

Summary and Goals of Session 2:

In this session, we help participants understand their personal relationship to the Nakba, explore why we don't know about the Nakba, and start to uncover where to look for that history through a slideshow and "found documents" activity using primary sources from 1948.

Total Time: 1.5-2 hours

Materials for Session 2:

- Pens/markers (enough for participants)
- Paper/chart paper
- Internet connection
- Computer/projector
- Reflection questions on chart paper or computer/projector
- [Encountering the Nakba slideshow](#)
- [Encountering the Nakba slideshow notes](#)
- Printed [images and descriptions for the museum gallery walk](#)
- [Found Documents Activity Kit materials](#) printed (see activity for more details)
- "Common Early Understandings" from Session 1

I. (10 min) Welcome

Facilitator Action: *Welcome participants to this session. Participants go around in a circle and share names and how they feel today. Ask participants for any initial responses they have to the prep readings.*

II. (35 min) Introducing the Nakba Slide Presentation

Materials and Set-up:

- [Encountering the Nakba PowerPoint](#) with computer projector and accompanying [notes](#)
- Printed [images for the museum gallery walk](#) with accompanying notes and reflection questions

Facilitator Note: *Take some time before the workshop to adapt the slides, notes, and images to the knowledge and interests of your audience and highlight what you most want to emphasize. Depending on the size of the group, you may want to make space for ongoing discussion during the slideshow/museum gallery walk.*

1. (5 min) Initial Reflections

Facilitator Action: Before starting the slideshow, ask the following reflection questions and encourage participants to respond freely with whatever words or phrases come to mind. Let participants know it's not about having the right answer, but about starting conversations. Write participant responses on chart paper.

- Has anyone heard the term “Nakba”?
- What is the Nakba?
- How do you feel when you hear this word?

2. (10 min) Introduction Slides

Facilitator Action: Show slides 1-7 from [Encountering the Nakba slideshow](#). Notes for the slides can be found [here](#). Share the information from the notes as you go through the slides.

3. (15-20 min) Museum Gallery Walk

Facilitator Action: Click [here](#) to view the materials for this activity. Set up the 10 images as a Museum Gallery with Notes and Reflection Questions printed below each picture. Encourage participants to look at as many as they have time for, but let them know that the pictures will remain up all day if they want to come back later. Ask participants to think about the reflection questions included in the notes below each slide as they're looking at the images.

4. (5 min) Slideshow and Museum Gallery Walk closing

Facilitator Action: Guide closing reflections on key points from the slideshow and museum gallery walk. Ask participants to go around in a circle and share one thing that stood out to them or one thing that surprised them. Facilitators draw connection between participant reflections and the Found Documents activity where materials from some of the slideshow sites are understood from different perspectives.

(5-10 min) Break

III. (40 min) Critical Investigation: Found Documents

Facilitator Note: In this activity, we study the events that occurred in 1948 in the village of Ayn Ghazal, a Palestinian village on Mt. Carmel. The village, which was located on the Haifa-Tel Aviv road, was attacked by Israeli forces during the first ceasefire in July 1948. The Israeli army claimed it was conducting a civilian operation (“Operation Policeman”). Following the attack, Palestinians complained to the UN about the Israeli violation of the cease-fire and the brutal expulsion of the inhabitants. The UN investigated the incident and was involved in bringing it to international public attention. We examine this incident from three points of view: Palestinians, Israelis, and UN representatives. We ask what happens to us when we hear “the other’s” narrative, and whether it’s possible to write a history that is different from the one with which we are familiar. All the archive documents in this activity are from the Israeli State Archives in the Prime Minister’s Office.

Materials and Set-up:

- [Complaint letter](#) displayed with projector or printed out
- Found Document [materials](#) (printed)
- Discussion questions displayed with projector or printed out
- Chart paper/pens/markers

1. (5 min) Introduction to activity

Facilitator Action: Introduce the activity with framing from Facilitator Note and this introduction: We are now going to focus in on the events of one particular village by examining various historical documents from three points of view. The first document is a letter of complaint from the Foreign Minister of Jordan that was sent to UN headquarters in Israel in 1948, and forwarded to the government of Israel. The rest of the documents contain evidence about what occurred in the Palestinian village of Ayn Ghazal during the 1948 war, particularly during three days—July 24-26, 1948—when the three villages of the “little triangle” (Ayn Ghazal, Jaba’, and Ijzim) were under attack.

Show and read this [complaint letter](#) aloud. Divide the group into three smaller groups corresponding to Palestinian researchers, Israeli researchers, and UN Observers, and distribute appropriate materials to each group. Each group describes the event in response to the complaint letter using only the documents it possesses. Groups have 5-10 minutes to prepare their strategy before presentations.

Facilitator Note: If the group is large you can divide into more groups, with multiple groups assigned to each role.

2. (25 min) Group Investigation and Preparation

Participant Action: Each group discusses their materials and presents the incident as if at a public hearing. Groups formulate their argument together and choose one or two representatives to describe the events according to the role they are playing. After reconvening, each group must convince the others that the events actually occurred as described by the documents. Following presentations, participants may question the representatives and challenge their accounts, according to the position their group represents. Participants must base their questions and comments on their group's positions.

3. (10 min) Group Discussion

Facilitator Action: Reconvene and guide a whole group discussion on some or all of these reflection questions:

- What did you think of your role and what you learned according to the Palestinian/Israeli/UN narrative? Were you in agreement/disagreement/ambivalent? What were you comfortable/uncomfortable with?
- What happens when we listen to accounts that we haven't heard before, that don't agree with what we know?
- Were there any additional voices/accounts that were missing? Which? What would they have said? (For example: a refugee's wife, the son of one of the soldiers who attacked the village, etc.)
- Which narrative is more fully reflected in our reality?
- Which voices are we most likely to listen to?
- What seems believable to us, and why?

IV. Closing (15 minutes)

Materials and Set-up:

- Reflection questions written/displayed with projector or printed
- "Common Early Understandings" from Session 1 written/displayed

1. (13 min) Closing reflections

Facilitator Note: Decide on a time limit and let participants know how you will use it. Ask participants to choose one question or item to respond to during their allotted speaking time.

Facilitator Action: Ask each person to respond to the following (written on chart paper or displayed with the projector):

- What questions, concerns, or thoughts do you have going forward? And/or please share a moment of surprise, tension, or new knowledge for you today.
- Which of the evidence we've seen/talked about today (narratives, historical archives, photographs, statistics) have been useful/surprising/difficult/revelatory for you?
- Let's look at the common early understandings about the founding of the state of Israel from the pre-session again [see flip-chart or whiteboard]. Do they sound different to you now? What questions do you have about them now?

2. (2 min) Prep for next session

Facilitator Action: Ask participants to read and view the following items in preparation for the next session.

Participant Prep for Session 3

- News articles on Lifta:
 - [The ruined village Palestinians will never forget](#) by Harriet Sherwood, *The Guardian*
 - [Israel's last remaining abandoned Arab village, Lifta, gets reprieve as judge voids development plans](#) by Nir Hasson, *Ha'aretz*
- Videos:
 - [Going back to Lifta: a Palestinian exile returns](#) by Mat Heywood, *The Guardian*
 - [Britain in Palestine: 1917-1948](#) by the Balfour Project