



Tasting the Sky: Life on the West Bank

Author	Patricia Hutchinson
Grade Level	7
Duration	1-2 class periods (after reading novel)

National Standards

GEOGRAPHY

Element 2: Places and Regions

- 4. The physical and human characteristics of places
- 6. How culture and experience influence people's perception of places.

AZ Standards

ELA

Reading

Range of Reading and Level of Text Complexity

- 7.RL.10 By the end of the year, proficiently read and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

Writing

Production and Distribution of Writing

- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

- 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

- 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.

- 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.

Overview

Students should extend their knowledge of the world by reading cross-cultural literature and reflecting on what they have learned.

Purpose

In this lesson, students will read and write about the memoir of a childhood in Ramallah, on the West Bank. The storyteller, Bakarar, offers a child's view

of life in an occupied land.

Materials

- World map
<http://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Southwest Asia/North Africa map (labeled)
http://geoalliance.asu.edu/sites/default/files/maps/MidEast_Labeled.pdf
- Southwest Asia/North Africa map (unlabeled)
http://geoalliance.asu.edu/sites/default/files/maps/MidEast_Unlabeled.pdf

[s/MidEast.pdf](#)

- Israel Map
- Gaza Strip Map
- West Bank Map
- Summary of Six Day War by Shaul Cohen
https://cmes.arizona.edu/sites/cmes.arizona.edu/files/Reading%20One-6%20Day%20War_0.pdf
or another source of factual information about the Six Day War
https://en.wikipedia.org/wiki/Six-Day_War
- Readings 1-12 from novel
- Colored pencils
- Sets of novels, [Tasting the Sky](#)
- Scoring Guide for Readings 1-2

Objectives

The student will be able to:

- Identify ways that conflict can affect human migration.
- Create a personal reflection about war/conflict.

Procedures

Preparation for the Lesson- The teacher will introduce the literary term, memoir. How is memoir different from autobiography? Memoir is a record of events written by a person having intimate knowledge of them and based on personal observation. Memoirs are more focused on specific life experiences. Autobiography is a history of a person's life written or told by that person.

Students have read the novel.

Readings 1-12 are copied and cut apart--one for each student.

SESSION ONE

1. Introduce the lesson with mapwork. First project a map of the World and locate the Middle East and Israel. Then distribute the unlabeled version of the Southwest Asia/North Africa map to the students. Project the labeled version and have students writing in the country names.
2. Then project the Israel, Gaza Strip, and West Bank maps. Have students put dots on their maps and draw arrows to label these areas.
3. Write the following quote on the board and let students individually reflect on it until the end of the session. (i.e. Don't discuss it at this point) "**When a war ends, it does not go away. It hides inside us.**"
4. Distribute copies of the summary of the Six Day War by Cohen or the introductory portion of

Wikipedia on the subject. Discuss the historical aspects of the war.

5. Distribute the Readings 1-12 and have students with like numbered readings work together. Give time for silent reading- encourage students to highlight or underline important points as they read.
6. Give time for the groups to share several points from the readings with each other.
7. Have students then work independently to reflect on the reading from the book. They can compare it to something they have experienced, or they can reflect on how they would feel in the same situation. Ask the students to write at least one paragraph. Share the Scoring Guide for Readings 1-2 so students know how the assignment will be graded.
8. Conclude the lesson by looking at the statement on the board. What does this mean?

Assessment

Geography

The map work can be graded for accuracy and completeness. Mastery will be considered a score of 90% or higher.

Geography and ELA

The personal reflection can be graded for length (one paragraph) and comprehension of the reading selection. Mastery will be considered 24 points or higher on the Scoring Guide.

Extensions

1. Ask students to write about a childhood memory, and then use a parent or family member memory, or a newspaper article to compare and contrast against the childhood memory.

2. The teacher will introduce the concept of "fence." Ask the students to demonstrate an understanding of fence before supplying the dictionary offerings.

Fence: (dictionary.com)

- a barrier enclosing or bordering a field, yard, etc., usually made of posts and wire or wood, used to prevent entrance, to confine, or to mark a boundary.
- to enclose by some barrier, establishing exclusive right to possession
- to defend; protect; guard:
- to ward off; keep out.

Ask the students to reflect on the uses of 'fence' within the memoir. This concept of fence extends beyond to (possible responses) concentration camps, reservations, mental issues such as autism,

prisons and jails.

3. View the short videos of the West Bank and compare the contemporary images with childhood memories.

4. Palestine, West Bank, Israel, Arab, Islam, Judaism, 6 Day War are all powerful, and value-laden terms. The story and lesson lend themselves to group discussion (which needs to remain academic) and respectful of the possible religious and ethnic sensitivities of the class.

Sources

Maps of Israel, Gaza Strip, and West Bank, CIA WorldFactBook

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

Reading One Six Day War by Shaul Cohen, B.A., M.A., Ph.D. Assistant Professor, Department of Geography, University of Oregon.

https://cmes.arizona.edu/sites/cmes.arizona.edu/files/Reading%20One-6%20Day%20War_0.pdf

Six Day War https://en.wikipedia.org/wiki/Six-Day_War

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