

# MY NAME IS RACHEL CORRIE

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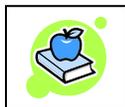
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## USING THIS RESOURCE GUIDE

Please note: many descriptions were excerpted directly from the listed website.  
Packet published: 4/10/2007; Websites checked: 4/10/2007.



Indicates recommended resources.



Indicates resources that include lesson plans.

## ABOUT RACHEL CORRIE

### IN MEMORIAM: RACHEL CORRIE

<http://www.rachelcorrie.org>

This website is dedicated to Rachel Corrie's memory and includes some of Corrie's emails from the Gaza Strip, public statements, news reports and editorials, memorials, links to groups working on the Palestinian-Israeli conflict, and ways you can help.

### SEATTLE REPERTORY THEATRE: MY NAME IS RACHEL CORRIE

<http://www.seattlerep.org/SeasonPlays07/ShowRC.html?gclid=CPKniNmTp4sCFQEByQodJ0ssfw>

Along with the synopsis of *My Name is Rachel Corrie*, the Seattle Repertory Theatre's website includes show times, a few words from the play's Artistic Director, David Esbjornson, a PDF file of the actor, artistic and production team biographies, reviews, and a bibliography.



### RACHEL CORRIE FOUNDATION FOR PEACE AND JUSTICE

<http://www.rachelcorriefoundation.org>

The Rachel Corrie Foundation for Peace and Justice continues the work that Rachel Corrie began and hoped to accomplish, and carries out that work with her vision, spirit, and creative energy in mind. They conduct and support programs that foster connections between people that build understanding, respect, and appreciation for differences, and that promote cooperation within and between local and global communities. The foundation encourages and supports grassroots efforts in pursuit of human rights and social, economic, and environmental justice, which they view as prerequisites for world peace.

### RACHEL CORRIE: MYTHS & FACTS

[http://rachelcorriefoundation.org/RCFdocs/Rachel\\_Corrie\\_FAQ.pdf](http://rachelcorriefoundation.org/RCFdocs/Rachel_Corrie_FAQ.pdf)

This document from the Rachel Corrie Foundation website separates the myths from the facts on Rachel Corrie's engagement in the International Solidarity Movement and her death.

### **WIKIPEDIA: RACHEL CORRIE**

[http://en.wikipedia.org/wiki/Rachel\\_Corrie](http://en.wikipedia.org/wiki/Rachel_Corrie)

Wikipedia provides a detailed account of Corrie's early life and activities in Gaza. It also includes information regarding the responsibility for her death, lawsuits, and reactions to her death, including artistic tributes, and useful references.

### **INTERNATIONAL SOLIDARITY MOVEMENT (ISM): RACHEL CORRIE**

<http://www.palsolidarity.org/main/category/rachel-corrie>

The International Solidarity Movement (ISM) archives articles and press reviews on Rachel Corrie since 2003.

### **CINDY AND CRAIG CORRIE'S BLOG**

<http://rachelcorriefoundation.org/?cat=33>

Cindy and Craig Corrie, Rachel's parents, have kept a blog since December 2005 and post messages about their activities, local and global resources and events, as well as their recent trip to Israel and Palestine in December 2006.

## **RACHEL CORRIE'S WORDS**

### **RACHEL'S WAR**

<http://www.guardian.co.uk/israel/Story/0,2763,916299,00.html>

*The Guardian* first published Rachel Corrie's emails from Rafah, Palestine, to her family and friends, dated February 7–28, 2007.

"I have been in Palestine for two weeks and one hour now, and I still have very few words to describe what I see. It is most difficult for me to think about what's going on here when I sit down to write back to the United States — something about the virtual portal into luxury. I don't know if many of the children here have ever existed without tank-shell holes in their walls and the towers of an occupying army surveying them constantly from the near horizons. I think, although I'm not entirely sure, that even the smallest of these children understand that life is not like this everywhere."

### **RACHEL'S WAR (ADDITIONAL EMAILS)**

<http://www.guardian.co.uk/israel/Story/0,2763,916885,00.html>

*The Guardian* later published additional emails, including Corrie's last letter to her father, Craig Corrie.

### **RACHEL CORRIE'S COMPLETE CORRESPONDENCE**

<http://www.guardian.co.uk/israel/Story/0,2763,916885,00.html>

<http://rachelcorriefoundation.org/?p=216>

Corrie's correspondence can also be found on the "If Americans Knew" website via *The Guardian*, as well as on the Rachel Corrie Foundation for Peace and Justice Website.

## ISRAEL/WEST BANK



### **INTERNATIONAL CRISIS GROUP: ARAB-ISRAELI CONFLICT**

<http://www.crisisgroup.org/home/index.cfm?id=1271&l=1>

Crisis Group works in Israel, the occupied territories, and with Israel's Arab neighbors and is focused on new and more comprehensive political and diplomatic strategies to address the sources of conflict. They consider the main factors within Israeli and Arab societies which are hindering the achievement of sustainable peace.

### **ARAB-ISRAELI CONFLICT: PRIMARY SOURCE DOCUMENTS/THE CONFLICT/THE ISRAELIS/THE PALESTINIANS**

[http://www.historyteacher.net/Arab-Israeli\\_Conflict.htm](http://www.historyteacher.net/Arab-Israeli_Conflict.htm)

This site provides access to a wealth of primary and secondary source documents about the Arab-Israeli conflict, ranging from the history of the conflict, to articles and opinions from both the Israeli and the Palestinian perspectives. (Primary source documents date from 1130 to 2005.)

### **FOREIGN POLICY RESEARCH INSTITUTE: RELIGION, IDENTITY, AND MIDEAST PEACE**

<http://www.fpri.org/enotes/20050923.religion.rosen.religionidentitymideastpeace.html>

This lecture was given by Rabbi David Rosen in 2005. He is the director of Inter-religious Affairs for the American Jewish Committee in Jerusalem. He discusses the issues of religion and identity in the Middle East, most notably Israel and Palestine. This is an interesting discussion about the role that religion plays in the conflict and some movements that have been made between religious groups to bring about peace. The article is probably heavy reading for middle-school age, but could certainly be used at the high school level or adapted for use at all age and grade levels.

### **ISRAEL MINISTRY OF FOREIGN AFFAIRS**

<http://www.mfa.gov.il/mfa>

The Israel Ministry of Foreign Affairs website offers a variety of links and information about Israel, including history, terrorism, foreign relations, treaties, government, culture, cuisine, etc. This is informative in providing a glimpse into the perspectives of the Israeli government.



### **EXPLORING CONFLICT BETWEEN ISRAEL, HEZBOLLAH, AND THE COUNTRIES THAT SUPPORT THEM**

<http://www.nytimes.com/learning/teachers/lessons/20060719wednesday.html>

In this lesson, students will explore the conflict between Israel and Hezbollah. They will then research various perspectives, discuss the events in context, and write statements from the perspective of a country or organization involved.

### **THE ECONOMIST: ISRAEL AND THE PALESTINIANS**

<http://www.economist.com/research/articlesBySubject/display.cfm?id=348984>

This site provides links to articles and other news sources on the Israel-Palestine conflict as well as articles from *The Economist's* archives.

### **PALESTINE MEDIA CENTER**

<http://www.palestine-pmc.com/details.asp?cat=6&id=147>

The Palestine Media Center's mission is to act as an independent official institution of the PLO that formulates a media strategy to present and transmit the official position on various issues of concern to the Palestinian cause and reality in terms of politics, economics, and culture.



### **PROSPECTS FOR PEACE IN THE ISRAELI-PALESTINIAN CONFLICT**

[http://www.pbs.org/newshour/extra/teachers/lessonplans/middle\\_east/](http://www.pbs.org/newshour/extra/teachers/lessonplans/middle_east/)

In this lesson, students examine the root causes of the crisis between Israel and Palestine and analyze past and present attempts at peace.



### **GRADES 6-8, 9-12, MIDDLE EAST**

<http://www.nytimes.com/learning/teachers/lessons/20060719wednesday.html>

In this lesson, students will explore the conflict between Israel and Hezbollah. They will then research various perspectives, discuss the events in context, and write statements from the perspective of a country or organization involved.

### **INTERNATIONAL SOLIDARITY MOVEMENT (ISM)**

<http://www.palsolidarity.org/main/about-ism>

The International Solidarity Movement (ISM) is a Palestinian-led movement committed to resisting the Israeli occupation of Palestinian land using nonviolent, direct-action methods and principles. Founded by a small group of activists in August, 2001, ISM aims to support and strengthen the Palestinian popular resistance by providing the Palestinian people with two resources: international protection and a voice with which to nonviolently resist a military occupation force.

## **MIDDLE EAST**

### **INTERNATIONAL CRISIS GROUP**

<http://www.crisisgroup.org/home/index.cfm?l=1&id=1096>

From Amman, Crisis Group analyses the long and short-term factors that feed violent conflict, identifying ways of increasing the capacity and will of governments to cooperate on issues of internal and international security.



### **YAHOO FULL COVERAGE: MIDEAST CONFLICT**

[http://news.yahoo.com/fc/World/Mideast\\_Conflict/](http://news.yahoo.com/fc/World/Mideast_Conflict/)

This page, organized by *Yahoo! News*, compiles recent news, editorials, audio/video resources, and links to external websites about conflict in the Middle East.

### **MIDEAST: LAND OF CONFLICT**

<http://www.cnn.com/SPECIALS/2003/mideast/>

This CNN site leads you through maps, photos, virtual tours, and articles on issues, key players, resources, and history. Although this site was archived in 2003, it still provides a wealth of useful information.

### **COLUMBIA UNIVERSITY: MIDDLE EAST & JEWISH STUDIES**

<http://www.columbia.edu/cu/lweb/indiv/mideast/cuvm/>

Columbia University Library's website for Middle East and Jewish Studies is an excellent resource for teachers and students. This site offers bibliographic resources, a search engine, country-specific and regional information, a subject guide to the Middle East, information about religion, and links to online journals and newspapers.

### **CAN YOU TELL A SUNNI FROM A SHIITE?**



<http://www.nytimes.com/2006/10/17/opinion/17stein.html?ex=1318737600&en=c5709ea7c5631b3f&ei=5088&partner=rssnyt&emc=rss>

In this article, Jeff Stein is not looking for theological explanations to distinguish a Sunni from a Shi'ite, but simply seeks to discover who is on what side and what each side wants.

### **ISLAM, ISLAMISM, AND DEMOCRATIC VALUES: A HISTORY INSTITUTE REPORT BY TRUDY KUEHNER, RAPPORTEUR**

<http://www.fpri.org/footnotes/114.200609.kuehner.islamislamismdemocraticvalues.html>

On May 6-7, 2006, FPRI's Marvin Wachman Fund for International Education hosted 44 teachers from 16 States across the country for a weekend of discussion on teaching about Islam. Speakers were drawn from the disciplines of religious studies, anthropology, political science, history, law, and journalism.

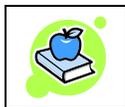
### **THE CHOICES PROGRAM: SHIFTING SANDS: BALANCING U.S. INTERESTS IN THE MIDDLE EAST**



[http://www.choices.edu/curriculum\\_unit.cfm?id=24](http://www.choices.edu/curriculum_unit.cfm?id=24)

*Shifting Sands: Balancing U.S. Interests in the Middle East* analyzes the mix of interests and values that have drawn America into the Middle East. The unit asks high school students to consider the principles and assumptions driving America's expanded presence in the Middle East.

### **K-2: THE MIDDLE EAST REGION: FLAGS AND FACTS**



<http://www.nationalgeographic.org/xpeditions/lessons/01/gk2/iraqmap.html>

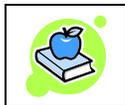
In this lesson, students will learn basic facts about the Middle East by exploring maps of the region. They will use National Geographic's Hot Spot: Iraq Website to practice basic map skills by reading maps and drawing their own. Finally, they will learn basic information about the countries on their maps and label that information on their own maps, comparing what they have learned about the geography of the Middle East with the geography of the United States.

### **GRADES 3-5: ALIKE AND DIFFERENT: THE MIDDLE EAST AND THE UNITED STATES**



<http://www.nationalgeographic.org/xpeditions/lessons/01/g35/iraqus.html>

This lesson will ask students to examine the similarities and differences between the Middle East and their own city, state, and country. Students will practice basic map skills by examining maps of the Middle East at National Geographic's Hot Spot: Iraq Web site and maps of their own region, looking for similar features: rivers, lakes, cities, marshes, etc. They will look at a map of Baghdad and compare it to a map of their own city, a city they have visited, or any major U.S. city. Finally, they will fill in and label their own blank outline maps of the Middle East region and the United States.



### **6-8: OIL AND WATER IN THE MIDDLE EAST REGION**

<http://www.nationalgeographic.org/xpeditions/lessons/01/g68/iraqoil.html>

In this lesson, students will explore the roles of oil and water in the Middle East, especially in Iraq. Students will use maps to look at the distribution of oil in the Middle East and discuss what it means for the different countries in the region. They will also examine how water has influenced the region historically (in the "fertile crescent" region between the Tigris and Euphrates rivers) and politically (for example, how Iraq's access to water is limited to one small part of its border). Finally, they will study specific aspects of Iraq's struggles with water, using satellite imagery to understand and illustrate the problem.

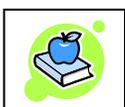
## **CONFLICT RESOLUTION/SOCIAL RESPONSIBILITY**



### **THE THIRD SIDE**

<http://www.thirdside.org/>

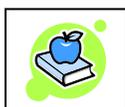
The Third Side offers a promising new way to look at the conflicts around us. The Third Side is the community in action protecting our most precious interests in safety and well-being. It suggests ten practical roles any of us can play on a daily basis to stop destructive fighting in our families, at work, in our schools, and in the world.



### **YES! MAGAZINE**

<http://www.yesmagazine.org>

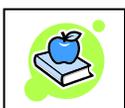
*YES!* is an independent, ad-free magazine in print and online, highlighting positive solutions for building a just and sustainable world. Teachers in the U.S. can apply for a FREE one-year introductory subscription online. *YES!* is published by the Positive Futures Network, a nonprofit organization, supporting people's active engagement in creating a just, sustainable, and compassionate world. Resources for teachers and students (archived articles, discussion guides, resource guides, and links to local and global organizations and networks) are available at the *YES!* Education Connection online.



### **EXPLORING CULTURAL CONFLICTS: JOURNEYS TOWARD PEACE**

<http://www.plu.edu/wangcenter/whats-happening/polar-explorers.html>

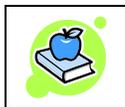
Journeys Toward Peace is a K-12 class curriculum designed by Pacific Lutheran University in Tacoma, Washington. Materials are available in PDF format.



### ***TEACHING PEACE: A GUIDE FOR THE CLASSROOM & EVERYDAY LIFE***

<http://www.wagingpeace.org/menu/programs/youth-outreach/peace-ed-book/teaching-peace.pdf>

This is a free online book for people who are interested in learning more about not only what peace education is, but where it is, when it is, and how it is. It is about hearing perspectives on how it is taught, reading evidence that peace education is working, learning about the struggles and case studies and present-day evidence that nonviolence works and is not mere passivity as it is often mislabeled. This book is an opportunity to learn more about liberation education and to participate in the vision of how American education is an integral part of a global revolution to create balance and harmony between people, nature, technology, religion, economics, and many other disciplines.



### **CONFLICT RESOLUTION LESSON PLANS**

[http://www.teach-nology.com/teachers/lesson\\_plans/health/conflict/](http://www.teach-nology.com/teachers/lesson_plans/health/conflict/)

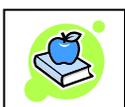
This website contains a number of lesson plans about teaching conflict resolution in the classroom.



### **EDUCATORS FOR SOCIAL RESPONSIBILITY: CONFLICT RESOLUTION LESSONS**

<http://www.teachervision.fen.com/conflict-resolution/lesson-plan/3038.html>

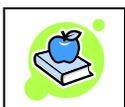
Educators for Social Responsibility's mission is to make teaching social responsibility a core practice in education so that young people develop the convictions and skills needed to shape a safe, sustainable, democratic, and just world. This page includes conflict resolution lesson plans for a number of different grade levels.



### **TEACHING FOR CHANGE**

<http://www.teachingforchange.org/>

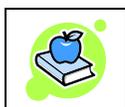
Established in 1989, Teaching for Change operates from the belief that schools can provide students the skills, knowledge, and inspiration to be citizens and architects of a better world — or they can fortify the status quo. By drawing direct connections to 'real world' issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.



### **IDEALIST FOR TEACHERS**

<http://idealist.org/teachers/index.html>

Idealist For Teachers offers resources and tools that can be used to help introduce young people to issues that nonprofit organizations pursue and to encourage them to get involved in their communities. On Idealist For Teachers you'll find a Volunteer Resource Center, free online lesson plans, and teaching materials offered by nonprofit organizations, and guides on how to find issue-specific resources on Idealist.



### **PEACE CORPS: WORLD WISE SCHOOLS**

<http://www.peacecorps.gov/wws/educators/>

The Peace Corps World Wise Schools program includes a wide number of programs to enhance global education. There is a Correspondence Match program that puts teachers in touch with a currently serving Peace Corps Volunteer, lessons about cultures and countries worldwide, cross-cultural publications, award-winning videos, stories, folk tales, classroom speakers, and more. The program is designed to broaden perspectives in culture and geography and to encourage service.

### **RIVERHOUSE EPRESS**

<http://www.riverhouseepress.com/>

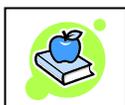
Riverhouse ePress was established in 2004 by Dr. Ron Kraybill, a professor in the Conflict Transformation Program at Eastern Mennonite University. Its mission is to make high-quality, easy-to-read materials on peaceful resolution of conflicts widely accessible to the public.



### **TEACHING TOLERANCE**

<http://www.tolerance.org/teach/index.jsp>

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides educators with free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond.



### **UNITED NATIONS CYBERSCHOOLBUS**

<http://cyberschoolbus.un.org/>

The United Nations Cyberschoolbus was created in 1996 as the online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. The Global Teaching and Learning Project produces high quality teaching materials and activities designed for educational use (at primary, intermediate, and secondary school levels) and for training teachers. The vision of this Project is to provide educational resources to students growing up in a world undergoing increased globalization.

### **RETHINKING SCHOOLS**

<http://www.rethinkingschools.org/>

Rethinking schools is a nonprofit organization that seeks to shape reform of public schools in America. Rethinking Schools remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, this organization emphasizes problems facing urban schools, particularly issues of race.

### **CONFLICT RESOLUTION NETWORK**

<http://www.crnhq.org/>

The Conflict Resolution Network (CRN) is dedicated to creating a conflict resolving community and to researching, developing, teaching and implementing the theory and practice of Conflict Resolution throughout a national and international network. The Conflict Resolution Network is concerned with every area of conflict, with national and international issues, with local, state, and federal government, with the community, the workplace, and personal and intimate conflicts.

### **INTERNATIONAL FELLOWSHIP OF RECONCILIATION**

<http://ifor.org/>

Founded in 1919 in response to the horrors of war in Europe, IFOR has taken a consistent stance against war and its preparation throughout its history. Perceiving the need for healing and reconciliation in the world, the founders of IFOR formulated a vision of the human community based upon the belief that love in action has the power to transform unjust political, social, and economic structures.

## TEACHER TOOLS TO EXERCISE WRITING SKILLS



### **COUNCIL ON ISLAMIC EDUCATION (CIE)**

<http://www.cie.org/store/Beyond.asp>

Downloadable excerpts from CIE's teaching publication "Beyond a Thousand and One Nights, a Sampler of Literature from Muslim Civilization," including texts on historical writing, scientific writing, poetry, among others.



### **OUTREACHWORLD**

<http://www.outreachworld.org/resource.asp?CurriculumID=39>

This reading and creative writing exercise utilizes Arabic calligraphy and various poetic genres, combining art with composition activities.

#### **THE ARABIAN NIGHTS**

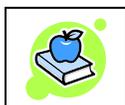
<http://www.outreachworld.org/resource.asp?curriculumid=316>

This lesson plan includes tales from the first night of *The Arabian Nights*, with a briefing that summarizes the history of the text and discusses the use of folktales as subversive literature and social commentary. The lesson also recommends interesting class activities, including a comparison of Princess Jasmine in the Disney movie *Aladdin* and Shahrazad in *The Arabian Nights*.

#### **VOICES OF SAUDI CHILDREN**

<http://www.outreachworld.org/resource.asp?Curriculumid=221>

A lesson resource that provides students with an inside look at the country of Saudi Arabia through the eyes of elementary and middle school students in Saudi Arabia. The students' writings about their country are divided into three categories: History, Geography and Daily Life, which includes information on the role of religion in their lives. These writings are accompanied by discussions and student activities that incorporate research, writing, and maps.



### **PEACE CORPS**

<http://www.peacecorps.gov/wws/guides/voices/>

Peace Corps' publication *Voices from the Field* provides personal essays written by returned Peace Corps Volunteers, accompanied by standards-based, language arts lesson plans and workshops. Objective is to strengthen students' reading comprehension and writing skills, to engage and inspire students to respond to the text and create original narratives as well as to broaden students' perspectives of the world, themselves, and others.

## FILMS

### **RACHEL CORRIE INTERVIEW ON THE GROUND IN GAZA**

<http://www.youtube.com/watch?v=O3Jl-axaRF4&mode=related&search=>

### **MEMORIAL VIDEO**

[http://www.dailymotion.com/video/xsxr7\\_les-derniers-heros-de-notre-temps](http://www.dailymotion.com/video/xsxr7_les-derniers-heros-de-notre-temps)

## **REBUILDING HOPE**

<http://rebuildingalliance.org/films.php#gaza>

*Rebuilding Hope* is a film series by Tamer Mansour, Ron Eggleton, and voiced over by Cindy Corrie, Rachel's Mother. This series includes two episodes recounting the rebuilding of the Nasrallah family's house, the family that Rachel Corrie sought to protect when she was killed.



## **JUST VISION**

<http://www.justvision.org/index.php>

Just Vision increases awareness about Palestinian and Israeli non-violent, civilian-led efforts to build a base for peace in the Middle East. They create educational resources about the spectrum of grassroots Israeli and Palestinian peace efforts through documentary film and cutting-edge interactive curricula. They also connect Israeli and Palestinian civilians working for peace to one another, thereby breaking the isolation of these courageous leaders and laying the groundwork for a network for peace. Further work includes conducting strategic outreach to educate North American audiences about these efforts and about the value of peace work emanating from civil society, and providing interested audiences with nonpartisan channels for getting involved.

## **ENCOUNTER POINT**

<http://www.encounterpoint.com/>

*Encounter Point* is an 85-minute feature documentary film that follows a former Israeli settler, a Palestinian ex-prisoner, a bereaved Israeli mother, and a wounded Palestinian bereaved brother who risk their lives and public standing to promote a nonviolent end to the conflict. Their journeys lead them to the unlikeliest places to confront hatred within their communities. The film explores what drives them and thousands of other like-minded civilians to overcome anger and grief to work for grassroots solutions. It is a film about the everyday leaders in our midst.

## **BULLFROG FILMS**

Bullfrog Films is a leading U.S. publisher of independently-produced videos that point the way to living healthily, happily, and with greater concern for the planet.

### **PEACE AND CONFLICT RESOLUTION**

<http://www.bullfrogfilms.com/subjects/peaceconflictresolution.html>

This is a link to the Bullfrog Films catalogue of videos about peace and conflict resolution.

### **MIDDLE EAST**

<http://bullfrogfilms.com/subjects/middleeast.html>

This is a link to the Bullfrog Films catalogue of videos about conflict in the Mideast.

## **SCAREDSACRED**

<http://www.scaredsacred.org/>

In a world teetering on the edge of self-destruction, award-winning filmmaker Velcrow Ripper sets out on a unique pilgrimage. Visiting the 'Ground Zeros' of the planet, he asks if it's possible to find hope in the darkest moments of human history. Ripper travels to the minefields of Cambodia; war-torn Afghanistan; the toxic wasteland of Bhopal; post-9/11 New York; Bosnia; Hiroshima; Israel and Palestine. This powerful documentary captures his

five-year odyssey to discover if humanity can transform the 'scared' into the 'sacred.' ScaredSacred deftly weaves together stunning footage with haunting memories, inspirational stories, and an evocative soundscape. Featuring an engaging, first-person narrative, this film is a portrait of a search for meaning in times of turmoil.

### **SEARCH FOR COMMON GROUND: VIDEOS**

[http://www.sfcg.org/resources/resources\\_videos.html](http://www.sfcg.org/resources/resources_videos.html)

Search for Common Ground and Common Ground Productions produce television programs that seek to change the way individuals and societies deal with conflict. These multi-faceted programs endeavor to prove that contentious issues can be examined in ways that inform and entertain, while still promoting the search for solutions.

### **MEDIATE.COM DVD VIDEOS**

<http://www.mediate.com/products/pg33.cfm>

This video library from Mediate.com offers a wide number of videos about conflict resolution and mediation. All of the videos are available for purchase.

### **RIGHT CHOICES: VIDEO LESSONS**

<http://www.worldviewpub.com/right.htm>

This program, entitled Right Choices, is designed to be a simple to use, video driven program that encourages building social skills and conflict resolution training that gets students to take responsibility for their choices on a daily basis.

### **THE INSTITUTE FOR INTERNATIONAL MEDIATION AND CONFLICT RESOLUTION (IIMCR)**

The Institute for International Mediation and Conflict Resolution (IIMCR) is a Washington, DC based non-profit institution whose mission is to promote the use of peaceful conflict resolution techniques among a generation of future leaders through the design and implementation of unique programs and services.

#### **THE NEGOTIATORS**

<http://www.iimcr.org/index.cfm?pageID=73>

This is a series of 30-minute educational videos that feature prominent individuals who have been involved in a high-stakes negotiating and mediating position in the public sector.

#### **HIGHLIGHTS FROM AFRICA SYMPOSIUM**

<http://www.iimcr.org/index.cfm?pageID=72>

This is a collection of video highlights from the IIMCR 2004-5 Africa Symposium.

#### **HIGHLIGHTS FROM INTERNATIONAL SYMPOSIUM**

<http://www.iimcr.org/index.cfm?pageID=66>

This is a collection of video highlights from the IIMCR 2005 International Symposium.

#### **HIGHLIGHTS FROM MIDDLE EAST SYMPOSIUM**

<http://www.iimcr.org/index.cfm?pageID=65>

This is a collection of video highlights from the IIMCR 2005 Middle East Symposium.

## **ACTIVISM & COMMUNITY SERVICE**

### **THE AMERICAN ISRAEL PUBLIC AFFAIRS COMMITTEE (AIPAC)**

<http://www.aipac.org>

As America's leading pro-Israel lobby, AIPAC works with both Democratic and Republican political leaders around the country to ensure that the U.S.-Israel relationship remains strong and vital.

### **AMERICAN JEWISH COMMITTEE (AJC)**

<http://www.ajc.org/site/c.ijITI2PHKoG/b.685761/k.CB97/Home.htm>

The American Jewish Committee has worked since 1906 to safeguard and strengthen Jews and Jewish life worldwide by promoting democratic and pluralistic societies that respect the dignity of all peoples.

### **THE ANTI-DEFAMATION LEAGUE**

<http://www.adl.org/regional/seattle/default.asp>

The immediate object of the League is to stop, by appeals to reason and conscience and, if necessary, by appeals to law, the defamation of the Jewish people. Its ultimate purpose is to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens.

### **ARAB AMERICAN COMMUNITY COALITION (AACC)**

<http://www.theaacc.org>

Within days of the September 11th terrorist attacks, members of the Arab community gathered and discussed their concerns and what to do to protect their community from hate crimes and malicious harassment. Thus the Arab American Community Coalition (AACC) was born. A 24-hour hotline was established with Arabic and English speakers to help community members. While originally established for the Greater Seattle area, the AACC has taken calls from throughout the United States.

### **ARAB CENTER OF WASHINGTON (ACW)**

<http://www.arabcenter.net>

The Arab Center of Washington (ACW) is a cultural organization dedicated to promoting the rich and vibrant Arab culture in Washington State.

### **BRIDGES TO UNDERSTANDING (BRIDGES)**

<http://www.bridgesweb.org>

BRIDGES to Understanding engages students worldwide in direct, interactive learning and storytelling to build cross-cultural understanding. The organization serves students from a variety of geographical and cultural backgrounds, with a particular emphasis on middle and high school students in indigenous communities and low-income populations. The organization currently works intensively with schools in Western Washington State, India, Peru, Guatemala, South Africa and Israel (includes both Israeli and Palestinian students).

### **THE COMPASSIONATE LISTENING PROJECT**

<http://www.compassionatelisting.org>

The Compassionate Listening Project teaches powerful skills for peacemaking in families, communities, on the job, and in social change work locally and globally. The Project's curriculum grew out of its many years of reconciliation work on the ground in Israel and Palestine. The Project adapted its trainings and began to teach in the U.S. in 1999. The Project now offers trainings and workshops worldwide for everyday peace-building, as well as an Advanced Training and Facilitator Certification program.

### **FINDCOMMONGROUND**

<http://www.findcommonground.org>

FindCommonGround is a Puget Sound-based organization dedicated to bringing people together from both sides of the Israeli-Palestinian conflict to listen and to educate. Through events, presentations, and discussions, the group strives to engage the American populace in a new and deeper way to inform and involve our community and its leaders to move toward a solution in the Middle East.

### **JEWISH VOICE FOR PEACE**

<http://www.jewishvoiceforpeace.org>

Through grassroots organizing, education, advocacy, and media, Jewish Voice for Peace works to achieve a lasting peace that recognizes the rights of both Israelis and Palestinians for security and self-determination. They invite others to join in their efforts to promote a U.S. foreign policy based on peace, democracy, human rights, and respect for international law.

### **THE OLYMPIA-RAFAH SISTER CITY PROJECT (ORSCP)**

[http://orscp.org/olympia/?page\\_id=2](http://orscp.org/olympia/?page_id=2)

The Olympia-Rafah Sister City Project finds its origins in the aspirations of Rachel Corrie, a young human rights activist from Olympia, WA, who was killed while attempting to protect a family's home from demolition in the Gazan city of Rafah on March 16, 2003. The Project actively promotes and fosters friendships between the people of Olympia, Washington and Rafah, Palestine, for the purpose of strengthening cross-cultural awareness and understanding, international cooperation, justice, and peace.

### **PALESTINE SOLIDARITY COMMITTEE – SEATTLE**

<http://www.palestineinformation.org>

The Seattle Palestine Solidarity Committee supports all Palestinians in their struggle for the fundamental right of self-determination. They work for an end to the Israeli occupation of the West Bank, including East Jerusalem, and the Gaza Strip and for the establishment of an independent, democratic Palestinian state there. They also support the provision of full human and other rights to all Palestinians living as minorities or refugees anywhere in the world and the right of all Palestinian refugees to choose compensation or return to Palestine.

### **REBUILDING ALLIANCE**

<http://rebuildingalliance.org>

The Rebuilding Alliance, a nonprofit organization based in California, rebuilds homes and communities in regions of war and occupation. The Alliance advocates for government policies towards these regions based on human rights and international law. Through a mutual commitment to justice, it creates alliances among supporters, partners, and those who suffer injustice and violence, yet resist through rebuilding. Its projects are symbols of hope that help rebuild shattered communities and offer people around the world immediate ways to make peace, starting with the tangible support of a family's right to a home.

### **SEATTLE'S ARAB WOMEN**

<http://www.seattlewomamagazine.com/dec06-4.htm>

Pat Tanumihardja, a frequent contributor to *Seattle Woman*, examines the identity, stereotypes, and community-building efforts of local women with Arab roots who actively contribute to their communities while continuing to integrate old traditions with new.

### **VOICES OF PALESTINE**

<http://www.voicesofpalestine.org>

Voices of Palestine is a community group based in Seattle. Most of their members and supporters are citizens who either have relatives in Palestine or generally sympathize with the Palestinian struggle for freedom. They work with allies on many events including fund raisers, public debates, educational seminars, demonstrations, and many other types of educational activities. Their goal is to bring awareness to the general public about the severity of the situation in Palestine. They hope that, one day, Palestinians and Israelis can live in peace with equal rights.