



Lesson Plan: Borders Around the World

OVERVIEW

This lesson plan is designed to be used with the film, *9 Star Hotel*, which shows the daily struggles of Palestinian men who have illegally crossed the border to work in Israel as construction workers. Classrooms can use this lesson to examine and compare borders around the world and their related issues. Note: This film is in Arabic with English subtitles.

P.O.V. documentaries can be recorded off-the-air and used for educational purposes for up to one year from the initial broadcast. In addition, P.O.V. offers a lending library of DVD's and VHS tapes that you can borrow anytime during the school year — FOR FREE!

Note: This film includes some mild profanity. Please review prior to using the entire film in the classroom.

Please visit our Film Library at http://www.amdoc.org/outreach_filmlibrary.php to find other films suitable for classroom use or to make this film a part of your school's permanent collection.

OBJECTIVES

By the end of this lesson, students will:

- Use viewing skills and note-taking strategies to understand and interpret a video clip.
- Work in groups to analyze information on the history of a border, strategies being used to secure that border, and how people on both sides of the border view those strategies.
- Present their findings to the rest of the class.

GRADE LEVELS

6-12

SUBJECTS

Geography, World History, Economics, Civics, U.S. History, Current Events

MATERIALS NEEDED

- Method (varies by school) of showing the entire class an online video clip
- Computers with access to the Internet
- Handout: [Viewing Guide](#) (PDF file)
- A world map

ESTIMATED TIME OF COMPLETION

One or two 50-minute classes

SUGGESTED CLIPS

[Clip 1: Crossing the Border](#) (length 4:17)

The clip begins at the beginning of the film and ends at 4:17 with the image of tomatoes begin spooned into a pot.

Clip 2: Life at the Camp (length 2:42)

The clip begins at 7:38 with a man looking around and ends at 10:20 with the quote “Where am I going to get \$18,000?”

Clip 3: The Men Discuss Their Lives (length 3:30)

The clip begins at 17:58 with the quote “When your father sees you are 12...” The clip ends at 21:27 with the quote “....two months. Three at the most.”

BACKGROUND

Issues related to the U.S.-Mexico border are recurring themes in elections, social debates and public policy. In addition, border problems between other countries can influence U.S. foreign policy. By taking a closer look at borders and border management, students can better evaluate strategies aimed at addressing border concerns.

The film clip used in this activity is set in the modern Israeli city of Modi'in, located near the border of what Israel identifies as the West Bank and Palestinians call “occupied territory” (about 25 km from both Tel Aviv and Jerusalem). Prior to 1967, the region was controlled by Jordan and was home to thousands of Palestinians. In the aftermath of the Six Day War, the land came under Israeli control. Claims to the territory have been contentious ever since.

Extremely high levels of unemployment in the Palestinian territories and the construction boom in Israel have created a powerful incentive for workers to cross the border illegally in search of jobs. Estimates place the number of Palestinians working without permits in Israel at more than 10,000. It is estimated that each Palestinian worker supports as many as seven people on wages earned in Israel. As seen in the film clip, without documentation, these workers often live in the shadows, in shacks, unused structures or outdoors. Thousands are caught each week by Israeli security while attempting to cross the border. Israel's security forces argue that tenacious border patrols are necessary to prevent terrorist attacks.

ACTIVITY

1. Invite a few students to describe what geographic borders they have seen. For example, how is the entrance to your town/city marked? What about borders between counties and states? To provide a variety of examples, fill in student descriptions with the images of borders featured on Wikipedia (<http://en.wikipedia.org/wiki/Border>). Why might some borders be more fortified than others? Briefly discuss student explanations.
2. Using an Internet mapping tool, show students where the Israeli city of Modi'in is located. Point out its proximity to the border between Israel and Palestinian territories. Explain that the class is going to watch three brief video clips that show how this border affects the lives of a group of Palestinian men who illegally cross it to work. Focus student viewing with the provided Viewing Guide.
3. After watching the clips, ask students to summarize how the border situation between Israel and Palestinian territories has affected the lives of the men in the film.

4. To examine other border situations around the world, divide the class into small study groups to focus on border relations in a number of areas around the world. Outline the roles of group members and then assign each group one of the borders addressed on the P.O.V. website by the book excerpt, *The Hyperborder in a Globalized World*. Each group should review the information provided on their border and prepare a brief presentation that shows the class where the border is on a world map, and then addresses as much as possible the following questions:

- How, why, when, and by whom was the border established?
- Describe the relations between the people or governments on each side of the border (e.g., “hostile,” “cooperative”)
- What strategies are used to secure the border?
- How are these strategies viewed by those on both sides of the border?
- How do students think the current management of the border will help each side of the border to prosper or decline?

5. Have each group present what they’ve learned to the class.

ASSESSMENT SUGGESTIONS

Students can be assessed on:

- Completion of the Viewing Guide.
- Participation in class discussion and group work.
- Quality of group presentations.

EXTENSIONS & ADAPTATIONS

- Use other P.O.V. films like *Al Otro Lado*, *The Ballad of Esequiel Hernandez*, and *Maquilapolis*, to compare and contrast what students have learned about the management of borders around the world with the U.S.-Mexico border. Students should then make predictions about what the U.S.-Mexico border will be like 20 years from now. Will it be a border heavily armed by the military like the North-South Korean border? One with a high-tech security wall like the one being built in Israel? An open border easily crossed by all North Americans, like borders in the European Union? Have students incorporate their thinking into position papers that include points from their studies about borders.
- Explore both literal and metaphysical types of borders in our lives with P.O.V.’s Web-only *Borders* series. Episodes on migration, environment, and American identity include thought-provoking video and essays, interactive activities, and educator resources to support their use in the classroom.
- Learn more about Israel’s project to build a massive wall along borders with Palestinian territories with the 2003 FRONTLINE/World story, *Israel - Tracing Borders* (<http://www.pbs.org/frontlineworld/fellows/israel/intro.html>). Then have students create a multimedia update to this story that includes the latest information on the political conflict, construction progress on the wall, and other relevant details.
- Research the ways in which undocumented workers both help and hurt the U.S. economy. Create political cartoons that incorporate these positive and negative roles.

RESOURCES

BBC Country Profile: Israel and Palestinian Territories

http://news.bbc.co.uk/2/hi/middle_east/country_profiles/803257.stm

The BBC provides historical information and other details related to the conflict between Israelis and Palestinians.

More Palestinian Workers Hide in Israel

<http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/06/01/international/i100617D07.DTL>

This article provides more information on the plight of Palestinians working illegally in Israel.

STANDARDS

These standards are drawn from "Content Knowledge," a compilation of content standards and benchmarks for K-12 curriculum by McRel (Mid-continent Research for Education and Learning) at <http://www.mcrel.org/standards-benchmarks/>.

Civics

Standard 22: Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy.

Geography

Standard 9: Understands the nature, distribution, and migration of human populations on the Earth's surface.

Standard 11: Understands the patterns and networks of economic interdependence on Earth's surface.

Standard 13: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

Language Arts

Standard 9: Uses viewing skills and strategies to understand and interpret visual media.

World History

Standard 44: Understands the search for community, stability, and peace in an interdependent world.

ABOUT THE AUTHOR

Cari Ladd, M.Ed., is an educational writer with a background in secondary education and media development. Previously, she served as PBS Interactive's Director of Education, overseeing the development of curricular resources tied to PBS programs, the PBS TeacherSource Web site (now PBS Teachers), and online teacher professional development services. She has also taught in Maryland and Northern Virginia.

Background Sources

BBC Country Profile: Israel and Palestinian Territories

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City of Modi'in publication. 2006. www.modiin.muni.il/ModiinEnglishVre.pdf; "More Palestinian Workers Hide in Israel." Laurie Copans. The Associated Press. June 1, 2007;

<http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2007/06/01/international/i100617D07.DTL>.

