45 MINUTES · TWO LEVELS: GUIDED AND INDEPENDENT

Suggested ages 14–18; choose the scaffold by reading needs, not age alone.

What does an agreement actually do?

Compare a peace treaty, an interim framework and a regional declaration.
Find a commitment, a limit and a next step in each.

Learning objectives

- Distinguish documents by their provisions rather than their titles.
- Support a comparison with a precise clause and acknowledge a limit.
- Separate a signed commitment from evidence of implementation.

Before the lesson

Print or display cards A–C, the response prompts and the source list. D is optional. Test external links and have the relevant clauses available. Students need only a basic explanation of state, government and PLO; do not assume prior knowledge or English reading fluency.

45-minute plan

1. **5 minutes · Opening**
   Read the participation choices. Ask what learners expect the word “agreement” to guarantee; record answers without grading them.
2. **10 minutes · Read and locate**
   Assign one card to each group. Use the selected scaffold; locate at least one corresponding clause in the original.
3. **15 minutes · Compare**
   Groups share their findings. Everyone completes the comparison for A–C and challenges one claim by asking for its clause.
4. **10 minutes · Discuss a trade-off**
   Use activity 3. If time allows, add D. Distinguish text-supported findings from judgments about whether the choice was wise.
5. **5 minutes · Exit ticket**
   Collect or discuss the three sentences. Assess evidence use, not agreement with the site’s position.

Answer reasoning

1 · Compare the three core cards

A: peace treaty, ending the state of war on the stated ratification condition; Sinai withdrawal and normal relations are specified. B: interim self-government framework; Article V expressly defers permanent-status issues. C: broad regional principles and support for cooperation, without the bilateral detail of D. For implementation, seek later withdrawal records, diplomatic records or other relevant evidence, not merely another copy of the signing text.

2 · Choose a description and defend it

A, B and C fit those descriptions in order. D shows that a peace treaty may also establish normalization. Do not mark “normalization” wrong merely because the document is a treaty; require a clause-based explanation.

3 · A question with room for disagreement

Possible reasoning: deferral can let agreement begin where consent exists; it can also leave central disputes unresolved and vulnerable to delay. Other argued answers are acceptable. Neither a favourable nor an unfavourable political conclusion earns points by itself.

Common misconceptions

- A title is not a complete description: Oslo I is called a declaration but contains a detailed agreed framework.
- Signing, entry into force and implementation can be different events.
- “This document does not settle X” does not mean X is unimportant or absent from every related document.

Evidence rubric: 6 points

Accurate comparison (2)

- 0: treats all documents as identical.
- 1: identifies a difference but oversimplifies it.
- 2: identifies the main distinction and an overlap or limit.

Evidence (2)

- 0: no relevant evidence.
- 1: names a relevant document.
- 2: uses a precise clause and explains how it supports the answer.

Limits and implementation (2)

- 0: equates a promise with a completed outcome.
- 1: recognises that later evidence is needed.
- 2: names a specific open question and suitable later evidence.

After the lesson: choose one clause and name a later record that could test whether it was implemented.

Open the originals

1. Egypt–Israel Peace Treaty
   https://treaties.un.org/doc/Publication/UNTS/Volume%201136/volume-1136-I-17813-English.pdf

   United Nations Treaty Series, vol. 1136, no. 17813 · 1979-03-26
   Articles I–III, VII and IX; PDF pages 2–6.

2. Declaration of Principles on Interim Self-Government Arrangements
   https://www.peaceagreements.org/agreements/357/

   PA-X Peace Agreements Database, University of Edinburgh · 1993-09-13
   Under “Source agreement”: Articles I, V, VI and VII. Read the agreement text, not the database coding above it.

3. The Abraham Accords Declaration
   https://trumpwhitehouse.archives.gov/briefings-statements/the-abraham-accords-declaration/

   White House archive, U.S. National Archives · 2020-09-15
   The full, short declaration. This is separate from the UAE–Israel treaty signed the same day.

4. UAE–Israel Treaty of Peace, Diplomatic Relations and Full Normalization
   https://trumpwhitehouse.archives.gov/briefings-statements/abraham-accords-peace-agreement-treaty-of-peace-diplomatic-relations-and-full-normalization-between-the-united-arab-emirates-and-the-state-of-israel/

   White House archive, U.S. National Archives · 2020-09-15
   Title and Articles 1, 3 and 10.

Review status

New teaching materials. Suggested ages and timings are planning estimates. These kits have not been classroom-tested or reviewed by an educational body. The Hebrew, Arabic and English text was prepared with AI assistance; human language and educational review is still needed.