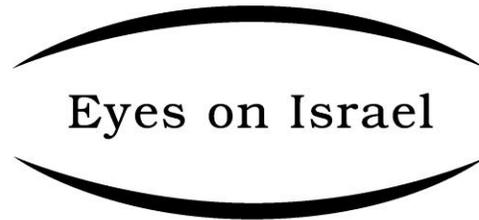


**A curriculum that teaches critical
analysis of news media coverage
of Israel and the Middle East.**



Module 3
The 1967 Six-Day War and
U.N. Security Council Resolution 242:
A Case Study in News Media Coverage

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The 1967 Six-Day War and U.N. Security Council Resolution 242: A Case Study in News Media Coverage

Module Introduction

Few events in the history of modern Israel have had greater impact on the state itself and how it is perceived by the news media than the Six-Day War of 1967. As a result of this conflict, Israel gained possession of a land mass more than double its size, reunited western Jerusalem with formerly Jordanian-occupied eastern Jerusalem and assumed authority over a considerable Arab population in the West Bank (Judea and Samaria) and the Gaza Strip.

Characterizations of the territories taken by Israel in 1967 vary. Some call them “occupied,” others “disputed” or “administered.” Similarly, Israel’s retention of control over some of these areas and the status of Palestinian Arabs living in them are cast by some as the fundamental source of conflict in the Middle East, or at least, of the Arab-Israeli conflict. (Note that there are other, sometimes larger inter-Arab or inter-Islamic conflicts in the region.) Others cite Arab rejection of Israel’s legitimacy and permanence within any borders as the root of the conflict.

U.N. Security Council Resolution 242, adopted in November, 1967 became the guiding international formula for settling the conflict.

The purpose of Module 3—The 1967 Six-Day War and U.N. Security Council Resolution 242: A Case Study in News Media Coverage—is to provide students the opportunity to examine the causes of the Six-Day War and the intent of Resolution 242, a ruling sometimes invoked inaccurately by both Arab spokespersons and Western reporters to justify Palestinian demands for a handover of the entire West Bank. Students will examine what occurred and compare facts with reports by the news media. In addition, students will have a chance to reinforce what they may have previously explored in the realm of journalistic ethics.

The following topics are covered in this module:

Lesson 3.1: Understanding the 1967 Six-Day War

Objective: Students will (a) identify key events that led to the war and (b) identify the main outcomes of the fighting, including territorial changes.

Lesson 3.2: Understanding U.N. Security Council Resolution 242

Objective: Students will (a) identify key provisions of Resolution 242, and (b) identify the intent of its framers.

Lesson 3.3: U.N. Security Council Resolution 242 and the News Media

Objective: Students will compare Resolution 242 with interpretations in the news.

These objectives and a list of materials are included within each lesson. Actual materials needed—student handouts and teacher aids—appear in the appropriate section of each lesson.

Lesson 3.1: Understanding the 1967 Six-Day War

Objective

Students will (a) identify the key events that led to the Six-Day War and (b) identify the main outcomes of the fighting.

For the Teacher

At first glance, an examination of the 1967 Six-Day War might seem irrelevant to Arab-Israeli news today and more appropriate for a straight history class than for a curriculum that deals with contemporary Israel, the news media and the Middle East. However, this is not the case.

The 1967 War resulted in Israel's control over the Palestinian Arabs of the West Bank and Gaza Strip (as well as the inhabitants of eastern Jerusalem, the Sinai Peninsula, and the Golan Heights). Although many view Arab refusal to recognize the legitimacy of Israel as a Jewish state as a fundamental reason for the Arab-Israeli conflict in the Middle East, many in the media perceive the Israeli-Palestinian clash to be the paramount cause of Middle Eastern instability. To understand the current situation accurately, students need to know how it came to be.

Another reason for studying the Six-Day War lies in the needs and vulnerabilities of our students. Adolescents are often especially interested in what are presented as issues of justice and injustice and may be keenly attuned to matters of "fairness." Many news outlets portray Palestinian Arabs mostly or solely as victims of aggression and injustice. Students need to learn and appreciate the full picture.

The goal of this lesson is to teach the actual events of the 1967 Six-Day War. A strong foundation in the facts of this critical period in Israel's history will help students better understand that reporting on the Arab-Israeli conflict must be considered with an informed mind.

Grades: 7-12

Estimated Time: 1 period

Materials

Student Handouts:

- **Israel's Story in Maps** (Student Handout 3.1A)
- **Israel's Story in Maps Questions** (Student Handout 3.1B)
- **1967 Six-Day War Test** (Student Handout 3.1C)

Teacher Aids:

- **Israel's Story in Maps PowerPoint** (Teacher Aid 3.1A)
- **Israel's Story in Maps Answers** (Teacher Aid 3.1B)
- **1967 Six-Day War Test Answers** (Teacher Aid 3.1C)

Instructional Objective

Students will identify key factors that led to the Six-Day War and the territorial changes that resulted.

Enabling Objectives

- a. Students will explain the meaning of *preemption* and the reasoning behind it as a course of action.
- b. Students will view a PowerPoint presentation about the Six-Day War and identify basic facts about the conflict.
- c. Students will assess what they know about the war and its immediate aftermath.

Lesson Instructions

Warm-up Activity

The purpose of this activity is to explain the concept of *preemption* to the students. Describe the following scenario to the class:

You live in a house with your family, consisting of your father, mother, two brothers and two sisters. You have the following resources available to you: your voice, a phone and fax machine, a computer, assorted pots and pans, a baseball bat, knives and guns.

It is late at night and everyone is asleep. You hear strange noises from both the front and back doors—noises that sound like people trying to break in. You cautiously walk down the stairs to see what is going on without being seen. Your fears are realized—people are surrounding the front and back of the house. They are carrying weapons and shouting, “We want this house. We will take it and we will kill you.” WHAT DO YOU DO?

Invite students to discuss how they would handle this situation. Would they go back to sleep, hoping this was all a bad dream? Would they quickly gather their valuables and leave their house forever? Would they try to reason with the intruders? Would they gather their family to attack the intruders, making their best effort to save themselves and their house?

Explain that, by fighting the intruders, the family would have the best chance of saving their house and likely themselves.

Write the word *preemption* on the board. Ask students to share what they think it means. Have them give an example and explain why they think it may be a valid course of action.

Preemption can be defined as “acting in order to prevent something else from happening or taking place.” Tell students they will shortly examine an important historical event and to keep in mind the concept of preemption.

Step 1 Distribute Student Handout 3.1A (Israel’s Story in Maps). If you have a computer and a projector, project the first slide from Teacher Aid 3.1A (Israel’s Story in Maps PowerPoint). The questions from the presentation can be found on Student Handout 3.1B.

You may wish to ask a volunteer to come to the front of the class to read aloud the screen text and to point out specific geographic features that appear as questions. Ask volunteers to answer the questions that appear on each slide. Answers to the questions on the screen appear on Teacher Aid 3.1B. Additional information you may wish to share with students appears below.

Slide 1: *The Golan Heights*. Originally part of the Palestine Mandate and supposed to be part of the Jewish homeland promised in that mandate, this area was given to the French mandate for Syria in 1923. From 400 to 1,700 foot heights overlooking northern Israel, Syrian troops regularly shelled Jewish farming communities throughout the '60s.

The West Bank and Gaza Strip. There is no country of Palestine on this map because despite the U.N. partition plan, Arab countries refused to set up an Arab state in the West Bank or Gaza Strip, even though they controlled the areas.

Slide 2: *Eilat*. The port city of Eilat was the only place at which Israel had direct access to markets in Asia and West Africa. Most countries in the Western Hemisphere and Europe used the Suez Canal to avoid sailing all the way around Africa to Central and East Asia. However, Egypt, which controlled the canal, would not let Israel use the canal, a violation of U.N. Security Council Resolutions 95 (1951) and 118 (1956). At that time, Israel used the port of Eilat to get the oil it needed for its economy.

Slide 3: *UNEF*. The U.N. forces, charged after the 1956 Israeli-Egyptian war with keeping the peace in the Sinai, totaled about 3,400 lightly-armed soldiers. Egypt in the spring of 1967 eventually moved approximately 100,000 men and 1,000 tanks into the Sinai where they could threaten Israel. U.N. soldiers could not stand against a force that large, but the head of the United Nations made no attempt to even call the General Assembly together to deal with the matter. In this situation, the United Nations failed utterly in “peace-keeping” and ensuring Israel’s security, even though that is what its presence, a guarantee for Israel’s withdrawal after the 1956 Sinai campaign, was to do.

Slide 4: *The Straits of Tiran*. (sometimes called “Strait of Tiran” in the singular). A water passageway at the mouth of the Gulf of Eilat that gave Israel access to markets in Asia. In 1956, Israel withdrew from the Sinai under American pressure with a promise that the United States would maintain freedom of navigation in the waterway.

Slide 5: *Arab forces*. By the time war actually broke out, Syria and Jordan both had 50,000 troops ready to attack while Lebanon had 12,000. Saudi Arabia, Kuwait, Iraq and Algeria contributed 50,000, 5,000, 70,000 and 60,000 soldiers respectively. Egypt had previously supplemented its existing force in the Sinai with approximately 100,000 troops. This amounted to 547,000 soldiers to Israel’s 264,000.

In addition, the Arab forces possessed all together, 2,504 tanks to Israel’s 800 and 957 combat aircraft to Israel’s 300.

Diplomatic campaign. Israel tried, unsuccessfully, to rally allies to help it stop the rush to war. It had been promised by the United States as well as the United Nations that its ships had the international right of free passage through the Straits of Tiran and appealed to both to uphold that commitment. While U.S. President Lyndon Johnson tried to convince the Arab states to back down, he nevertheless told Israel's envoy, "Israel will not be alone unless it decides to go it alone." (That is, don't attack the Arabs unless we give you the green light.) Both Great Britain and France, the latter having been Israel's main arms suppliers prior to the war, refused to ship arms to the region. This affected Israel more than the Arab countries, which had other sources of supply. The United States also offered no military assistance.

Slide 6: Jordan. Israel's Prime Minister, Levi Eshkol, sent a message to the king of Jordan saying that Israel would not attack unless Jordan attacked first. King Hussein, falsely informed by Egypt that it was defeating Israeli forces, ignored the appeal and began shelling western Jerusalem and other parts of Israel. Once the city came under fire, Israel had no choice but to take the hills overlooking western Jerusalem and seized the opportunity to reunify its historic capital. The Old City contained religious sites such as the Temple Mount and Western Wall, places Israelis had been denied access to since Jordan's occupation in 1949. (Jordan had also defiled or destroyed scores of synagogues and other Jewish institutions in the Old City.)

Jordan's occupation of the West Bank following Israel's War of Independence in 1948 presented a number of security risks that Israel's capture of the area alleviated. The area had been the launching ground for numerous terrorist attacks against Israeli targets throughout the 1950s and 1960s. Israel's access to Jerusalem, its capital, had been precarious. The western ridges of the area offered a staging platform for invasion of Israel's narrow coastal plain. At the same time, if Israel was able to capture the territory, the steep mountain ridges of the Jordan Valley could act as a barrier against tank invasions from the east.

Syria. Syria also initiated shelling of Israeli towns once it learned of Israel's preemptive strike against Egypt. There was much debate among Israeli leaders over the advisability of trying to take the Golan Heights, but when Israeli forces gained the initiative in other areas of the fighting, the decision was taken to try to end the threat to Israel's north once and for all.

Step 2 Distribute Student Handout 3.1C (1967 Six-Day War Test). Depending on time constraints, either ask students to answer the questions on the handout in class or assign it as homework. Answers can be found in Teacher Aid 3.1C.

Summing Up

Ask students to summarize what took place between Israel and adjacent Arab states before the 1967 Six-Day War and what led Israel to attack preemptively. Elicit from them that by closing the Straits of Tiran, Egypt had effectively acted first (such a blockade of peaceful shipping is an act of war according to international law). In addition, the Arab countries engaged in a psychological warfare attack threatening to destroy the Jewish state and its people. Have the students watch the following video to demonstrate the Arab propaganda war:

http://www.youtube.com/watch?feature=player_embedded&v=5taY5xg4n8o#!

Bearing in mind the physical actions and verbal threats by the Arab countries, ask students if they think Israel was over-reacting when it preemptively attacked the Egyptian air force. Make clear this strike and subsequent actions by Israel need to be viewed in that light.

Ask students if they believe that Israel attacked Jordan preemptively in the campaign that ended with Israel in control of the West Bank and a reunited Jerusalem. Similarly, ask if they believe Israel attacked Syria in the campaign that ended with Israel in control of the Golan Heights.

Students should be familiar with the facts regarding what Israel did diplomatically before it “fired the first shot.” Israel was alone, without allies, and in danger of annihilation. Having seen from the slide presentation what happened in May and June of 1967, and having seen the Arab propaganda cartoons in the subsequent video, ask the students if they think that Israel acted in an expansionist, aggressive or preemptive fashion.

Digging Deeper

Ask students what they think about Israel attacking Iran’s nuclear facilities. Iranian leaders have threatened to wipe Israel off the map. Would a preemptive strike against Iran’s nuclear program be considered an act of aggression or self-defense?

Evaluation Material

In this lesson, students complete the 1967 Six-Day War Test (Student Handout 3.1C) as a means of evaluating their comprehension of the material after viewing the PowerPoint presentation. Another option is for students to take the test before they view the presentation to evaluate how much they know before learning about the war, then for them to retake it at the end of the lesson to see how much they have learned.

Further Reading and Viewing

CAMERA has produced a comprehensive Web site about the war and its aftermath filled with insightful articles, photos and video at www.sixdaywar.org

An emotionally powerful DVD of the 1967 Six-Day War, “Israel: A Nation is Born” may be purchased via online vendors or obtained from a local library or other Jewish video sources.

Another popular resource for examining the Six-Day War and other related issues is *Myths & Facts: A Guide to the Arab-Israeli Conflict* by Mitchell G. Bard (AICE. Chevy Chase, 2002) also available on-line at <http://www.jewishvirtuallibrary.org/jsource/myths/mftoc.html>

Michael Oren's *Six Days of War: June 1967 and the Making of the Modern Middle East* (Random House, New York, 2002-2003) is considered a classic on the subject and uses previously unavailable Israeli archives. Click on the following links to access a written history, based upon Michael Oren's book.

<http://www.jewishideasdaily.com/content/module/2012/6/5/main-feature/1/the-six-day-war-day-one>

<http://www.jewishideasdaily.com/content/module/2012/6/6/main-feature/1/the-six-day-war-day-two>

<http://www.jewishideasdaily.com/content/module/2012/6/7/main-feature/1/the-six-day-war-day-three>

<http://www.jewishideasdaily.com/content/module/2012/6/8/main-feature/1/day-four-attack-attack>

<http://www.jewishideasdaily.com/content/module/2012/6/9/main-feature/1/the-six-day-war-day-five>

<http://www.jewishideasdaily.com/content/module/2012/6/10/main-feature/1/the-six-day-war-day-six>

Lesson 3.2: Understanding U.N. Security Council Resolution 242

Objective

Students will (a) identify key provisions of U.N. Security Council Resolution 242 and (b) identify the intent of its framers.

For the Teacher

Perceptions of the Six-Day War continue to influence today's news from the Middle East. Likewise, the cornerstone of negotiations—U.N. Security Council Resolution 242, adopted Nov. 22, 1967—remains central to discussion and coverage of current events. This resolution has been misunderstood and misrepresented by governments and news media ever since it was written, errors for which CAMERA has obtained numerous corrections.

The goal of this lesson is to give students the opportunity to examine the wording of the actual resolution and its intent.

Grades: 7-12

Estimated Time: 1 period

Materials

Student Handouts:

- 12 pencils
- **Israel's Pre-1967 Borders** (Student Handout 3.2A)
- **U.N. Resolution 242 Questions** (Student Handout 3.2B)
- **Quotes from the Framers of U.N. Resolution 242** (Student Handout 3.2C)

Teacher Aids:

- **U.N. Resolution 242 Answers** (Teacher Aid 3.2B)
- **Resolution 242 After Twenty Years by Arthur Goldberg** (Teacher Aid 3.2D)

Instructional Objective

Students will identify the key provisions of U.N. Security Council Resolution 242 and the intent of its framers.

Enabling Objectives

- Students will recognize the differences in a statement's meaning based on what might seem to be slight differences in wording.
- Students will read U.N. Resolution 242.
- Students will learn the intent of the resolution in the words of its framers.
- Students will restate the key provisions of the resolution and assess which, if any, of the provisions have been carried out.

Lesson Instructions

Warm-up Activity

Using a classroom example, students will come to see how different wording results in different actions. They will then be able to transfer that understanding to the drafting of U.N. Security Council Resolution 242.

Ask for three student volunteers to come to the front of the room and hand each of them four pencils. Stand each volunteer in front of a seated student, to whom they will hand over the pencils. Tell the volunteers to listen *carefully* as you give each one specific instructions.

Tell Student A “Give pencils to the student in front of you.” The student may give any number of pencils away that the student thinks follows your instruction.

Tell Student B “Give the pencils to the student in front of you.” Again, the student may give any number of pencils away that the student thinks follows your instruction.

Tell Student C “Give all the pencils to the student in front of you.” This order is unambiguous, but even if the student only gives some of the pencils, don't correct him/her.

Write the three instructions on the board:

- Give pencils to the student in front of you.
- Give the pencils to the student in front of you.
- Give all the pencils to the student in front of you.

Ask the students about the differences among the instructions, and compare those answers to what the students gave away. Do they think that the volunteers distributed the correct amount of pencils?

Sum up the exercise by pointing out that while the meaning of **all the pencils** is very clear and that **the pencils** is pretty clear (use of the article “the” serves to specify something), **pencils** by itself is vague, since it seems to imply “some” of the pencils but not all of them.

Ask the class if Student C (**all the pencils**) can be considered remiss for giving away half the pencils. [Yes] How about Student B (**the pencils**)? [Maybe] Student A (**pencils**)? [No]. Since Student A is not required to give away all the pencils, it is all right if the student gives away half.

Tell the class that words matter. Precision matters. We communicate specifically about most things. Tell students they will apply the same approach to precision in wording to U.N. Security Council Resolution 242, an important document then as well as now that emerged from the Six-Day War.

Step 1 Distribute or display Student Handout 3.2A (Israel’s Pre-1967 Borders) and show students how close major Israeli population centers had been to those nations with which it fought during the Six-Day War.

Briefly explain to the students that on June 12, 1967, Israel and the Arab countries it had defeated agreed to a cease-fire. Shortly thereafter, the matter went before the United Nations where a Security Council resolution condemning Israel for attacking Egypt was defeated. By the fall of 1967, the matter was again brought up in the U.N. Security Council, at which time Resolution 242 was passed after a great deal of behind-the-scenes argument and debate. The resolution was the United Nation's "final word" on the war and what it expected countries involved in the fighting to do.

Divide the class into small groups and distribute Student Handout 3.2B (U.N. Resolution 242 *Questions*). Ask them to read the resolution carefully by themselves, helping with vocabulary when necessary.

Have them turn to the second page and discuss what they think the answers to the questions should be and fill in their responses but **without** answering *Were these obligations met?*

Step 2 After writing their responses to the questions, students will get a chance to learn from the framers of Resolution 242 about what their intentions were when writing the document. You will need four volunteers for role playing. Give them Student Handout 3.2C (Quotes from the Framers of U.N. Resolution 242) and assign them the following parts:

- Lord Caradon
- Arthur Goldberg
- Eugene Rostow
- Lyndon Johnson

Ask student volunteers to read their sections in the order in which they appear. Instruct the class to listen closely.

Once volunteers are finished reading, ask students to reassess their responses to the questions that they had previously answered on Student Handout 3.2B and make any changes they think are necessary.

Step 3 When students are done, ask for volunteers to give their answers. Refer to Teacher Aid 3.2B for the correct responses.

Discuss "*Were these obligation met?*" in each section. Depending on your students' prior or current knowledge of the Arab-Israeli conflict, they may need your help in answering the questions. Full responses appear on Teacher Aid 3.2B (U.N. Resolution 242 *Answers*).

Summing Up

Students should conclude that U.N. Resolution 242's key provisions call for Israel and its neighbors to recognize each others' existence, the need for mutually agreed upon, secure borders, and to cease aggression and resolve disputes peacefully. Contrary to many news media accounts, Resolution 242 does **not** dictate Israel's ceding of all the territory taken in the 1967 War, in which case its security would be precarious. Instead, it leaves final borders open to negotiation.

Students should conclude that by yielding the Sinai and the parts of Jordan it had acquired, not to mention its unilateral withdrawal later from the Gaza Strip, Israel could be considered to have fulfilled 242's call for "withdrawal from territories...."

While Palestinian Arab national aims may result in the creation of a state in the West Bank and Gaza Strip through negotiations with Israel, Security Council Resolution 242 did not address this possibility.

Finally, Resolution 242 is not a "land-for-peace" formula, as often described, but rather a "land-in-the-process-of-peace-making" among states that recognize each others' lawful, sovereign existence.

Digging Deeper

Research: The relationship between the United Nations and Israel is complicated at best. Students may wish to look into this subject by exploring what the United Nations is meant to be and meant to do and how this is manifested or undermined by the world body's relationship to the Jewish state. Students can write term papers, create multimedia slide shows, draw posters, etc. to illustrate the United Nation's treatment of Israel. Students can also learn from organizations that deal with the United Nations such as:

- U.N. Watch (www.unwatch.org/)
- Eye on the U.N. (www.eyeontheun.org/)
- NGO Monitor (www.ngo-monitor.org/)
- The Jewish Virtual Library (www.jewishvirtuallibrary.org/jsource/UN/untoc.html)

Evaluation Material

It might be instructive to ask students to respond to the "*Were these obligations met?*" section of Student Handout 3.2B as homework depending on time constraints.

Further Reading and Viewing

A full account by Justice Arthur Goldberg of what went into crafting the resolution is available in Teacher Aid 3.2D (Resolution 242 After Twenty Years).

CAMERA's comprehensive Web site about the 1967 Six-Day War has a section dedicated to Resolution 242 at www.sixdaywar.org/resolution.asp. The section titled "Clarifications" offers further explanation of the intentions of the framers of the resolution.

Lesson 3.3: U.N. Security Council Resolution 242 and the News Media

Objective

Students will compare U.N. Security Council Resolution 242 with interpretations of the resolution that appear in the news media.

For the Teacher

Misperceptions of U.N. Security Council Resolution 242 appear frequently in media coverage and commentary covering Arab-Israeli relations. This lesson gives students the opportunity to compare Resolution 242's wording and intent with news reports that appeared and continue to appear in print and other news media. By examining this important resolution, students will understand why precision in reporting is vital.

Grades: 10-12

Estimated Time: 1 period

Materials Needed

Student Handouts:

- **U.N. Security Council Resolution 242 in the News Media *Questions*** (Student Handout 3.3A)
- **Student Essay on U.N. Security Council Resolution 242 and the News Media** (Student Handout 3.3B)
- **Map of Israel and the Arab World** (Student Handout 3.3C)

Teacher Aid:

- **Answers to Resolution 242 in the Media** (Teacher Aid 3.3A)

Instructional Objective

Students will compare what they know of the key provisions of U.N. Security Council Resolution 242 with interpretations of the resolution that appear in the news.

Enabling Objectives

- a. Students will read excerpts from the news media that refer to Resolution 242 and respond to questions.
- b. Students will assess the accuracy of news references to Resolution 242.

NOTE: Lesson 3.3 requires the prior use of Lesson 3.2 or an in-depth understanding of Resolution 242, including the intent of the original framers of the resolution (Teacher Aid 3.2C).

Lesson Instructions

Warm-up Activity

Ask student volunteers to review for the class what they learned about Resolution 242.

According to U.N. Security Council Resolution 242:

- What are the main requirements of Israel?
- What are the main requirements of surrounding Arab nations?

Explain to students that they will read excerpts from major news organizations (including opinion pieces and blogs) that refer to Resolution 242. The questions they need to answer appear on Student Handout 3.3A along with the excerpts. Ask students to have their copies of Student Handouts 3.2A (U.N. Resolution 242) handy for reference. Students can work on this individually or in small groups.

Step 1 Distribute Student Handout 3.3A (U.N. Security Council Resolution 242 in the News Media *Questions*) and ask students to respond to the questions.

Step 2 Ask for student volunteers to share their responses with the class. You can refer to Teacher Aid 3.3A (U.N. Security Council Resolution 242 in the News Media *Answers*) to ensure correct responses. You may wish to have volunteers share how they would rewrite each excerpt accurately.

Summing Up

Now that students have been exposed to how the media has characterized Resolution 242, ask them why accuracy should matter when referring to:

- Arab obligations to make peace with Israel
- Israeli obligation to cede territory to the Arabs.

After students have had a chance to discuss the above, you may wish to remind them of the following, if these points have not already been discussed:

- In the court of public opinion—on college campuses, on television, in social media, in the blogosphere, at the United Nations—Israel is frequently faulted for allegedly breaking international law. Omitting obligations of the Arab side of the conflict in achieving peace implies all responsibility rests with Israel. Not only is this a misreading of the historical record but it is also an implausible perspective. The Arab states, with their vast population, land mass, oil wealth—and internal political turmoil—and the Palestinian Arabs ultimately will decide if and when Arab-Israeli peace is achieved. Distribute Map of Israel and the Arab World (Student Handout 3.3C) to help students visualize the difference in size between Israel and the Arab countries. A fair and full picture of U.N. Security Council Resolution 242 and the facts about the 1967 Six-Day War will help Americans understand Israeli actions.

- The drafters of Resolution 242, aware that the pre-'67 War lines between Israel and the West Bank and Gaza Strip were the narrow armistice lines of 1949 and 1950, respectively, believed strongly that ceding all the land gained beyond those frontiers would leave Israel vulnerable to future aggression.
- Whatever territorial accommodation is eventually reached between Israel and the Palestinian Arabs, the framers of Resolution 242 did not envision a new Palestinian Arab state on the captured territories when they wrote the document and no Arab country was calling for such a state.

Digging Deeper

Students can be encouraged to become news media and reference monitors on this and other issues. They can check online news sources, search the Internet for U.N. Security Council Resolution 242 and read online encyclopedias and other reference works to check the accuracy of these sources. Ways in which students can remedy misinformation are detailed on CAMERA's Web site link "Be An Activist" (http://www.camera.org/index.asp?x_context=37) which offers important tips on how to become a successful letter writer and make a difference.

Evaluation Material

Students can hand in their responses to Student Handout 3.3A for assessment.

To further assess students' understanding of the material covered in this lesson, you can assign Student Handout 3.3B (Student Essay on U.N. Security Council Resolution 242 and the News Media) as an essay test or as homework.