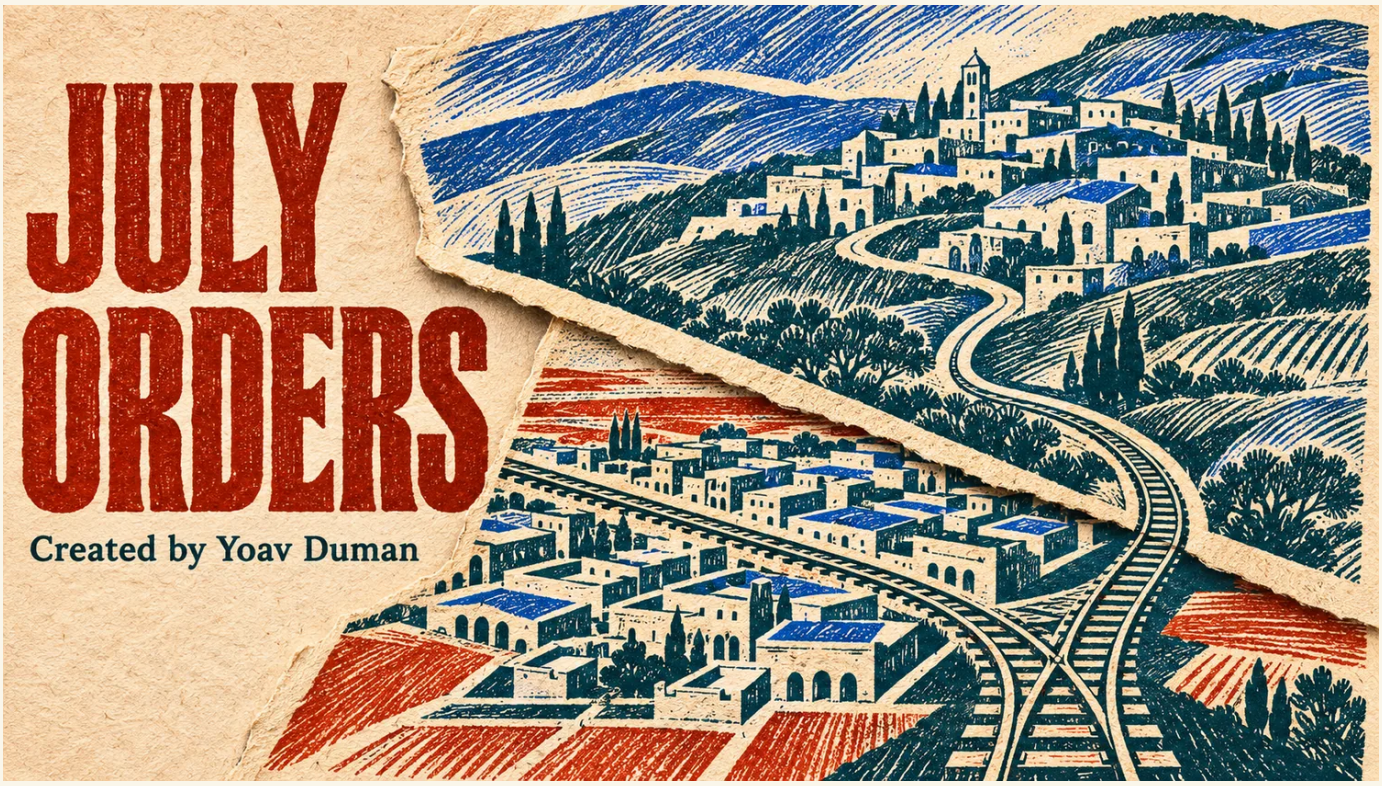
Instructor guide · Version 4



Why did two cities face different orders in July 1948?

Students compare Lydda and Nazareth, then investigate how wartime removal could persist through later decisions about return and control of property.

Time to plan	What students do
8 to 10 min · Forecast	Identify an observable implication or a limit for each assigned reading.
13 to 16 min · Open files	Pair the city sources and check the scope of the June intelligence report.
18 to 22 min · Compare	Choose a scholarly challenge. Write, review and confirm the July brief.
17 to 22 min · Reassess	Open the later files, revisit the first explanation and test a return hypothetical.
4 to 5 min · Submit	Review the Class report and save it as a PDF for Canvas.

Plan 60 to 75 minutes after the readings, or use two sittings. Aim for 350 to 450 words across the two main responses, plus three short forecasts.

What the readings explain

The readings operate at different timescales. Ask students to state which outcome they are explaining before comparing accounts.

Assigned author	Prediction and limit
Moshe Lissak "Critical" Sociology and "Establishment" Sociology in the Israeli Academic Community Israel Studies 1(1), 1996	Institutions and separate development explain who could make decisions and mobilize resources. Seek evidence that an instruction traveled through a chain of command. A common ability to issue orders leaves the choice in each city open.
Gershon Shafir Israeli Society: A Counterview Israel Studies 1(2), 1996, pp. 194-199	Competition over employment and access to land helped produce institutions that reserved work or land for Jews. Seek a link between land or labor arrangements and changed access. Specify what evidence would connect this earlier process to a July decision.
Patrick Wolfe Settler colonialism and the elimination of the native Journal of Genocide Research 8(4), 2006, pp. 388-390	Territorial control can continue across changes in method. Seek evidence of restrictions on return and transfers of property. Wolfe builds in part on Shafir. Ask where both accounts fit the evidence and what could distinguish them.

The scholarly challenge

Rashid Khalidi · Identify a Palestinian actor and an action that an army order might leave out. Historical Landmarks, pp. 6-7, 10-11

Adel Manna · Test how local bargaining, higher orders and army compliance affected survival. A comparison with Haifa puts pressure on any claim that a signed agreement was sufficient. Nakba and Survival, pp. 48-52

Areej Sabbagh-Khoury · Follow a documented land transfer into its effects on cultivation and tenancy. Specify a source that could show what families could do after a purchase. Colonizing Palestine, pp. 25-27 and ch. 2

Companion readings include Horowitz and Lissak, Authority without Sovereignty and Shafir, Land, Labor and the Origins of the Conflict.

What each source can show

Name the source type and date before deciding how far the evidence reaches.

Source	Use and scope
[J1] 12 July 1948 · Dani order Morris, pp. 429, 454 n. 89	Dani headquarters tells Yiftah Brigade to expel Lydda's residents. Higher authorization and motives need further evidence.
[J2] 13 July · remembered in 1998 Munayyer, pp. 87, 95-96	Munayyer saw his family leave and heard their account of the threat. Citywide totals need separate evidence.
[J9] 12-13 July · expulsion Morris, 1948, p. 290	Morris reconstructs authorization and implementation. [J1] documents the field order. A Lydda-only rate needs matching counts.
[J3] 16 July · surrender terms Abbasi, pp. 202-203	The terms contain no explicit protection against expulsion. A 19 July report describes the mayor's efforts to keep people in place.
[J4] 17 July · reported override Ben-Gurion diary, 18 July	The diary describes the preceding day. Abbasi and Pappé's archive note date the telegram to 17 July. Pappé's figure caption gives 16 July. The motive needs further evidence.
[J10] July 1948 · residents remain Manna, pp. 46-52	Manna describes residents remaining and Nazareth sheltering displaced people. Factors he considers include local choices, central orders and the 18 July cease-fire.
[J5] 30 June · intelligence survey English translation, pp. 4-5	Covers mainly 1 December 1947 to 1 June 1948. Its roughly 70 percent estimate combines several effects of military action on departures in that window.
[J6] 1 August · reply to UN UN A/648, Annex II	Declines limited wartime return on stated grounds. Individual outcomes need case-specific permission and entry evidence.
[J7] 14 March 1950 · property law Absentees' Property Law	Vests qualifying property in the Custodian. Emergency regulations predate the 1950 statute. Check which rule applied to a specific parcel.
[J8] January 1950 and after · 'Illut Manna, pp. 173-176	Some villagers returned in January, before the March law. Later partial recovery of land illustrates why return and property control need separate evidence.

[D1] Prewar scale. The end-1944 estimates are 16,780 people in Lydda and 14,200 in Nazareth. July rates need wartime counts for the same time and boundaries. A Survey of Palestine, vol. I, p. 130 and table 8b

[D2] Land purchases. Shares of land purchased by seller group for each period. Check volume and effects on tenants with other evidence. Shafir, pp. 195-196

Grade the reasoning

Use the four dimensions below for instructor scoring. Keep the first and final responses visible during grading so that you can assess revision directly.

Criterion	2 · Well supported	1 · Partial	0 · Missing
Decision and authority	Locates both instructions by city and date. Identifies who sent or blocked them and how far the sources explain why.	Accurate on one city, with an incomplete account of authority or the second city.	Collapses the two orders or makes a decisive factual error.
Implementation and evidence	Pairs instructions with evidence of what happened to residents and explains a limit on the inference.	Uses relevant sources, with a weak link between an order and events or little attention to limits.	Provides a verdict with little usable evidence.
Comparative explanation	Uses two readings, a forecast and a challenge. Names evidence that could favor one explanation.	Applies one mechanism or proposes a broad test.	Names authors without explaining how their arguments work.
Persistence and reassessment	Justifies which claim changes or holds. Keeps July and property law fixed. Tests actual return and property recovery separately.	Addresses later policy, with an incomplete revision or a hypothetical that merges the two outcomes.	Uses later law to settle July motive or skips reassessment.

Calibration A · Keep the July claim narrow

“The Lydda order was implemented [J1, J9]. In Nazareth, the override and residents staying show a different outcome [J4, J10].” A dated instruction that explicitly invokes the surrender terms would favor bargaining as part of the explanation.

Calibration B · Explain persistence at a different scale

“The August reply and 1950 law suggest different paths to durable displacement [J6, J7]. ‘Illut shows why returning and regaining land need separate evidence [J8].” A complete test would look for actual arrival and restored control of a specific parcel.

Any challenge can reveal a missing actor, process or source. Use the same test standard. Length and source IDs are submission checks.

Assign, save and debrief

Share the HTML and the three assigned readings. The core dossier opens offline. External links lead to the full sources and may require internet or institutional access.

Class requirements

Choose **For Class** and enter a name and optional section. Write three forecasts of at least 10 words each. Complete the June report check and answer a scholarly challenge in the 200-word minimum July brief. The software checks for a citation from each city. For full credit, pair instructions with evidence of what happened in each city. The 150-word minimum reassessment uses both [J6] and [J7]. Grouped citations such as [J1, J4] are accepted.

Review before continuing

Preview each checkpoint and choose whether to confirm or keep editing. The first brief becomes read-only when the later evidence opens. Students can bring that brief back into view as they write the reassessment.

Drafts and practice

For Class allows text to be copied or moved within the same response. A blocked outside paste preserves the draft. The citation buttons insert IDs and preserve selected text. **Save or restore** provides a JSON backup for moving between devices or file copies. Earlier backups can be restored. For Fun allows external paste and lets learners edit notes or retry the date check after advancing.

Send the report to Canvas

After final confirmation, select **Print or save as PDF** and save the report in the browser’s print dialog. Before uploading the PDF, check the name, forecasts and both briefs. Use the JSON progress file to restore a run.

Debrief one inference

Put a claim about who made the July decision beside a claim about later property control. Ask which evidence suits each claim and what would change it. One follow-up might ask what a dated instruction would have to say to connect surrender terms to military compliance.

Access and classroom setup

Rehearse opening a source and inserting a citation on an unrelated case. Share the same prompts and source IDs in approved accessible materials. A brief context note can prepare readers for testimony about expulsion and violence.

If storage is unavailable, download a backup before closing the tab.

Design and source credits

The format was chosen for the kind of evidence students can produce about their reasoning.

Format	What students can show	Tradeoff
Selected Side-by-side archive	Forecast, choose a scholarly challenge, compare the same two cities, and keep a first claim visible when later evidence arrives.	The student controls what to test. All students encounter the same core sources, and the written comparison is legible across different conclusions.
Comparison Single static dossier	Read every source and write a final essay. Compact, easy to print, and useful as a pilot comparison.	The final essay can conceal when a claim changed. To recover that evidence, collect a dated first response before handing out later sources.
Considered Branching role-play	Choose how an official responds and see an alternate sequence.	A branch needs fictional outcomes, and students can succeed at role-play without distinguishing documents from conjecture. A bounded return hypothetical keeps the historical sequence visible.

Why these mechanics

Sourcing and corroboration follow research on disciplinary reading. Comparing two cases before an interpretation helps students identify the distinction they need to explain. The June report question requires students to check whether the dates match the claim. Wineburg (1991) · Reisman (2012) · Schwartz and Bransford (1998)

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Page 7 summarizes the earlier comparison and the latest review.

How the reviews shaped July Orders

Two simulated panels scored anonymous builds through Version 3 on a five-point scale. A subsequent round focused on teaching, historical sourcing and recovery.

Criterion	Original	Version 2	Version 3
Historical reasoning	3	4	5
Student clarity	3	4	5
Assessment design	4	5	5
Task engagement	3	4	4
Navigation	3	4	5
Draft saving and recovery	4	4	5
Accessibility in scripted tests	3	4	4
Cover and photographic selection	4	4	4
Overall panel rank	**3rd**	**2nd**	**1st**

Historical reasoning

Version 3 gives students evidence to test explanations at the same scale. It distinguishes the surviving Lydda field order from reported senior authorization, and the Nazareth surrender terms from the evidence of local action and a senior override. The forecast example models a finding that could favor a rival.

Recovery and practice. The revised game puts submission instructions first in the keyboard path, offers a tab-only restore when local saving fails, and preserves same-response paste after a focus change. Students can revisit all scholarly challenges in For Fun.

What was checked. The comparison used equivalent scripted Class and practice tasks. Reviewers tested saved drafts, backup conflicts, citation insertion and report content. Version 4 clarifies the distinct outcomes each reading can explain, adds the timing of the 1948 property regulations, keeps practice notes editable, and offers downloads for both copies when tabs contain different drafts. Live classroom timing, native printing, mobile interaction and assistive technology require separate trials.