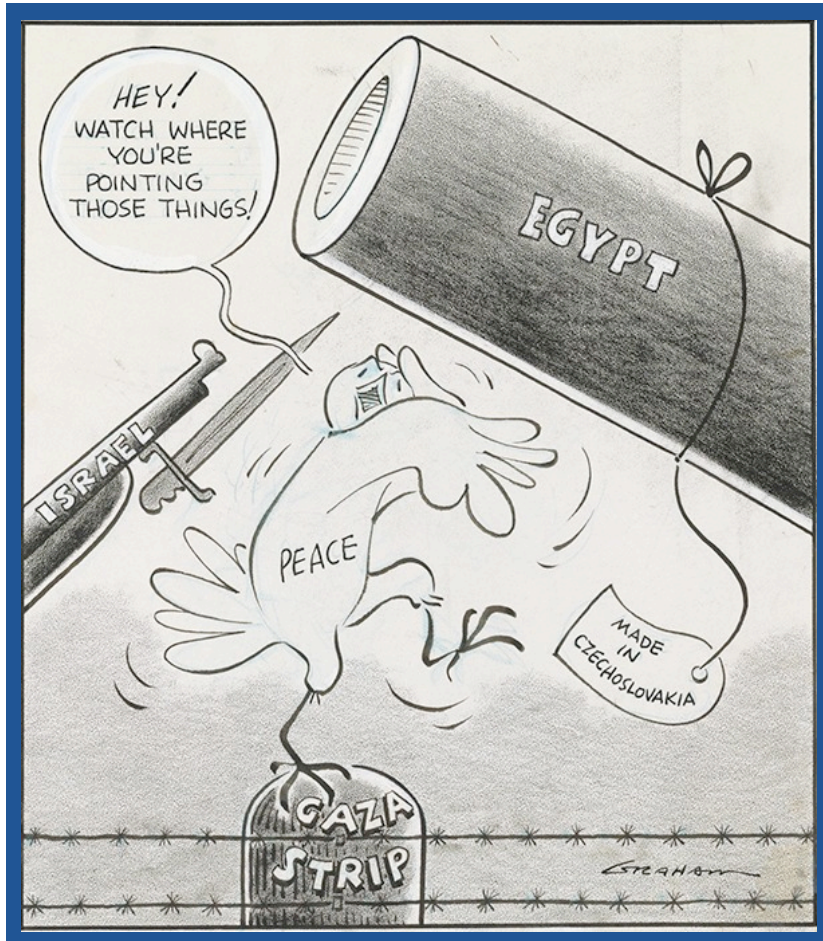


Is peace in the Middle East possible?



Bill Graham (1920–1994). Bird on a Fence, 1955. Published in the Arkansas Gazette, November 1, 1955. Prints and Photographs Division, Library of Congress (028.00.00) © Arkansas Democrat-Gazette

Supporting Questions

1. Who was involved in the conflict in the Middle East in the 1950s and 1960s and what was at stake?
2. What were the military circumstances that shaped the interactions of countries in the Middle East?
3. What efforts were made toward peace in the Middle East in the period?

9-12 Grade Teaching with Primary Sources Hub
 Pointing their Pens: The Middle East Conflict

Is peace in the Middle East possible?	
Inquiry Standard	D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
Staging the Compelling Question	Observe, reflect, and question current prospects for peace in the Middle East.

Supporting Question 1	Supporting Question 2	Supporting Question 3
Who was involved in the conflict in the Middle East in the 1950s and 1960s and what was at stake?	What were the military circumstances that shaped the interactions of countries the Middle East?	What efforts were made toward peace in the Middle East in the period?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Make a list of the countries and institutions depicted in all 10 cartoons.	Write a paragraph describing military situation in the Middle East during the period.	Make a claim with supporting evidence about the prospects for peace in the Middle East.

Featured Sources
<p>https://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html</p> <p>Source A: Herblock. "Throw Another Log on the Fire," 1955 Source B: Herblock. "Are You Sure You're Getting the Whole Picture Here?" 1957 Source C: Bill Graham. "Bird on a Fence," 1955. Source D: John Knott. "He Started It," 1957. Source E: Jim Lange. "The Road Back," 1970s. Source F: Herblock. "Israel is Winning—Now We Must Do Something!" 1967. Source G: Herblock. "This Time, How About a Solid Foundation?" 1967. Source H: Bill Graham. "O.K., Men, That About Wraps It Up!!" 1967. Source I: Robert Dunn. "Propped," between 1952 and 1982 Source J: Anne Mergen. "Not Exactly a Haven of Safety," between 1950 and 1956.</p>

Summative Performance Task	<p>ARGUMENT Is peace in the Middle East possible? Write an argument taking a position on this compelling question consisting of a series of claims with supporting evidence that draws from all three formative tasks.</p>
	<p>EXTENSION Illustrate the argument developed in the summative performance task.</p>
Taking Informed Action	<p>UNDERSTAND Identify a major issue that is currently affecting efforts at peace in the Middle East.</p>
	<p>ASSESS Determine what opportunities exist for helping people understand how this issue is hold up peace efforts.</p>
	<p>ACTION Conduct a public seminar or town-hall style meeting inviting people interested in learning more about the ongoing issues in the Middle East.</p>

Inquiry Description

This inquiry features 10 editorial cartoons published in an exhibit from the Library of Congress titled *Pointing their Pens: Herblock and fellow cartoonist confront the issues*: <https://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

The cartoons illustrate Middle East politics in the 1950s and 1960s. This inquiry focuses specifically on the conflict in the Middle East and features 10 cartoons depicting the challenges facing the region in the period. The cartoons from the exhibit make clear the struggle to secure peace in the Middle East was wrapped up in Cold War politics, made even more difficult by a consistent flow of weapons into the

region. The inquiry includes three supporting questions, each focused on a different aspect of the conflict - the players in the conflict including those outside of the Middle East, the military circumstances of the conflict, and efforts at peace.

Structure

Opening with the compelling question - Is peace in the Middle East possible? - this inquiry provides students with a series of tasks making use of 10 cartoons from the *Pointing their Pens* collection. The tasks position students to examine the conflict in the Middle East given three contexts - outside influence, military build up, and prospects for peace - by completing three interlocking formative performance tasks. Each of these tasks draw upon all 10 cartoons providing students with successive opportunities to analyze the cartoons given different analytical prompts.

Staging the Compelling Question

Compelling Question	Is peace in the Middle East possible?
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Staging the compelling question

This staging provides students with an opportunity to activate their existing knowledge about the Middle East given current events in the region. Teachers can provide students with a summary or even a news story on some current event and have students write or discuss their understanding of the issues being debated or considered.

Using the Library of Congress primary source analysis tool (<http://www.loc.gov/teachers/primary-source-analysis-tool/>), this staging task provides students with an opportunity to activate their existing knowledge about the Middle East given current events in the region. Using a news story on an event in the Middle East, students will follow the primary source analysis by observing reflecting, and questioning.

Supporting Question 1

Supporting Question	Who was involved in the conflict in the Middle East in the 1950s and 1960s and what was at stake?
Formative Performance Task	Make a list of the countries and institutions depicted in all 10 cartoons.
Featured Sources	<p>Source A: Herblock. "Throw Another Log on the Fire," 1955</p> <p>Source B: Herblock. "Are You Sure You're Getting the Whole Picture Here?" 1957</p> <p>Source C: Bill Graham. "Bird on a Fence," 1955.</p> <p>Source D: John Knott. "He Started It," 1957.</p> <p>Source E: Jim Lange. "The Road Back," 1970s.</p> <p>Source F: Herblock. "Israel is Winning—Now We Must Do Something!" 1967.</p> <p>Source G: Herblock. "This Time, How About a Solid Foundation?" 1967.</p> <p>Source H: Bill Graham. "O.K., Men, That About Wraps It Up!!" 1967.</p> <p>Source I: Robert Dunn. "Propped," between 1952 and 1982</p> <p>Source J: Anne Mergen. "Not Exactly a Haven of Safety," between 1950 and 1956.</p>

This question provides students with an opportunity to determine who was involved in the conflict in the Middle East including countries in the region and those outside the area. The Middle East played a very important role in the Cold War thus drawing attention from Cold War advisories in the United States and the Soviet Union. The United Nations also played a big role in the region as it attempted to broker a peace deal among warring states including Egypt and Israel.

Formative Performance Task

The formative task is for students to list of the countries and institutions depicted in all 10 cartoons. This formative tasks, like the other two, requires that students analyze the full collection of cartoons provided for the inquiry. The analysis of the cartoons can follow a simple three step procedure.

- step 1-- Look at cartoons and just get a sense for what there. Students may write some simple summary level notes at this point. Teachers may want to support students' analysis here with the Library of Congress Cartoon Analysis Tool http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf
- step 2 -- Next, students may read the annotations for each cartoon to deepen their emerging summary- level understanding of the cartoon. This step may be further scaffolded with the Library of Congress Cartoon Analysis Tool and SCIM-C (<http://www.historicalinquiry.com>), particularly the Contextualizing phase questions.
- step 3 -- Analysis around the topic

Annotations along with directions for how to access the cartoons online are provided for each cartoon on the following source pages. Reproductions of the cartoons images are available in the appendix.

Supporting Question 2

Supporting Question	What were the military circumstances that shaped the interactions of countries the Middle East?
Formative Performance Task	Write a paragraph describing military situation in the Middle East during the period.
Featured Sources	<p>Source A: Herblock. "Throw Another Log on the Fire," 1955</p> <p>Source B: Herblock. "Are You Sure You're Getting the Whole Picture Here?" 1957</p> <p>Source C: Bill Graham. "Bird on a Fence," 1955.</p> <p>Source D: John Knott. "He Started It," 1957.</p> <p>Source E: Jim Lange. "The Road Back," 1970s.</p> <p>Source F: Herblock. "Israel is Winning—Now We Must Do Something!" 1967.</p> <p>Source G: Herblock. "This Time, How About a Solid Foundation?" 1967.</p> <p>Source H: Bill Graham. "O.K., Men, That About Wraps It Up!!" 1967.</p> <p>Source I: Robert Dunn. "Propped," between 1952 and 1982</p> <p>Source J: Anne Mergen. "Not Exactly a Haven of Safety," between 1950 and 1956.</p>

The second supporting question builds on the first, providing students a second opportunity to examine the conflict in the Middle East. Students have already examined who was involved in the conflict. This second question asks specifically about the military circumstances that impacted how these countries interacted. The military situation in the Middle East was influenced by the flow of weapons into the region and exacerbated by the combative stance taken by the players in the conflict, both inside and from outside the Middle East.

Formative Performance Task

The formative performance tasks asks students to write a paragraph describing the military situation as it is depicted in the 10 cartoons featured in this inquiry. Students can be supported in the preparation of their paragraph using the same three step analysis process that they used in the first formative performance task.

step 1-- Again, students would begin their analysis by just looking at cartoons, but on this second viewing students should be prompted to look specifically for evidence of military activity. This may include combative stances being depicted or actual weapons in the cartoons.

step 2 -- Here, students can return to the annotations, this time reading for the purpose of deepening their understanding of the military situation in the Middle East. Students may want to take notes here as they are building up the information needed to write their paragraph.

step 3 -- Students should now be ready to write their paragraph. The paragraph can be descriptive just accounting for the things students saw in the cartoons and what they read in the annotations.

Supporting Question 3

Supporting Question	What efforts were made toward peace in the Middle East in the period?
Formative Performance Task	Make a claim with supporting evidence about the prospects for peace in the Middle East.
Featured Sources	<p>Source A: Herblock. "Throw Another Log on the Fire," 1955</p> <p>Source B: Herblock. "Are You Sure You're Getting the Whole Picture Here?" 1957 Source C: Bill Graham. "Bird on a Fence," 1955.</p> <p>Source D: John Knott. "He Started It," 1957.</p> <p>Source E: Jim Lange. "The Road Back," 1970s.</p> <p>Source F: Herblock. "Israel is Winning—Now We Must Do Something!" 1967. Source G: Herblock. "This Time, How About a Solid Foundation?" 1967.</p> <p>Source H: Bill Graham. "O.K., Men, That About Wraps It Up!!" 1967.</p> <p>Source I: Robert Dunn. "Propped," between 1952 and 1982</p> <p>Source J: Anne Mergen. "Not Exactly a Haven of Safety," between 1950 and 1956.</p>

The third supporting question is focused on efforts toward peace in the Middle East. While the period of time depicted in the cartoons (1950s-1970s) was marked by almost constant conflict (e.g. Suez Canal crisis, founding of the PLO, Six Days War, and Yom Kippur War), equally consistent efforts at peace mark the period. The Suez Canal crisis of the 1950s was peacefully resolved. Organizations such as the Palestinian Liberation Organization found a measure of moderation over time. Even the two military clashes of the period were brief and relatively contained. However, these efforts at peace failed to accomplish the larger aims of a long-lasting settlement to the many grievances driving the conflict.

Formative Performance Task

The third and final formative performance task is to make a claim with supporting evidence about the prospects for peace in the Middle East. Students will again analyze all ten cartoons as they build up their claim with evidence. The same three step process of analysis can be used in this third formative task, but an adjustment should be made to support students in making the claim.

step 1-- One last time students look over the cartoon, this time with the goal of finding examples of efforts at peace in the Middle East. Students should begin to weigh evidence about the extent to which these efforts at peace may or may not have been successful given the work they have already completed in formative tasks one and two.

step 2 -- Students again return to the annotations to strengthen their emerging stance on the prospectives for peace. At this point students are making a single claim and should be promoted to actually make the claim - staking out a claim that yes peace was possible, no it was not, or perhaps a tentative or middle ground position.

step 3 -- In this third step, students should clarify their claim as a single declarative statement and follow that statement with at least 3 pieces of supporting evidence. The evidence should come directly from the cartoon (or annotation) and maybe have emerged in any of the formative tasks.

Sources

Featured Source A

Herblock "Throw Another Log on the Fire"

Excerpt

Editorial cartoon drawing shows Secretary of State Allen Dulles and Vyacheslav Molotov at the "Geneva Talks" while a soldier carries a cannon labeled "Arms to Egypt" toward a raging fire on the right labeled "Middle East."

Criticizing the Soviets for funneling weapons through Czechoslovakia to arm Egypt, Herblock showed U.S. Secretary of State John Foster Dulles reacting with dismay as Soviet foreign minister Vyacheslav Molotov fed the conflagration around Israel. Although Western powers had been arming both sides prior to the conflict, they did not decrease their sales to Egypt in the months leading up to the 1956 Suez Crisis. When tensions ran high, both Israel and Egypt had plenty of weapons.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Herblock (1909–2001). "Throw Another Log on the Fire," 1955. Published in the *Washington Post*, October 30, 1955. Graphite, India ink, and opaque white drawing. Herbert L. Block Collection, Prints and Photographs Division, Library of Congress (026.00.00) LC-DIG-hlb-03957 © Herb Block Foundation

Sources

Featured Source B

Herblock (1909-2001) "Are You Sure You're Getting the Whole Picture Here?"

Excerpt

Accusing United Nations Secretary-General Dag Hammarskjöld of framing Israel for its occupation of Gaza, Herblock created a larger picture to understand Israeli and Egyptian actions during the Suez Crisis of 1956. When Egyptian president Gamal Nasser announced he had nationalized the Suez Canal, England, France, and Israel combined forces to occupy the area, while the United States sided with him in forcing their withdrawal. Ultimately, the Israelis withdrew from Sinai, but argued Gaza served as a buffer against terrorism from Egypt.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Herblock (1909-2001) "Are You Sure You're Getting the Whole Picture Here?" 1957. Published in the *Washington Post*, January 28, 1957. Graphite, India ink, and opaque white drawing. Herbert L. Block Collection, Prints and Photographs Division, Library of Congress (027.00.00) LC-DIG-hlb-04287 © Herb Block Foundation

Sources

Featured Source C

Bill Graham. Bird on a Fence, 1955.

Excerpt

Focusing on the residents of Gaza, cartoonist Bill Graham placed his dove of peace in the crossfire between the Czech-supplied Egyptian armaments and the Israeli bayonet. Graham drew cartoons for the Arkansas Gazette from 1948 until he retired in 1985.

The Cold War conflict affected the Middle East as both the United States and the Soviet Union tried to expand their influence in the region beginning in the mid-1950s. It was a period when the wider American public was becoming more aware of the region, and the U.S. was emerging as both an economic and military power. Ongoing tension between the American and Soviet superpowers fueled numerous military conflicts in the region over the complex issue of Egyptian- Israeli relations. The regional turmoil commanded the attention of editorial cartoonists who tried to make sense, place blame, or convey their opinions of the discord.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Bill Graham (1920–1994). Bird on a Fence, 1955. Published in the Arkansas Gazette, November 1, 1955. Crayon, India ink, opaque white, and blue pencil drawing. Art Wood Collection of Cartoon and Caricature, Prints and Photographs Division, Library of Congress (028.00.00) LC-DIG-ppmsca- 38569 © Arkansas Democrat-Gazette

Sources

Featured Source D

John Knott. He Started It, 1957.

Excerpt

Despite American support for the Egyptian president during the Suez Crisis in 1956 and 1957, cartoonist John Knott pointed a finger at Gamal Nasser. France and England had used Israeli military might to control the Suez Canal. Once Nasser had the canal restored to Egyptian control, he instituted a blockade that halted shipping, inflaming international tensions. Knott, who trained as an artist in Munich, Germany, prior to World War I, worked for the Dallas News as a cartoonist from 1906 to 1957.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

John Knott (1878-1963). He Started It, 1957. Published by the Dallas News, February 10, 1957. India ink, crayon, and opaque white drawing. Art Wood Collection of Cartoon and Caricature, Prints and Photographs Division, Library of Congress (029.00.00) LC-DIG-ppmsca-38669 © Dallas Morning News

Sources

Featured Source E

Jim Lange. The Road Back, 1970s

Excerpt

In this timeless cartoon depicting an Arab choosing to follow the path of “an eye for an eye,” Jim Lange quietly laid the blame on the Arab world for ongoing issue in the Middle East without explicitly showing violence or referring to a particular war. Lange drew editorial cartoons for the Daily Oklahoman in Oklahoma City for fifty eight years, from 1950 to 2008.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Jim Lange (1926–2009). The Road Back, 1970s. Published in the Oklahoman, 1970s. India ink and opaque white drawing. Art Wood Collection of Cartoon and Caricature, Prints and Photographs Division, Library of Congress (030.00.00) LC-DIG-ppmsca-38572

Sources

Featured Source F

Herblock. “Israel is Winning—Now We Must Do Something!” 1967.

Excerpt

In the 1960s tensions between Arabs and Israelis intensified. As hostilities escalated at its borders in 1967, Israel sallied forth, taking Egypt, Syria, and Jordan by surprise during the Six Day War (June 5-10). The majority of Americans who were aware of the problems in the region sided with Israel in this conflict, and by 1969, in the aftermath of the short war, public awareness of the regional strife rose to 85% with the majority of the American public polled in support of Israel. As Israel increased its territory three-fold, editorial cartoonists conveyed their opinions on the conflict and the subsequent peace process.

As the United States enlisted the help of the United Nations to eliminate some of the causes of unrest in the Middle East that resulted in the Six-Day War of 1967, Herblock blamed some of the Security Council member states for their lack of a clear message to both Israel and its Arab neighbors. Ultimately, United Nations Resolution 242 became the cornerstone of the peace process and ultimately led to the 1978 Camp David Accords.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Herblock (1909–2001). “Israel is Winning—Now We Must Do Something!” 1967. Published in the Washington Post, June 7, 1967. Graphite, India ink and opaque white drawing. Herbert L. Block Collection, Prints and Photographs Division, Library of Congress (027.01.00) LC-DIG-hlb-06818 © Herb Block Foundation

Sources

Featured Source G

Herblock. "This Time, How About a Solid Foundation?" 1967

Excerpt

Israel stunned the world with a swift victory during the Six-Day War, June 5–10, 1967. Fearing attacks from its immediate neighbors—Egypt, Syria, Jordan, and Lebanon—Israel started the war and captured the Sinai Peninsula and the Gaza Strip from Egypt, the West Bank and East Jerusalem from Jordan, and the Golan Heights from Syria. As the Middle East prepared for the cease-fire and United Nations assistance in negotiating the terms of peace, Herblock expressed his hope that a lasting solution could be built.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Herblock (1909-2001). "This Time, How About a Solid Foundation?" 1967. Published in the Washington Post, June 9, 1967. India ink, graphite, and opaque white drawing. Herbert L. Block Collection, Prints and Photographs Division, Library of Congress (026.01.00) LC-DIG-hlb-06820 © Herb Block Foundation

Sources

Featured Source H

Bill Graham. "O.K., Men, That About Wraps It Up!!" 1967.

Excerpt

With its surprise war initiative, Israel easily defeated a concerted Arab military attempt to press along its borders. The Six-Day War led to capture of territory from Egypt, Syria, and Jordan. Bill Graham showed the Egyptians in retreat, prepared to blame both the United States and Great Britain for their failure to prevent the conflict. Graham spent thirty-seven years working as the editorial cartoonist for the Arkansas Gazette.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Bill Graham (1920-1994). "O.K., Men, That About Wraps It Up!!" 1967. Published in the Arkansas Gazette, June 7, 1967. Graphite, India ink, and blue pencil drawing. Art Wood Collection of Cartoon and Caricature, Prints and Photographs Division, Library of Congress. (028.01.00) LC-DIG-ppmsca-38570 © Arkansas Democrat-Gazette

Sources

Featured Source I	Robert Dunn. Propped, between 1952 and 1982
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Excerpt

The situation in the Middle East seemed so volatile to cartoonist Robert Dunn that he drew this cartoon representing the cease-fire perched precariously over a precipice. He blamed neither one side nor the other, but focused on the international aspects of the conflict by featuring the globe on the bomb. Dunn worked for the Buffalo Courier-Express from 1952 to 1982 and may have drawn this cartoon after the Six-Day War or another conflict between Israel and its Arab neighbors that occurred during his career.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Robert Dunn (1923-1994). Propped, between 1952 and 1982. Published in the Buffalo Courier-Express, between 1952 and 1982. India ink, crayon, graphite, and opaque white drawing. Art Wood Collection of Cartoon and Caricature, Prints and Photographs Division, Library of Congress (029.01.00) LC-DIG-ppmsca-38571

Sources

Featured Source J	Anne Mergen. Not Exactly a Haven of Safety, between 1950 and 1956.
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Excerpt

In this timeless cartoon, cartoonist Anne Mergen showed peace taking refuge in an unlikely place—behind a powder keg—during one of the Israeli-Egyptian conflicts of the 1950s. She anticipated that the war would lead to a bigger conflagration. Few women have found employment as editorial cartoonists in mainstream American newspapers. Mergen, who worked for the Miami Daily News between 1933 and 1956, was one of the pioneers in the field.

See the Library of Congress exhibit *Pointing their Pens* for a large image of this cartoon that may be printed or projected for classroom use.

<http://www.loc.gov/exhibits/pointing-their-pens-editorial-cartoons/middle-east.html>

Source:

Anne Mergen (1906-1994). Not Exactly a Haven of Safety, between 1950 and 1956. Published in the Miami Daily News, between 1950 and 1956. Graphite, India ink, and opaque white drawing. Gift of Matthew Bernhardt and Christine Hoverman, 2006. Prints and Photographs Division, Library of Congress (030.01.00) LC-DIG-ppmsca-38573 © Joan Bernhardt

Summative Performance Task

Compelling Question	Is peace in the Middle East possible?
Argument	Is peace in the Middle East possible? Write an argument taking a position on this compelling question consisting of a series of claims with supporting evidence that draws from all three formative tasks
Extension	Illustrate the argument developed in the summative performance task.

Argument

Students will write an argument that takes a position on this question. The argument should consist of a series of claims with supporting evidence that draws from all three formative tasks. Students' claims should be representative of all three topics that they examined in the formative tasks - the countries and institutions involved in the conflict, the military circumstances, and efforts at peace.

Students arguments should vary widely. The following positions may be represented among their answers.

- Peace in the Middle East is not possible because there the countries in the region have access to so much weaponry. Evidence for this position can be found in these cartoons 1, 2, 3, 5, 8, 9, 10 (number follows the sequence used in the appendix).
- Peace in the Middle East is not possible because there is too much outside interference. Evidence for this position can be found in these cartoons 1, 2, 3, 6, 7, and 8 (number follows the sequence used in the appendix).
- Peace in the Middle East is not possible because people in the Middle East are choosing conflict. Evidence for this position can be found in these cartoons 3, 4, 5, 8, and 10 (number follows the sequence used in the appendix).
- Peace in the Middle East is possible because were (and continue to be) so many peace efforts underway. Evidence for this position can be found in these cartoons 1, 2, 3, 6, 7, and 9 (number follows the sequence used in the appendix).
- Peace in the Middle East is possible because there are so many other people (countries and institutions) with interest finding peaceful solutions in the region. Evidence for this position can be found in these cartoons 1, 2, 4, 6, 7, and 8 (number follows the sequence used in the appendix).

Extension

Following the approach used by Herblock and the other cartoonist, students extend their argument by drawing a cartoon that depicts the claims their made in their argument. Not all students will have the capacity to draw cartoon like illustrations, so students should be provided opportunity to express their argument using other graphical approaches including diagrams and charts.

Taking Informed Action

Understand	Identify a major issue that is currently affecting efforts at peace in the Middle East.
Assess	Determine what opportunities exist for helping people understand how this issue is hold up peace efforts.
Action	Conduct a public seminar or town-hall style meeting inviting people interested in learning more about the ongoing issues in the Middle East.

Many of the problems facing the Middle East can be traced to a lack of understanding among parties with conflict interests in the region. This is true of people outside of the Middle East as well. This Taking Informed Action opportunity gives students a chance to help people in their local community learn more about core issues facing the people of the Middle East.

Given what they learned in the inquiry, students can examine news sources to identify a lingering issue that may be impeding the peace process. After learning more about that issue, students should think about how they can help other learn more about that issue. This assessment is a very important step in the process of taking acting, one where students come to grips with their personal capacity for action. Depending on what students think they will be able to do, they can take action. The action step suggested here - to hold a public seminar or town-hall meeting - is just that, a suggestion. Whatever actions students do take should be reflective of their assessment of their capacity for action.

Appendices

- PDF file of the 10 cartoons with annotations is available here -

<https://s3.amazonaws.com/idm-dev/u/d/c/b/e/2/dcbe001fb94728b85fdcb2c2c5c0c93cb938b62b.pdf>

- PDF file of the 10 cartoons with no annotations is available here -

<https://s3.amazonaws.com/idm-dev/u/b/8/2/1/2/b821e7f823ae62f6b86fcd95136b8d3548474a4a.pdf>

