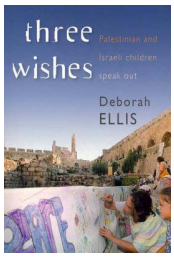
History Non-Fiction Summer Reading 2016-2017
8th Grade Medieval to Modern



Three Wishes: Palestinian and Israeli Children Speak.
Deborah Ellis, 2006

Three Wishes is a courageous and brutally honest look at the conflict in Israel/Palestine in the words of Israeli and Palestinian children. Deborah Ellis's enormously popular Breadwinner trilogy recounted the experiences of children living in Afghanistan; now Ellis turns her attention to the young people of the Israeli-Palestinian conflict. After visiting the region to conduct interviews, she presents their stories here — in their own words. Twelve-year-old Nora, eleven-year-old Mohammad, and many others speak directly about their lives — which prove to be both ordinary and extraordinary: They argue with their siblings. They hate spinach. They have wishes for the future. Yet they have also seen their homes destroyed and families killed, and live amidst constant upheaval and violence. This simple, telling book allows young readers everywhere to see that the children caught in this conflict are just like them — but living far more difficult and dangerous lives. Without taking sides, it presents an unblinking portrait of children victimized by the endless struggle around them.

Assignment: Students will take two column notes on the book's introduction and on several of the children's stories (see p. 2 for instructions). ***DUE FIRST DAY OF SCHOOL.***
These notes will be useful when completing a common assessment in the fall in which students argue whether a combined Israeli-Palestinian Middle School should be built in Jerusalem.

MODEL NOTES

Name of Child: Nora____ **Age:** ____ **Israeli or Palestinian?** **Pages:** 24-27 **Key Q:** How has the conflict between Israelis and Palestinian impacted this child?	
Main Idea **Categories**: consider... (families, movement, jobs, education, interactions with & attitudes towards other side)	**Details** (Add supporting details about the conflict's impact)
Education difficult **Movement** restricted Limited **Interaction** with Israelis Distrusting **Attitude** towards Israelis	• Lives in Beit Safafa, Palestinian territory • Attends Princess Basma Rehabilitation Centre for Disabled Children • Disabled, gets around by wheelchair which is difficult • Not allowed to go out by herself • Must pass through guarded checkpoints to get to school which often causes children to be late to school • Israeli soldiers carrying guns can shoot at any time which is frightening to the children • Not allowed to visit grandparents even though they live close by • She does not know any Israeli people other than the soldiers who are very mean and tough • She believes that Israeli people only want Palestinian land

Two-Column Notes on stories

Directions: Using the model and templates below, take two-column notes on several stories. These notes will be used when writing the Common Assessment essay upon return to school in the fall. Your notes should focus on the **impact of conflict on the daily lives of people living in the Israeli and Palestinian Territories.** How have families, movement of people, jobs, education, interactions with other people, and attitudes been affected? Model notes have been provided for you.

Select FIVE (5) Israeli FIVE (5) Palestinian children from the list below to take notes on, in addition to the historical background section on this page.

Israeli	**Palestinian**
Artov	Michael
Talia	Mona
Danielle	Mahmood
Gili	Yanal
Gul	Maryam
Merav	Hassan
Elisheva	Hakim
Yibaneh	Wafa
Asif	Salam
Mai	

Complete all 11 sections

Introduction: Historical Background, pp. 7-10 **Key Question**: What are the origins of conflict between Israelis & Palestinians?	
Main Idea	Details
What role did the **holocaust** (genocide) play in the establishment of a Jewish homeland?	
Israeli War of independence-: what were the key causes and results?	
Six Day War- What were the key causes and results?	

Name of Child: _____ Age: ____ Israeli or Palestinian? Pages: _____

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Key Q: How has the conflict between Israelis and Palestinian impacted this child?

Main Idea **Categories**: consider... (families, movement, jobs, education, interactions with & attitudes towards other side)	**Details** (Add supporting details about the conflict's impact)