

## FROM 1948 TO THE ISRAEL-EGYPT PEACE TREATY

In this lesson, students will examine a range of different types of documents central to the formation of the State of Israel, the Wars of 1948 and 1967, and the Peace Treaty between Israel and Egypt.

### Essential Questions

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- How does nationalism both unite and divide people?
- What types of unity and division emerged in the Middle East after Israel declared its independence?

### Learning Outcomes

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Students will be able to:

- Understand the impact of the founding of Israel on the region as well as the wider world.
- Consider the consequences of both the 1948 War as well as the Six Day War in 1967.
- Follow the peace process between Egypt and Israel which lead to an agreement in 1979.
- To situate a modern conflict in its historical, cultural, and geographic context.
- Determine the meaning of words and phrases used in a text.
- Determine the central ideas or information from a primary text.

### Materials Needed

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#### MULTIMEDIA RESOURCES

- Adobe Spark: *From 1948 to the Israel-Egypt Peace Treaty: Primary Sources, Key Words, and Maps*, available online

#### PRIMARY SOURCES

*All of these sources are available online as pdfs or online in an interactive digital format.*

- DOCUMENT 1: Establishment of the State of Israel (1948)
- DOCUMENT 2: Declaration on the Invasion of Palestine (1948) and Map
- DOCUMENT 3: Two Resolutions: Khartoum Resolution and UN Resolution 242 (1967) and Map
- DOCUMENT 4: Egypt-Israel Peace Treaty (1979) and Map
- VIDEO CLIP 1: British Movietone report, June 5, 1967: <http://bit.ly/June5-1967>
- VIDEO CLIP 2: ABC News report, June 8, 1967: <https://bit.ly/1967ABCNews>

#### HANDOUTS

- Videos as Primary Sources
- Summary Analysis
- Exit Slip

## Lesson Plan

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### 1. INTRODUCTORY ACTIVITY

Focusing on the themes in this lesson, teachers may want to use one or both of the following options to introduce the topics that will be addressed:

- **Group formation:** Ask students to think about a group that they have helped form or participate in (i.e., sports team, musical group, debate team, etc.). In what ways did this group unify people and bring them together for a common purpose? What are some ways that this group divided people from each other? Is it possible to form a group that doesn't cause division? Expand this example to nation building. How does establishing a nation both unite and divide people?
- **Peace building:** Ask students to think about a time when they have experienced conflict with someone who is close to them. Were they able to overcome their differences and reach a "peace" agreement? Why or why not? What does it take to make peace on a personal level? On a national level? Why is it so hard to do?

### 2. TALKING POINTS

If you were not able to do Lesson 3, watch the film, *A Place to Belong*, available online or refer to the talking points in Lesson 3. For this Lesson, begin with the following **talking points**:

- The League of Arab States, or Arab League, was founded in May 1945 to improve coordination among its members on matters of common interest including strong opposition to a Jewish state.
- On May 15, 1948, immediately following the declaration of the State of Israel (as seen in **DOCUMENT 1: Establishment of the State of Israel**), five countries of the newly formed Arab League invaded the State of Israel marking the first major action of the League and the first of several conflicts between Arab and Israeli forces (as seen in **DOCUMENT 2: Declaration on the Invasion of Palestine**).
- The 1949 Armistice Agreements, a set of agreements between Israel and neighboring Egypt, Lebanon, Jordan, and Syria, ended the official hostilities of the 1948 Arab–Israeli War, and established Armistice Demarcation Lines, but no peace.
- By the end of May 1967, in what was seen as a clear sign of preparation for war, Egypt, Jordan, Iraq and Syria had mobilized their armies on Israel's borders. After seeking a diplomatic solution, Israel launched a preemptive strike against the Egyptian air force on the morning of June 5. This war between Israel and Egypt, Syria, and Jordan is known as the "Six-Day War" because it only lasted six days.
- Two resolutions that were passed in the aftermath of the Six-Day War have heavily influenced policy in the region for the past fifty years (as seen in **DOCUMENT 3: Two Resolutions**). The Khartoum Resolution, passed by the Arab League on September 1, is famous for the "Three NOs" articulated in the third paragraph: "No peace with Israel, no recognition of Israel, and no negotiations with Israel." Resolution 242, adopted unanimously by the UN Security Council on November 22, is one of the most widely affirmed resolutions on the Arab–Israeli conflict. See also **Video Clips 1 and 2**.
- In 1979, as a result of intense diplomatic efforts by Egypt, Israel, and the United States, Egypt became the first Arab country to recognize and enter into a peace treaty with Israel (as seen in **DOCUMENT 4: Egypt-Israel Peace Treaty**). Egypt's President, Anwar Sadat realized that a

continuing state of war with Israel was harming the Egyptian economy and the well-being of his people. In exchange for peace, Israel returned to Egypt all of the Sinai that had been captured during the 1967 war and removed Jewish families from the homes they had established there.

### 3. PRIMARY SOURCE ANALYSIS

#### A. Documents

Students should form groups of four so that they will be able to work independently, in pairs, and then in quads to synthesize and evaluate four Primary Source Documents. Distribute the primary source documents so that each group gets a full set. Each student should read the introduction to the text to get a sense of authorship, audience, setting, time, and type of document. Then, each student will read the assigned primary source document, using the **Summary Analysis Handout** to write a paragraph summary, explain the type and significance of the source. Students will then present their findings to their small groups so that by the time the exercise is over, each student will have been able to complete the entire handout—four different summaries.

#### B. Videos

In this lesson, there are two news reports from 1967 that deal with the Six Day War. The **first clip by British Movietone** was originally shown in theaters before or after the feature movie. This was one way for people to get their news in the 1960s, aside from newspapers or radio, when many people still did not own televisions. The **second clip is from ABC News** in the United States and was part of the nightly news report on June 8, 1967.

Have students use the Library of Congress Source Analysis tool on the LOC website. The online tool can be found at: <http://www.loc.gov/teachers/primary-source-analysis-tool/>. Note that the online tool provides prompts for analysis according to the type of source—see arrow below. Use the motion picture guidelines and have students work through the questions. There is a sample at the end of this lesson.

The screenshot shows the Library of Congress Primary Source Analysis Tool. The page title is "PRIMARY SOURCE ANALYSIS TOOL". Below the title, there is a sub-header "Use this tool to record your responses to a primary source. If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order." The main content area is divided into three columns: "OBSERVE", "REFLECT", and "QUESTION". Each column contains a list of questions related to the source. A large grey arrow points to the "OBSERVE" column with the text "Lots of options". At the bottom, there is a "FURTHER INVESTIGATION" section with three levels of questions: Beginning, Intermediate, and Advanced.

### 4. CONCLUSION

Have the students answer the questions on the **Exit Slip**—either orally as part of a class discussion or individually in written form.

## DOCUMENT 1: Establishment of the State of Israel (May 14, 1948)

*On May 14, 1948, the day the British Mandate for Palestine expired, David Ben-Gurion (1886-1973), leader of the World Zionist Organization and first prime minister of Israel, declared the establishment of the State of Israel after 60 years of state-building efforts. The document describes the history of the Jewish people, outlines the principles of the State of Israel, and appeals to the United Nations, Arab inhabitants of the state, Arab states surrounding Israel, and world Jewry for support and peaceful cooperation.*

### EXCERPT

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*Eretz-Israel* was the birthplace of the Jewish people. Here their spiritual, religious and political identity was shaped. Here they first attained to statehood, created cultural values of national and universal significance and gave to the world the eternal *Book of Books*.

After being forcibly exiled from their land, the people remained faithful to it throughout their *Dispersion* and never ceased to pray and hope for their return to it and for the restoration in it of their political freedom.

Impelled by this historic and traditional attachment, Jews strove in every successive generation to re-establish themselves in their ancient homeland. In recent decades they returned in their masses....they made deserts bloom, revived the Hebrew language, built villages and towns, and created a thriving community controlling its own economy and culture....

The *catastrophe* which recently befell the Jewish people—the massacre of millions of Jews in Europe—was another clear demonstration of the urgency of solving the problem of its homelessness by re-establishing in Eretz-Israel the Jewish State, which would open the gates of the homeland wide to every Jew and confer upon the Jewish people the status of a fully privileged member of the *comity of nations*....

On the 29th November, 1947, the United Nations General Assembly passed a resolution calling for the establishment of a Jewish State in Eretz-Israel; the General Assembly required the inhabitants of Eretz-Israel to take such steps as were necessary on their part for the implementation of that resolution. This recognition by the United Nations of the right of the Jewish people to establish their State is *irrevocable*.

This right is the natural right of the Jewish people to be masters of their own fate, like all other nations, in their own sovereign State.

ACCORDINGLY WE...ARE HERE ASSEMBLED ON THE DAY OF THE TERMINATION OF THE BRITISH MANDATE OVER ERETZ-ISRAEL AND, BY VIRTUE OF OUR NATURAL AND HISTORIC RIGHT AND ON THE STRENGTH OF THE RESOLUTION OF THE UNITED NATIONS GENERAL ASSEMBLY, HEREBY DECLARE THE ESTABLISHMENT OF A JEWISH STATE IN ERETZ-ISRAEL, TO BE KNOWN AS THE STATE OF ISRAEL.

**Source:** Declaration of Israel's Independence 1948. The Avalon Project at Yale Law School. Web.

## KEYWORDS

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**Book of Books:** the Hebrew Bible

**catastrophe:** tragedy, disaster; in this case a reference to the Holocaust

**comity of nations:** polite and friendly relations between nations

**dispersion:** creation of Jewish communities outside of the land of Israel

**Eretz:** Hebrew for "Land"; during the Mandate; *Eretz-Israel* was the Hebrew name of the Palestine Mandate

**irrevocable:** permanent, unchangeable

## DOCUMENT 2: Declaration on the Invasion of Palestine (May 15, 1948)

*The League of Arab States, or Arab League, was founded in 1945 to improve coordination among its members on matters of common interest and in response to concerns about postwar divisions of territory as well as shared opposition to a Jewish state in Mandate Palestine. On May 15, 1948, the Arab League declared war on the new State of Israel. Arab armies from Egypt, Jordan, Lebanon, Syria, and Iraq, supported by troops from Saudi Arabia and Yemen, attacked. See map below for post-war borders.*

### EXCERPT

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2. The Arabs have always asked for their freedom and independence. On the outbreak of the First World War, and when the Allies declared that they were fighting for the liberation of peoples, the Arabs joined them and fought on their side with a view to realising their national aspirations and obtaining their independence. England pledged herself to recognise the independence of the Arab countries in Asia, including Palestine....

4. When the war came to an end England did not keep her promise. Indeed, the Allies placed Palestine under the Mandate system and entrusted England with [the task of carrying it out]....

6. As Palestine is an Arab country, situated in the heart of the Arab countries and attached to the Arab world by various ties—spiritual, historical, and strategic—the Arab countries...have concerned themselves with the problem of Palestine and have raised it to the international level....

9. The Arabs clashed with the Jews, and the two [parties] proceeded to fight each other and shed each other's blood. Whereupon the United Nations began to realise the danger of recommending the partition [of Palestine] and is still looking for a way out of this state of affairs.

10. Now that the British mandate over Palestine has come to an end, without there being a legitimate constitutional authority in the country...the Governments of the Arab States declare the following:

First: That the rule of Palestine should revert to its inhabitants...and that [the Palestinians] should alone have the right to determine their future.

Fifth: The Governments of the Arab States, as members of the Arab League...are responsible for maintaining peace and security in their area. These Governments view the events taking place in Palestine as a threat to peace and security in the area....

Sixth: Therefore, as security in Palestine is a sacred trust in the hands of the Arab States, and in order to put an end to this state of affairs and to prevent it from becoming aggravated or from turning into [a state of] chaos...; in order to stop the spreading of disturbances and disorder in Palestine to the neighbouring Arab countries; in order to fill the gap brought...[by]the termination of the mandate and the non-establishment of a lawful successor authority, the Governments of the Arab States have found themselves compelled to intervene in Palestine solely in order to help its inhabitants restore peace and security and the rule of justice and law to their country, and in order to prevent bloodshed.

Seventh: The Governments of the Arab States emphasise...that the only solution of the Palestine problem is the establishment of a unitary Palestinian State.

**Source:** The Arab League: Declaration on the Invasion of Palestine (May 15, 1948). Israel Ministry of Foreign Affairs. Web.



## DOCUMENT 3: Two Resolutions (1967)

On May 18, 1967, Arab leader and Egyptian President Gamal Abdel Nasser (1918-1970) directed the Secretary General of the United Nations to withdraw the United Nations Emergency Force (UNEF), a peacekeeping security force, from Egypt and Egypt-controlled Gaza Strip. On May 22, President Nasser closed the Gulf of Aqaba to Israeli shipping and any ships carrying cargo to Israel. Days later, Egypt and Jordan signed a pact declaring that "an attack on one was an attack on both," with President Nasser saying, "Our basic objective will be the destruction of Israel. The Arab people want to fight."

By the end of May, Egypt, Jordan, Iraq and Syria had mobilized their armies on Israel's borders. After seeking a diplomatic solution, Israel launched a preemptive strike against the Egyptian air force on the morning of June 5. The war became known as the "Six-Day War" because it lasted just six days. During this conflict, Israel captured the Gaza Strip and the Sinai Peninsula from Egypt, the Golan Heights from Syria, and the West Bank and East Jerusalem from Jordan. See accompanying map. Two resolutions that were passed in the aftermath of the Six-Day War have heavily influenced policy in the region for the past fifty years.

### EXCERPTS

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#### Khartoum Resolution (September 1, 1967)

*The Khartoum Resolution, passed by the Arab League on September 1, is famous for the "Three NOs" articulated in paragraph three.*

1. The conference has affirmed the unity of Arab ranks, the unity of joint action and the need for coordination and for the elimination of all differences.
  
3. The Arab Heads of State have agreed to unite their political efforts at the international and diplomatic level to eliminate the effects of the aggression and to ensure the withdrawal of the aggressive Israeli forces from the Arab lands which have been occupied since the aggression of June 5. This will be done within the framework of the main principles by which the Arab States abide, namely, no peace with Israel, no recognition of Israel, no negotiations with it, and insistence on the rights of the Palestinian people in their own country.

**Source:** Arab League Summit - Khartoum 1967. The Israeli-Palestinian Conflict: An Interactive Database, ECF. Web.

#### United Nations Security Council, Resolution 242 (November 22, 1967)

*Resolution 242, adopted unanimously by the UN Security Council on November 22, outlined conditions for peace in the region.*

Expressing its continuing concern with the grave situation in the Middle East...[and] Emphasizing the inadmissibility of the acquisition of territory by war and the need to work for a just and lasting peace in which every State in the area can live in security...

...the fulfilment of [United Nations] Charter principles requires the establishment of a just and lasting peace in the Middle East which should include the application of both the following principles:

- i. Withdrawal of Israel armed forces from territories occupied in the recent conflict;
- ii. Termination of all claims or states of belligerency and respect for and acknowledgment of the sovereignty, territorial integrity and political independence of every State in the area and their right to live in peace within secure and recognized boundaries free from threats or acts of force...

**Source:** S/RES/242 (1967) of 22 November 1967. United Nations. Web.



## DOCUMENT 4: Egypt-Israel Peace Treaty (1979)

*Israeli Prime Minister Menachem Begin (1913-1992) and Egyptian President Anwar al-Sadat (1918-1981) negotiated the terms of this agreement during the Camp David Peace Accords in September 1978. These United States-sponsored talks, under the leadership of President Jimmy Carter, paved the way to the peace treaty signed the following spring. In 1979, Egypt became the first Arab country to recognize and enter into a peace treaty with Israel. In exchange for peace, Israel returned to Egypt all of the Sinai that had been captured during the 1967 war and removed Jewish families from the homes they had established there. This treaty became a model for Israel's "land for peace" policy. See accompanying map.*

### EXCERPT

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The Government of the Arab Republic of Egypt and the Government of the State of Israel...

- Desiring to bring to an end the state of war between them and to establish a peace in which every state in the area can live in security;
- Convinced that the conclusion of a Treaty of Peace between Egypt and Israel is an important step in the search for comprehensive peace in the area and for the attainment of settlement of the Arab-Israeli conflict in all its aspects;
- Inviting the other Arab parties to this dispute to join the peace process with Israel.;
- Desiring as well to develop friendly relations and cooperation between themselves in accordance with the *United Nations Charter* and the principles of international law governing international relations in times of peace;

Agree to the following provisions in the free exercise of their sovereignty...

- The state of war between the Parties will be terminated and peace will be established between them upon the exchange of *instruments of ratification* of this Treaty.
- Israel will withdraw all its armed forces and civilians from the Sinai behind the international boundary between Egypt and mandated Palestine...and Egypt will resume the exercise of its full sovereignty over the Sinai.
- Upon completion of the interim withdrawal...the parties will establish normal and friendly relations.

The Parties...

- recognize and will respect each other's sovereignty, *territorial integrity* and political independence;
- recognize and will respect each other's right to live in peace within their secure and recognized boundaries;
- will refrain from the threat or use of force, directly or indirectly, against each other and will settle all disputes between them by peaceful means....
- agree that the normal relationship established between them will include full recognition, diplomatic, economic and cultural relations, termination of economic boycotts and discriminatory barriers to the free movement of people and goods, and will guarantee the mutual enjoyment by citizens of the due process of law.

**Source:** Peace Treaty between Israel and Egypt 1979. The Avalon Project at Yale Law School. Web.

## KEYWORDS

**instruments of ratification:** signed and sealed letters from the governing bodies of the nations involved in the treaty indicating their agreement to the treaty

**territorial integrity:** the principle under international law that nation-states should not promote border changes in other nation states and that changing or attempting to change national borders by force is an act of aggression

**United Nations Charter:** the treaty upon which the United Nations was founded; signed on June 26, 1945, in San Francisco



## Summary Analysis Handout

NAME(S): \_\_\_\_\_

### DIRECTIONS:

*Imagine that you had to explain the importance of each of these documents to someone in less than a minute. Write out your explanation in a paragraph.*

Documents	<b>Summaries</b> Use this model to write your paragraph: 1) Describe the primary source so that your audience knows what it is; 2) Briefly indicate the key idea(s); and 3) Explain why this document is important to understanding the history of the Arab-Israeli conflict and peace process.
Declaration of the Establishment of the State of Israel (1948)	
Declaration on the Invasion of Palestine (1948)	
The Six Day War—Khartoum Resolution and UN Resolution 242 (1967)	
The Egypt-Israel Peace Treaty (1979)	

## Video as Primary Source Handout

*These questions (<http://www.loc.gov/teachers/primary-source-analysis-tool/>) may be used to analyze and discuss video (motion picture or other) primary sources. Use these questions with the media clips connected to the Six Day War:*

- VIDEO CLIP 1: British Movietone, June 5, 1967: <http://bit.ly/June5-1967>
- VIDEO CLIP 2: ABC News, June 8, 1967: <http://bit.ly/1967ABCNews>

### Observe:

1. Describe what you see and hear.
2. What do you notice first?
3. Do you only see live action, or are there any special effects or animation?
4. Does anything about it seem strange or unusual?
5. What other details do you notice?

### Reflect:

1. What was the purpose of this news clip?
2. Who do you think was the intended audience?
3. Who do you think created it?
4. What feelings or ideas do you think its creators wanted to communicate?
5. If someone created this news clip today, what would be different?

### Question:

What do you wonder about...who? what? when? where? why?

### FURTHER INVESTIGATION:

- **Beginning** - Have students write a brief description of the news clip in their own words.
- **Intermediate** - Speculate about the purpose of the clip and what its creators expected it to accomplish. Do you think the news report achieved its goals? Explain why you think so.
- **Advanced** - Think about what you already know about this period in history. How does this news report support or contradict your current understanding of this period?

## Exit Slip

1. Compare the *Map of Regional Boundaries after the 1948 War* in this lesson to the *Map of the UN Partition Plan Map of 1947* (Lesson 3). Do you notice similarities between these maps and the boundaries they show? What about differences?
2. What was the Arab League's rationale for attacking the newly formed State of Israel? What do you think the long term consequences of this war have been for the region?
3. What led to the outbreak of the Six Day War in 1967? What were the consequences of this war for Israel and neighboring Arab countries?
4. How did Arab nations and the United Nations respond to the Six Day War?
5. What factors allowed Israel and Egypt to reach a peace agreement in 1979? What did each have to give up or compromise on in order to make peace a reality?