the Accords online at the Carter Library:

<http://www.jimmycarterlibrary.gov/documents/campdavid/>.

\*Excellent background on conflict in the area, written as part of the 25<sup>th</sup> anniversary of the Accords:

[http://www.jimmycarterlibrary.gov/documents/campdavid25/campdavid25\\_thirteendays.phtml](http://www.jimmycarterlibrary.gov/documents/campdavid25/campdavid25_thirteendays.phtml).

\*User-friendly timeline of Arab-Israeli Conflict dating to ancient times:

[http://news.bbc.co.uk/2/shared/spl/hi/middle\\_east/03/v3\\_ip\\_timeline/html/](http://news.bbc.co.uk/2/shared/spl/hi/middle_east/03/v3_ip_timeline/html/).

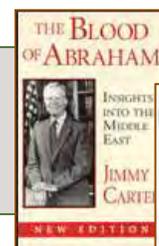
\*United Nations Information System on the Question of Palestine – Documents collection:

<http://unispal.un.org/unispal.nsf/udc.htm>.

\*Avalon Project of the Yale University Law School – documentary history of the Middle East from 1916-2001: [http://avalon.law.yale.edu/subject\\_menus/mideast.asp](http://avalon.law.yale.edu/subject_menus/mideast.asp).

\*CIA World Factbook – each country in the region has its own entry, including a map. The Gaza Strip and West Bank are listed separately: <https://www.cia.gov/library/publications/the-world->

President Carter has written several books about issues in the Middle East, including *The Blood of Abraham* and *Palestine: Peace, Not Apartheid*.



# Camp David Accords

## The Peace Process



The leaders of Israel, Egypt, and the United States met at Camp David in 1978 to discuss solutions to an agreement to bring peace to Israel. Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin had tense discussions which were mediated by President Carter.

Together they were able to achieve a peace agreement. There are numerous documents available through the Carter Library and Museum that can be used to help students understand what took place during the talks. There are links to these sources on page three under the title "Background".

### Map Activity

Students will begin by examining a map of Israel from 1949-1967 and a map of Israel and Occupied lands since 1967.

Page 13

### Political Cartoon Activity

Students will examine a political cartoon and complete an analysis of the cartoon.

Page 14-15

### Primary Sources Activity

Students will read President Carter's handwritten notes to determine what topics and issues were being negotiated.

Page 17-27

The Camp David Accords illustrate the difficulties and nuances of high level talks and the twists and turns of the negotiation process. For some background reading and an introduction to the peace talks have students read this [article](#).

Students with access to the Internet can access the American Experience website for the timeline of events and descriptions for the [Peace Accords](#). Click on the feature called “Brokering Peace” or the [text only](#) version to research the events. In addition, the President’s daily dairy for the [first day](#) and the [last day](#) of the peace process gives extra insight into the internal workings of the president’s role as negotiator.

Once students have an understanding of the peace talks and their progression, have students complete the timeline activity below.

### Timeline Activity

Students will use the information provided from the Brokering Peace website to create an illustrated timeline of the events of the 1978 Camp David Accords. Students should create a poster or computer document with dates in chronological order and characteristics of the events and talks that were ongoing. Encourage students to be creative in their timelines by doing more than just a line and dates, but adding pictures, quotes and graphics to display the process of the peace accords, the leaders involved, and the path toward the agreement.

### **Websites linked to underlined words above in the lesson**

1. [http://www.pbs.org/wgbh/amex/carter/peopleevents/e\\_peace.html](http://www.pbs.org/wgbh/amex/carter/peopleevents/e_peace.html)
2. [http://www.pbs.org/wgbh/amex/carter/sfeature/sf\\_peace.html](http://www.pbs.org/wgbh/amex/carter/sfeature/sf_peace.html)
3. [http://www.pbs.org/wgbh/amex/carter/sfeature/sf\\_peace\\_text.html](http://www.pbs.org/wgbh/amex/carter/sfeature/sf_peace_text.html)
4. <http://www.jimmycarterlibrary.gov/documents/diary/1978/d090578t.pdf>
5. <http://www.jimmycarterlibrary.gov/documents/diary/1978/d091778t.pdf>

# Georgia Performance Standards



## Background Information

**SS5H9 The student will trace important developments in America since 1975.**

- a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East,

**SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

- b. Describe how land and religion are reasons for continuing conflicts in the Middle East.

**Grades Nine – Twelve | SSCG20**

The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

**Grades Nine – Twelve | SSCG12**

The student will analyze the various roles played by the President of the United States; include Commander-In-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

**Grades Nine – Twelve | SSUSH25 (C.)**

The student will describe changes in national politics since 1968.

Explain the Carter administration's efforts in the Middle East;

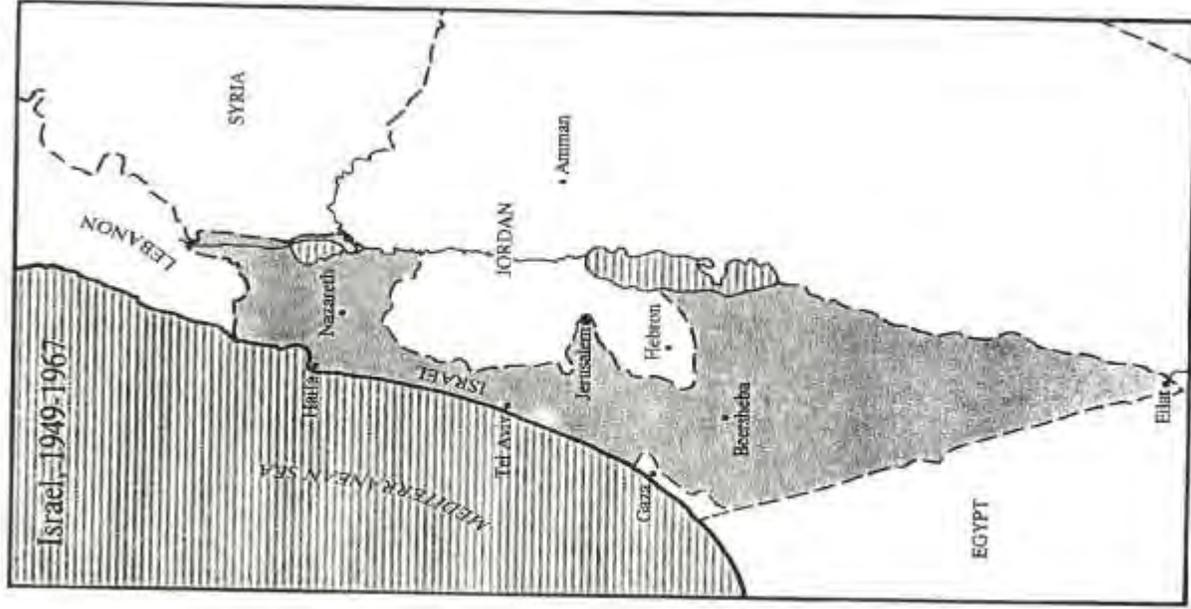
Teachers and students would benefit from reading the following documents:

1. [Special Collection](http://www.jimmycarterlibrary.gov/documents/campdavid25/campdavidafter25years.phtml) of documents, pictures, and overview of the Peace Accords. (<http://www.jimmycarterlibrary.gov/documents/campdavid25/campdavidafter25years.phtml>)
2. [UN Resolution 242](http://www.un.org/documents/sc/res/1967/scres67.htm) is mentioned in the documents from President Carter. (<http://www.un.org/documents/sc/res/1967/scres67.htm>)
3. The official [Camp David Accords](http://www.jimmycarterlibrary.gov/documents/campdavid/accords.phtml) treaty (<http://www.jimmycarterlibrary.gov/documents/campdavid/accords.phtml>) and the [framework for peace](http://www.jimmycarterlibrary.gov/documents/campdavid/frame.phtml) (<http://www.jimmycarterlibrary.gov/documents/campdavid/frame.phtml>).
4. [Related correspondence](http://www.jimmycarterlibrary.gov/documents/campdavid/letters.phtml) between the leaders. (<http://www.jimmycarterlibrary.gov/documents/campdavid/letters.phtml>)

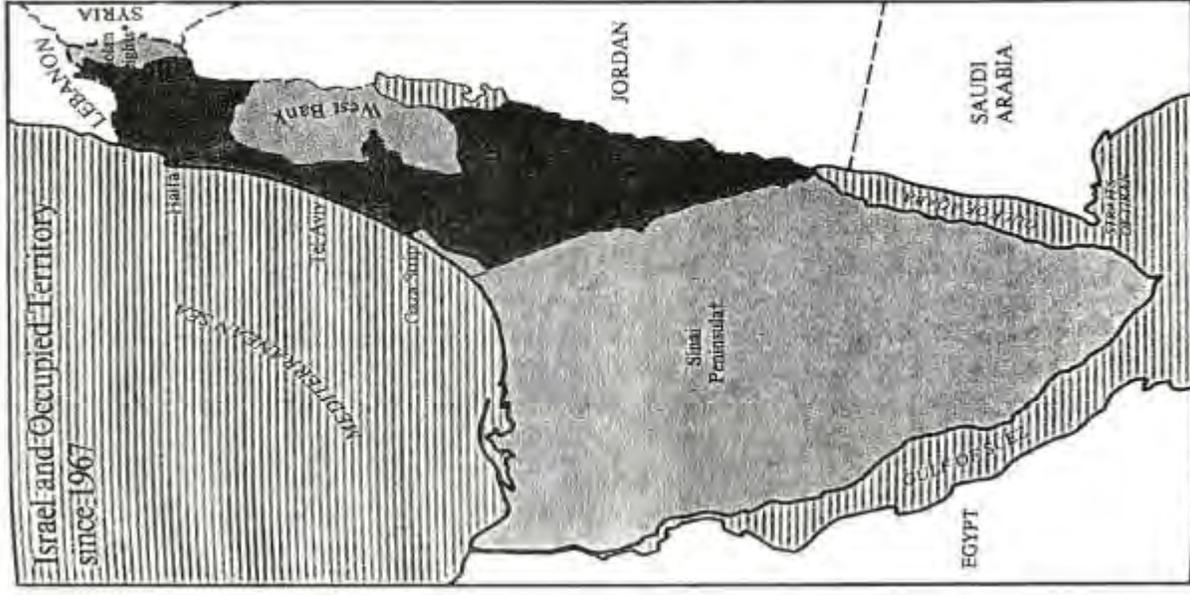
### Map Activity

Directions: Compare the two maps in terms of land controlled by Israel. Answer the questions below about the two maps.

1. Which countries lost land to Israel in 1967?
2. What might be some issues surrounding the separation of the West Bank from the Gaza Strip and the Golan Heights for Palestinians?
3. Why would Egypt be an important ally for Israel in the Middle East?



Maps by David Morris from *The Blood of Abraham* Jimmy Carter. Copyright 1985 by Jimmy Carter. Reprinted by permission of Houghton Mifflin Company.



\*A portion of the Golan Heights was returned to Syria in May 1974.  
†The Sinai Peninsula was returned to Egypt in April 1982.

HEY, FOLKS! THIS SUMMER SEND THE KIDS TO...

**CAMP DANDY**

WHAT FUN THEY'LL HAVE LEARNING TO...

**CANOE...**



**HORSEBACK  
RIDE...**



...AND  
**COOK  
OUT...**  
ALL UNDER THE  
WATCHFUL EYE  
OF OUR TRAINED  
COUNSELORS!



**TIE  
KNOTS...**



Summer  
Professionalism

## Cartoon Analysis Worksheet

### Level 1

Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.  2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.  3. Record any important dates or numbers that appear in the cartoon.

### Level 2

Visuals	Words
2. Which of the objects on your list are symbols?  3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?  5. List adjectives that describe the emotions portrayed in the cartoon.

### Level 3

- A. Describe the action taking place in the cartoon.
- B. Explain how the words in the cartoon clarify the symbols.
- C. Explain the message of the cartoon.
- D. What special interest groups would agree/disagree with the cartoon's message? Why?

## Primary Source Documents Activity

# President Carter's handwritten notes

The negotiations between President Sadat of Egypt and Prime Minister Menachem Begin of Israel

Students will examine the notes that President Carter took during the negotiation process and his framework for a settlement in Sinai.

1. Students will create a graphic organizer such as a chart or list that summarizes the framework.
2. Students should pay particular attention to the president's role as negotiator in the peace process and his efforts towards getting all parties to agree to a treaty and concluding the process in a timely manner.
3. Students can use a Document Analysis worksheet found on the last page to examine one of the following documents.
3. In conclusion, students should write an essay describing the role of President Carter in the Camp David Accords and how successful he was at negotiating a peace agreement.



## Framework for a Settlement in Sinai

In order to achieve peace between them, Israel and Egypt agree to negotiate in good faith with a goal of concluding within three months of the signing of this framework a peace treaty between them. ~~There are no preconditions to the commencement of the negotiations.~~

All of the principles of U.N. Resolution 242 will apply in this resolution of the dispute between Israel and Egypt.

### PEACE TREATY

Unless otherwise mutually agreed, terms of the peace treaty will be implemented

between two and three years after the peace treaty is signed.

In the peace treaty the issue of: a) the full exercise of Egyptian sovereignty up to the internationally recognized border between Egypt and mandated Palestine; b) <sup>the time of</sup> withdrawal of Israeli personnel from the Sinai; c) the <sup>near</sup> [EI] use of airfield [EI] Arish [Rafah] [Has <sup>in</sup> Nagb] [Sham el Sheikh] <sup>with</sup> Etam, Etzion and Ofir, <sup>for civilian purposes only;</sup> d) the right of free passage by <sup>ships of</sup> Israel and other nations through the Strait of Tiran, the Gulf of Suez and the Suez Canal; e) the construction of an international highway

between the Sinai and Jordan  
 near Elat; and f) the <sup>stationing</sup> reduction  
 of military <sup>forces</sup> threats against  
 Israel and Egypt by the steps  
 listed below (will be resolved by  
 negotiations between the parties)

Stationing of forces  
 -- Within an area lying  
 approximately 50 kilometers (km)  
 east of the Gulf of Suez and  
 the Suez Canal, no more than  
 one division of Egyptian mechanized  
 or infantry armed forces will be  
 stationed. ~~No strike~~

-- Only United Nations forces  
 and civil police equipped with light  
 weapons to perform normal police  
 functions will be stationed <sup>lying west of</sup>

PZ  
 ↗

Typed  
 page  
 ↗

-- in the area not included above, border patrol units, not to exceed three battalions, will supplement the civil police in maintaining order

The exact demarcation of the above areas will be mutually agreed during the peace negotiations.

Early warning stations may <sup>exist</sup> ~~remain or be~~ established as mutually agreed to insure compliance with the terms of the agreement.

United Nations forces will be stationed in the Sharm el Sheikh area to insure freedom of passage through the Straits of Tiran, and will be removed only if ~~both nations agree and~~ ~~after~~ such agreement is approved by the Security Council of the United Nations.

Normal relations will be established between Egypt and Israel, including: full recognition; ~~diplomatic, economic and cultural~~ ~~relations;~~ termination of economic boycotts ~~and barriers to the free~~ ~~movement of goods and people;~~ and mutual protection of citizens by the due process of law.

6

INTERIM WITHDRAWAL

Between ~~two~~ <sup>three</sup> months and  
nine months after the signing of  
the peace treaty, all Israeli  
forces will withdraw ~~to~~ east  
of a line extending from a  
point [just] east of El Arish  
to Ras Muhammad, the exact  
location of this line to be  
determined by mutual agreement.

#9  
(35)

Framework for  
Outline of a settlement in Sinai

Principles

- a) Disputes will be settled by peaceful means. The parties will refrain from the threat or use of force.
- b)

The principles of

All of the principles of U.N. Resolution 242 will apply in the resolution of the dispute concerning the Sinai.

Final agreement:

The exercise of

- a) Full Egyptian sovereignty will be restored in the Sinai, up to the internationally recognized border between Egypt and mandated Palestine.
- b)

b) Except as otherwise agreed in the final peace treaty, all Israeli personnel will be withdrawn from the Egyptian territory.

#1A

THE WHITE HOUSE  
WASHINGTON

9/15/78

To Pres. Sadat & P.M. Begin:

We are approaching the final stage of our negotiations. With your approval, I propose that today we receive your most constructive recommendations, that tomorrow (Saturday) be devoted to drafting efforts, and that we conclude the meeting at Camp David at some time during the following day. We will, at that time, issue a common statement to the press, drafted together. Additionally, we should agree not to make any further public statements prior to noon on Monday. Please let me know if you object to any of these proposals.

J.C.

Settlements in West Bank and Gaza

Late in the evening, Saturday, September 11, P.M. Begin, Im Dayan, Ahyon Barak, Sec Vance and I were concluding ~~the~~ discussions on the final wording of the section on the West Bank and Gaza.

Section 6 referred to the Israeli settlements, and as drafted in the American proposal, stated:

oij

Prime Minister Begin objected to this language, and began to make several alternate proposals, ~~all of which were rejected by me.~~ They included: a) a fixed time (three months) during which no new settlements would be constructed; b) prohibitions against civilian settlements only; c) ~~Prime Minister's~~ right to build a limited number of new settlements; etc. All of these proposals were rejected by me.

Finally, we agreed on the exact language concerning the settlements, and that the paragraph would be removed from the West Bank - Gaza section and included in a letter from Begin to me. I told him it could not be a secret letter and the Prime Minister replied that the text would be made public.

~~This~~ The agreed text was:

"

"

It was clear and obvious that the "negotiation" applied to the West Bank and Gaza.

Early the next day I informed Pres Sadat of the agreement.

On Sunday afternoon Mr. Derat brought <sup>from Milton</sup> "me" a proposed text which differed substantially from that on which we had agreed. I informed him that it was unsatisfactory, and read to him the text on which we had agreed, which was still lying on my desk. He did not disagree with the agreed text.

## Written Document Analysis Worksheet

1.	<b>TYPE OF DOCUMENT (Check one):</b> <input type="radio"/> Newspaper <input type="radio"/> Letter <input type="radio"/> Patent <input type="radio"/> Memorandum <input type="radio"/> Map <input type="radio"/> Telegram <input type="radio"/> Press Release <input type="radio"/> Report <input type="radio"/> Advertisement <input type="radio"/> Congressional Record <input type="radio"/> Census Report <input type="radio"/> Other
2.	<b>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</b> <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals <input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
3.	<b>DATE(S) OF DOCUMENT:</b>
4.	<b>AUTHOR (OR CREATOR) OF THE DOCUMENT:</b>  POSITION (TITLE):
5.	<b>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</b>
6.	<b>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</b> A. List three things the author said that you think are important:  B. Why do you think this document was written?  C. What evidence in the document helps you know why it was written? Quote from the document.  D. List two things the document tells you about life in the United States at the time it was written.  E. Write a question to the author that is left unanswered by the document:

# Geography of The Middle East

## A Cultural Region



### LESSON SUMMARY

The Carter Center analyzes conflicts around the world and aids the parties in conflict resolution negotiations. Much of the Carter Center's focus is on achieving peace in the Middle East. This lesson examines the Middle East from a geographical standpoint as a cultural region. Students will examine the cultural geography of the Middle East and gain an understanding of this unique area of the world.

### Vocabulary

Culture  
Cultural Region  
Islam  
Christianity  
Judaism  
Conflict  
Resolution

What is a cultural region?



# Activities

1. **A Cultural Region:** Locate the countries in the Middle East on a map. Compare and contrast the religions and lifestyles of the various countries. How are they the same? Different? Complete the map analysis chart.

Geographical Region: Map

<http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html>

2. **Conflict Resolution:** Have students think about common conflict areas in the classroom or at home. What is the conflict usually about? Property, disrespect, other? Have the students create a conflict resolution group to address complicated situations like bullying. Organize a committee with all groups or parties represented for diverse viewpoints using the Carter Center conflict resolution model as a guide. Visit the map table at the Carter Center Library and Museum and complete research to find out the conflict resolution methods used during negotiations. Research U.N. Resolutions 242 and 338 as well as the Camp David Accords. What are the principles behind these resolutions and accords? What values are present and form the basis of conflict resolution? How can you apply these values in your daily life to avoid conflict and promote peace in your relationships with others? What universal needs are recognized in these documents?



*Did you know that blue is the official color of peace?*

## Essential Questions

1. What is the relationship between human rights and peace?
2. Where in the Middle East are major conflicts occurring? Why?
3. Why does the Carter Center engage in activities to promote human rights around the world?
4. What can you make sure that your life is as peaceful as possible?
5. What does peace look like to you?

4. **Play the Peacemaker Game**: Play the game that challenges you to succeed as a leader where others have failed. Experience the joy of bringing peace to the region, or plunging it into disaster. Play the demo at <http://www.peacemakergame.com/>



5. **Conflicts in the Middle East**: Have students identify where major conflicts are occurring in the Middle East and locate the locations on a map. Why is the conflict happening? What is a solution? View the interactive timeline of Middle East events since 1900 to get a better understanding of the issues.

<http://www.pbs.org/wgbh/globalconnections/mideast/timeline/index.html>

*What can people in the U.S. do to promote peace around the world and help end global conflicts?*

6. **Docs Teach**: Have students complete the DocsTeach activities using primary sources.

<http://docsteach.org/activities/4540>

## STANDARDS

### **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

- a. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.
- b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
- d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

### **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- d. Explain the reason for the division between Sunni and Shia Muslims

## ENDURING UNDERSTANDINGS

### **Students will understand that when there is conflict between or within societies, change is the result.**

How did European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire lead to regional conflict?

How is the origin of Judaism, Islam, and Christianity a source of conflict over the land?

How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?

### **Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

What is the difference between an ethnic group and a religious group?

How are the religions of the Arabs, Persians, and Kurds diverse?

What are the similarities and differences between Judaism, Islam, and Christianity?

What is the reason for the division between Sunni and Shia Muslims?

**SS7H2 The student will analyze the 21st century.**

- Explain how European partition of the Ottoman Empire led to regional conflict.
- Explain the historical reasons for the Jewish religious connection to the land.
- Describe how land and religion have influenced the presence and interests of the United States in Afghanistan and Iraq.

## REFERENCES

For more information on the Carter Center and the Middle East refer to the following books;

*Beyond the White House: Waging Peace, Fighting Disease, Building Hope.* New York: Simon & Schuster, 2007. **The story of the Carter Center since its inception as told by the founder. The chapters offer vignettes of the Center's involvement with many nations with topics ranging from health to election issues.**

*The Blood of Abraham: Insights into the Middle East.* New edition. Fayetteville: University of Arkansas Press. 1993. **This new edition has an extended chronology and afterward. Corrections have been made where needed and the chapter, "The Future", has been slightly updated.**

*Palestine: Peace Not Apartheid.* New York: Simon & Schuster, 2006. **President Carter offers steps to help bring permanent peace to Israel and Palestine.**

### **Social Studies for Kids:**

<http://www.socialstudiesforkids.com/articles/worldhistory/palestinianisraeliconflict1.htm>

### **Articles about peace in the Middle East:**

<http://www.independent.co.uk/news/world/middle-east/peace-studies-children-of-israel-394977.html>

<http://www2.scholastic.com/browse/article.jsp?id=3755983>

[http://www.theisraelproject.org/site/c.hsJPK0PIIjPH/b.3265575/k.A54B/Israels Commitment to Peace.htm](http://www.theisraelproject.org/site/c.hsJPK0PIIjPH/b.3265575/k.A54B/Israels%20Commitment%20to%20Peace.htm)

### **Peacemaker Game:**

<http://www.peacemakergame.com/>

### **Other Internet Resources:**

#### **Geographical Region:**

<http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html>

**DocsTeach Activity:** <http://docsteach.org/activities/4540>

**Clip Art:** courtesy of Microsoft.com clipart gallery

