
Multimedia Review

Three Related Multicultural Videos

John Caruso, Jr.
Multimedia Review Editor

[Contact Information for Free Copies of Videos and Materials](#)
[Photo Credits](#)
[References](#)

Dialogue at Washington High (2007)

<http://traubman.igc.org/vidschool.htm>

Peacemakers (2005)

<http://traubman.igc.org/vids2007.htm>

Media Construction of the Middle East (2005)

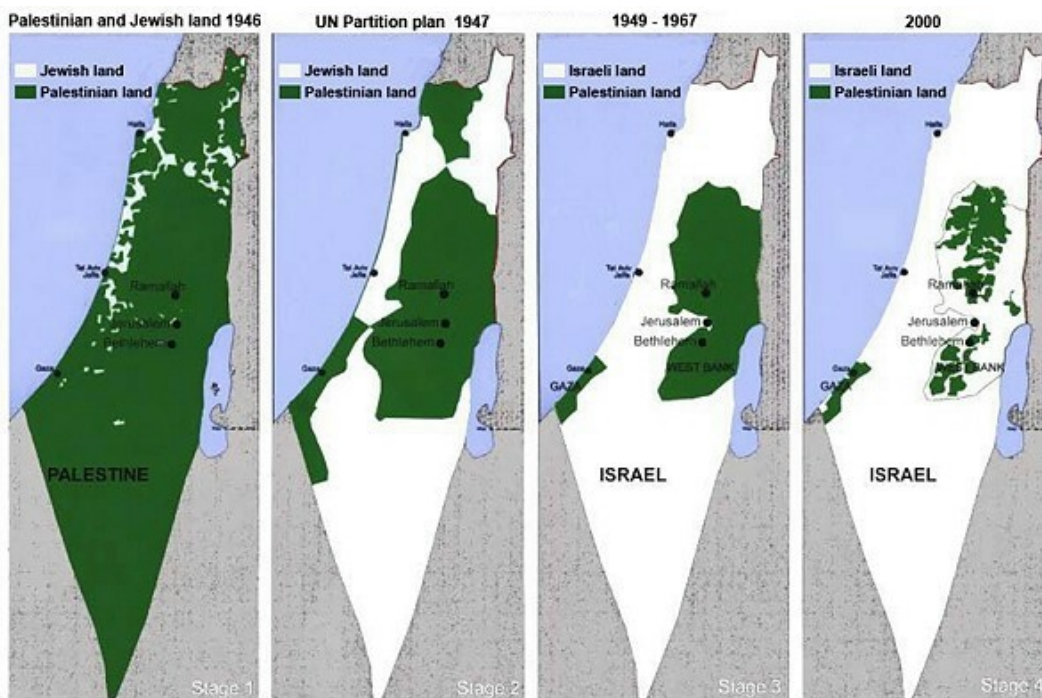
http://www.ithaca.edu/looksharp/teaching_middleeast.php

These three video sets come with extensive study guides, Internet links, and complementary materials and are ideal tools for educators to introduce a factual overview of the ongoing conflict in the Middle East among Israelis, Palestinians, Arabs, and Iranians. The dispute has been raging since the British government issued the Balfour Declaration (drafted by Lord Alfred Milner) in November 1917, a contradictory policy statement about the future of Palestine after the British captured it from Turkey in 1917. The Balfour Declaration said:

His Majesty's Government views with favour the establishment in Palestine of a national home for the Jewish race, and will use its best endeavors to facilitate the achievement of this object; it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of the existing non-Jewish communities in Palestine, or the rights and political status enjoyed in any other country by such Jews who are fully contented with their existing nationality [and citizenship].... (Sanders, 1984, pp. 590-91)

This statement was part of World War I (1914-18) military strategy to create a national home for the Jewish people within the British-mandated territory of Palestine. It contradicted earlier statements and pledges made to regional Arab leaders. Using the Balfour Declaration, one can argue whether there should be a one-state (Israel) or a

two-state (Israel and Palestine) solution to the 90-year conflict. Both Israelis and Palestinians advance correct and incorrect territorial claims; thus, a negotiated international settlement would be the best way to resolve the dispute. Israelis, Palestinians, Arab states, and Iran have conflicting religious beliefs and historical claims, which make the peaceful resolution of political, social, economic, human rights and security issues difficult to achieve. Some ask why, if Jews have a right to immigrate to Israel and get instant citizenship and a subsidized residence, the Palestinians are denied the similar right of return to their birthplaces. Since Israeli citizens are required to serve in the military (Ynet News, 2009), why are Israeli citizens of Arab heritage not required to fulfill mandatory military service? Israeli public schools are segregated by religion or ethnic group similar to South Africa during Apartheid (Anti-Defamation League, 2009). Israeli students study Hebrew and Israeli Arabs study Arabic, but there are few public schools where Jews and Arabs attend together and study both languages. These forms of *de facto* and *de jure* segregation, the building of a wall to separate Israelis from the West Bank, the stalled peace process, and the diminishing amounts of territory remaining in Palestinian hands are barriers to a peace process based on equity and human rights.

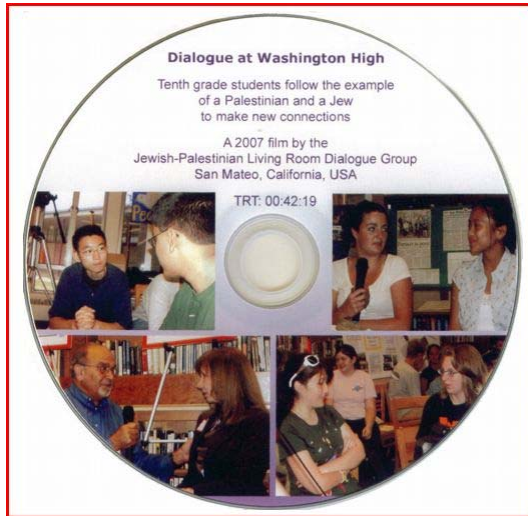


The 43-minute video *Dialogue at Washington High* (2007) provides a teaching strategy that uses a dialogue between a Jewish American and a Palestinian American in a 10th-grade class in San Mateo, CA, to defuse historical misunderstandings. Personal experiences in a supportive environment can help bring hostile people together by telling and listening to their story. A quote by Gene Knudsen Hoffman, repeated during the video, set the stage for storytelling and compassionate understanding through dialogues: “An enemy is one whose story you have not heard.”

In the video, the term *dialogue* was explained to avoid misunderstandings – a dialogue is not a ping-pong discussion, not an idle conversation, not a debate with a

winner and a loser, but a means to build human relationships by understanding that people's needs and wants are similar and at times identical to those they oppose or have been taught to fear, avoid, and hate. A quote from Albert Einstein, "We cannot solve today's problems with the same kind of thinking that produced them," urged the fifty 10th graders to go above and beyond superficial stereotypes and try to understand historical disputes by reflecting on their own life experiences.

Students were asked to pair up with a classmate whom they did not know and conduct a 30-minute dialogue in which each person told an uninterrupted personal story



for 10 minutes, followed by 5 minutes of questions. After reflecting on this experience, students provided anecdotal comments about what reinforced their misperceptions of a classmate. The teacher, a recent immigrant to America, concluded by suggesting that this successful process proliferate across the school by establishing a Dialogue Club and beginning each school year with a campus-wide dialogue. PreK-12 educators who worry about justifying each minute of instruction in terms of standards-based assessment and No Child Left Behind may want to know that the experience of conducting an in-class dialogue is aligned with the California Content Standards in History. An online 8-page

teacher's guide entitled *Story as Entrance to Relationship* provides valuable information on implementation.

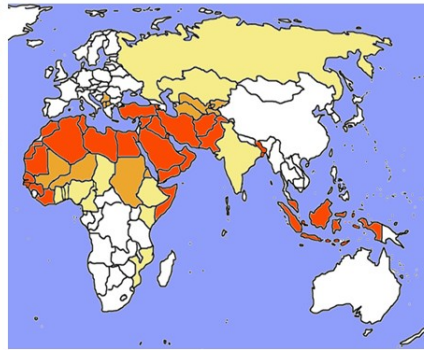


Dialogue at Washington High is a condensed replication of a three-day peacemakers' experience that brought 140 Jews, Muslims, and Christians together in 2005 at Camp Tawonga in California. The 110-minute video about their three-day dialogue, *Peacemakers: Palestinians and Jews Together at Camp* (2005), vividly depicts children, parents, and grandparents who build caring relationships while living together for a week. The participants struggled to transcend stereotypes and transform confrontation into collaboration and peaceful coexistence. Through this experience, citizens can accomplish what governments and political entities cannot: they build lasting human relationships.

The third video (two discs), *Media Construction of the Middle East* (2005), contains a massive compilation of resources, 7 PowerPoint Presentations (162 slides), links to documents, books, articles, and 56 minutes of video and audio clips divided into 4 units with 22 detailed lesson plans accompanied by a 256-page Teacher's Guide. The National Council for the Social Studies Curriculum Standards addressed in this set include: time; continuity and change; people, places, and environments; individual development and identity; individuals, groups, and institutions; power, authority, and governance; power; and global connections, civic ideals, and practices. The four units and lesson plans include balanced information about many issues, such as the fact that most Arabs are Muslims but most Muslims are not Arab.

Most Arabs are Muslim but most Muslims are not Arab

Indonesia:	181 million Muslims
Pakistan:	142 million Muslims
Bangladesh:	110 million Muslims
India:	124 million Muslims
Turkey:	65 million Muslims
Iran:	65 million Muslims
Nigeria:	63 million Muslims
Egypt:	53 million Muslims
China:	38 million Muslims



The following units and lessons are included in the discs:

Unit 1: Introducing the Middle East

- Lesson 1: Picturing the Middle East
- Lesson 2: The Magic of Stereotypes
- Lesson 3: Exploring Terms

Unit 2: Israel/Palestine: Histories in Conflict

- Lesson 1: Same Land – Different Histories
- Lesson 2: May 15, 1948 – Independence or Catastrophe
- Lesson 3: 1967 – Deepening the Divide

Lesson 4: Whose Fear and Whose Security?
Lesson 5: Singing the Struggle
Lesson 6: The Politics of Maps

Unit 3: War in Iraq – Whose Voice, Whose Story?

Lesson 1: Background History – Conflicting Timelines
Lesson 2: TV Totalitarianism
Lesson 3: Media Coverage of the Gulf War
Lesson 4: The War in Editorial Cartoons
Lesson 5: Covering the War
Lesson 6: “Celebration” or “Protest”
Lesson 7: The Jessica Lynch Rescue – News, Propaganda or Entertainment?
Lesson 8: War Crimes at Abu Ghraib – Showing Photos?

Unit 4: Militant Muslims and the U.S

Lesson 1: Islam in Brief
Lesson 2: Stereotyping Arabs and Muslims
Lesson 3: A Revolution in Iran
Lesson 4: Freedom Fighters or Terrorists
Lesson 5: Analyzing the Roots of Terrorism

These three sets of videos complement each other and are filled with credible information, current resources, and ample instructional materials to help educators explore and engage students to learn about disputes in the Middle East and pathways to a just and lasting peace. The videos, study guides, and resources are free or available online (see contact information). Each of the educational videos earns a 9.5 on a scale of 10 for meeting or exceeding multicultural educational standards in terms of expressing social conditions; engaging dialogue; self-reflection; transformational education; aligning content to the National Council for the Social Studies Curriculum Standards; and the mechanics of cinematography, dialogue, pacing, sound, location, and editing.

Contact Information for Free Copies of Videos and Materials

Dialogue at Washington High (2007)

Dialogue, 1448 Cedarwood Drive, San Mateo, CA 94403

<http://traubman.igc.org/vidschool.htm>

Peacemakers: Palestinians and Jews Together at Camp (2005)

Dialogue, 1448 Cedarwood Drive, San Mateo, CA 94403

<http://traubman.igc.org/vidcamp.htm>

Media Construction of the Middle East (2005)

All materials, teacher guides, student handouts, student worksheets, teacher answer sheets, slideshows and video clips are available on the PLS web site, plus ordering, at cost, a CD/DVD package with the teachers guide.

Project Look Sharp, Ithaca College, 1119 Williams Hall, Ithaca, NY 14850-7290, (607) 274-3471

http://www.ithaca.edu/looksharp/teaching_middleeast.php

Photo Credits

Dialogue, 1448 Cedarwood Drive, San Mateo, CA 94403

Project Look Sharp, Ithaca College, 1119 Williams Hall, Ithaca, NY 14850-7290

References

Anti-Defamation League (2009), *ADL expresses concern over segregation in Israel's schools*. Retrieved June 4, 2009, from

http://www.adl.org/PresRele/IsIME_62/5181_62.htm

Sanders, R. (1984). *The high walls of Jerusalem: A history of the Balfour Declaration and the birth of the British mandate for Palestine*. New York: Holt Rinehart & Winston.

Ynet News (2009), *IDF says 'no' to Arab pilot*. Retrieved June 4, 2009, from

<http://www.ynetnews.com/articles/0,7340,L-3198013,00.html>