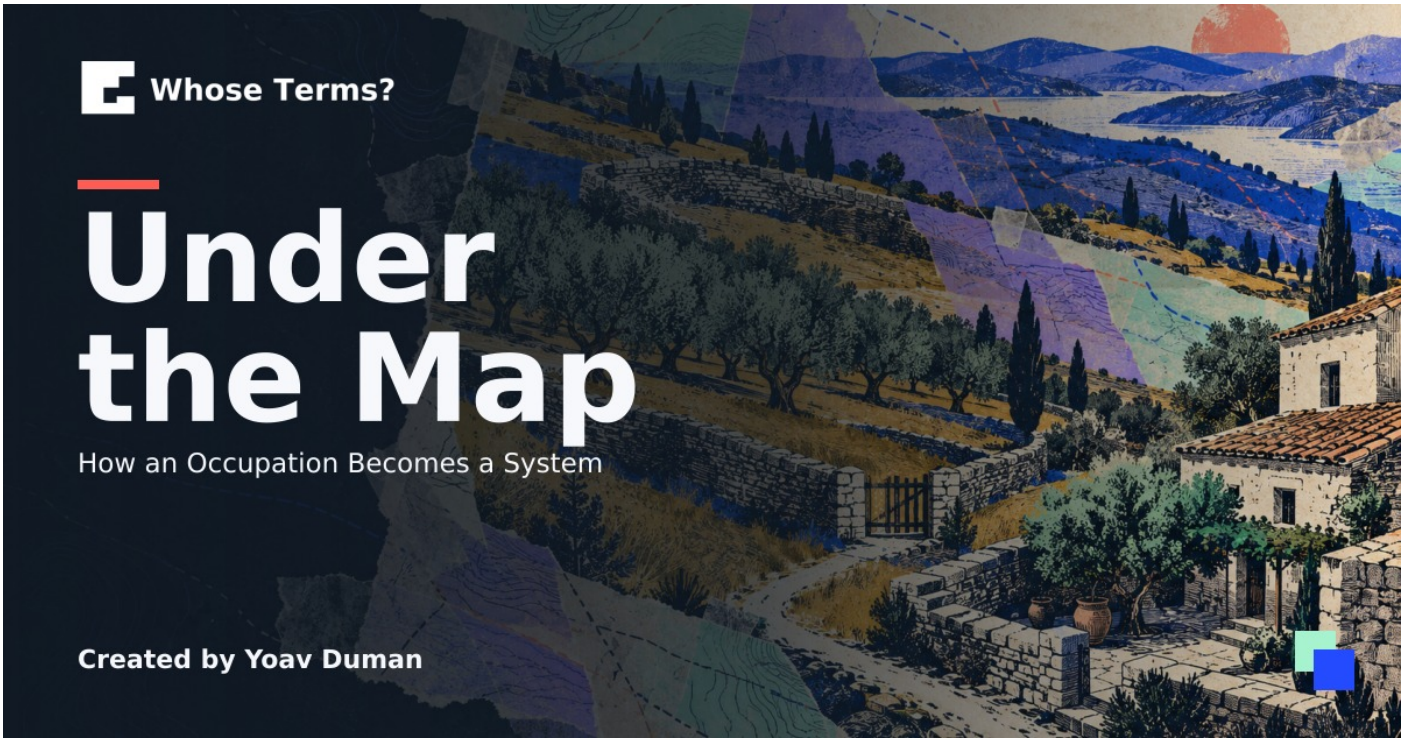


Instructor guide

Explain how this family’s access changed.

American introductory college learners, including students encountering Israel–Palestine for the first time. Suitable for political science, sociology, geography, history and related courses.

No prior reading or prior conflict knowledge is required for core play. Begin with Starting position and the regional locator. Included source cards, definitions and assessment aids supply the core information; original articles and PDFs are opportunities to verify and extend it.

Learning objectives

• Distinguish physical proximity, legal permission and observed practical access using a dated household record.

• Explain how different institutions and actors exercise distinct powers without treating every status, rule or case as identical.

• Use a count, historical counterexample and court file to keep or revise a claim at the scale the evidence supports.

Release 3.0 · 27 October 2026 · Created by Yoav Duman

Play, downloads and web guide

Follow the investigation

All eight encounters can be revisited from Investigation map. The numbered route gives novices a coherent introduction.

Lead	Next action
1. A home connects to a world	Choose supplies or farmland, then follow the connection.
2. The family challenges the restriction	Move through the dated records and inspect the gate/key remedy.
3. How different powers were made	Compare the dated rule, citizenship/property and Gaza-study windows.
4. What a map and a count can show	Switch a layer, then make the regional obstacle claim match the data.
5. Different reachable worlds	Trace the Jerusalem-bound connection for all three practice profiles.
6. What a real removal changes	Advance the Homesh date and compare the separate 2005 Gaza access gain.
7. Who changes the system?	Follow an actor, then test what the 2024 enabling order establishes.
8. Return and defend the atlas	Treat one atlas arrow, read the court’s decision, then save and reflect.

The short reflection

What best explains the access change you investigated? Use one piece of evidence and name one important limit. About 50 words is enough.

About 50 words is enough. The exact length is not graded by the game. Instructors should look for a scoped finding, an identifiable record, a reason the record supports the finding and one important limit.

Plan the class

All timings below are author estimates and planning allocations, not measured student completion times. The eight encounters have a nominal 60-minute authoring budget. Source reading, discussion, help, accessibility needs and reflection may extend the session. Preserve incomplete work rather than rush or treat it as failure.

60-minute class: prioritized evidence route

A selected route, not a claim to have completed all eight encounters. Assign the remaining leads before or after class if full completion is required.

Time	Activity
5 min	Orient learners, show Starting position and one source card, and explain saving.
35 min	Investigate encounters 1, 2 and 6: the household demand, implemented remedy and removal counterexample. Partners may discuss while keeping their own records.
10 min	Use one debrief question to compare a real gain with its limit; invite a source-based challenge.
10 min	Write the approximately 50-word reflection, save progress and export the explicitly partial report.

75-minute class: full-route target with debrief

Target the core route; if learners need more time, save a draft and complete the remaining encounters later.

Time	Activity
5 min	Introduce the mission and the difference between inspecting fixed history and changing a model.
55 min	Work through the eight encounters, prioritizing dated comparisons, matched profiles and the final court-file source application. Save a midpoint recovery file.
10 min	Debrief a revised or retained claim and identify the evidence that made the difference.
5 min	Finish the short reflection and export the report or save an incomplete record.

Modes, records and recovery

Just for learning

Uses the same scenes, evidence, tools and factual checks. The short reflection is optional when keeping work. Learners can inspect, pause, revisit, export an incomplete record and follow deeper routes.

For class

Adds course/submission fields and a class-report workflow. Preparing the class report asks for a nonempty reflection. A name or submission ID is required only if the assignment-requires-identifier setting is selected. About 50 words is guidance, not an exact count. The report can remain explicitly incomplete; nothing is submitted automatically.

My work → Reflection

Writing saves on the current device when browser storage is available. Sources can stay pinned beside the reflection. Optional private notes are included in an export.

My work → Case record

Use Download readable report for a TXT report, Print / save PDF for the browser print dialogue, or Save progress file for a JSON recovery file. The report retains original choices, revisions, completion status, source references and the reflection.

My work → Save and recover

Use Save progress file before leaving or changing devices. Resume from a file accepts the same case’s JSON save or its marked progress-text recovery copy. Copy progress text is the fallback when downloads are blocked. A readable TXT report is not a resumable save.

Evidence board

An optional working explanation saves as typed. Keep an explanation snapshot preserves a deliberate version and its Supports, Challenges and Still open classifications. Cards record choices and feedback; source links must be checked before a card is treated as evidence.

Changed conditions

A later material change can mark a kept finding for recheck. Earlier work remains in the record. Revisit the relevant test and keep a revised finding rather than restarting the game.

Course submission

Give students an accessible course link or the Complete offline ZIP, a deadline and a submission destination. Request the readable report or PDF. A progress JSON is optional supporting work, not the primary graded submission. The game has no instructor dashboard or automatic LMS upload.

Assess an explanation

Optional four-criterion rubric, 0–2 per criterion. Adapt weights to the course. Judge the student's explanation and evidence use; eight completed encounters, attached source IDs and correct supplied choices alone do not demonstrate independent understanding. A justified unresolved or negative finding can earn full credit.

Source fit

0 points. No identifiable relevant source, or a claim contradicts its date, category or scope.

1 points. Names a relevant source, but its date, scope or connection to the claim is vague.

2 points. Uses a specific relevant record and respects its date, category, case and evidence type.

Mechanism and comparison

0 points. Treats a label, map or result as an explanation without identifying the relationship.

1 points. Names an actor, condition or comparison, but explains only part of how it bears on the outcome.

2 points. Explains the relevant authority or causal link and keeps the important comparison conditions visible.

Scope and uncertainty

0 points. Makes an unsupported universal claim or treats unknown as proved failure or impossibility.

1 points. Acknowledges a limit, but leaves it generic or confuses observation with a test assumption.

2 points. Separates observed history, proposed rule and assumed condition; names a specific consequential limit.

Pressure test and revision

0 points. Ignores relevant counterevidence or gives no reason for retaining or changing a claim.

1 points. Notes a challenge or revision without explaining its significance.

2 points. Explains how a credible counterexample or changed condition affects the finding, or why the scoped claim survives it.

Debrief

• What evidence makes the late-December gate/key arrangement an implemented access change, and why is February's judgment a different event?

• Which claim does the September 2005 Gaza access gain challenge? Why does Homesh require a different conclusion about Palestinian landowner access?

• In the Dweikat file, what did the court establish about the specified plots, the separate road order and later practical access? What new observation would matter?

Make the work accessible

Options offers Larger text, Reduce animation and labels/list controls beside maps. Every consequential action has a button or list alternative; no precise dragging, audio or speed score is required. Tap, hover or keyboard-focus an underlined term for its definition. How to assess it and Need a lead? open included facts, an evaluation method, a limit and a next-evidence question.

Optional accounts of death are non-graphic and may be skipped. Offer a pause, extra time or the source-based alternative. Assess the reasoning, not distress, emotional intensity, identity or a learner's political position.

Source-based alternative

• Print or provide accessible copies of the assignment, glossary and the two or three source cards named for the chosen route. Do not require the entire source companion to be printed.

• Give the same practical question used in the game. Have the learner record: claim; dated source; why the evidence bears on the claim; an important limit or counterexample.

• Use the game-specific comparison suggested below, then the same approximately 50-word reflection and reasoning rubric. Identify the work as a source-based alternative, not a completed interactive run.

Compare the Abu Awwad restriction/site/gate records, then the Homesh and September 2005 Gaza source cards. Separate assertion, observed implementation and broader inference. An advanced alternative can use the Dweikat card to distinguish specific legal relief from a later-access observation.

Common misreadings

If a place is nearby or a road exists, access is established. Compare the physical connection with permission and a dated observation of actual access.

925 obstacles means 925 continuously staffed checkpoints. Keep the categories: the displayed total includes 89 continuously staffed checkpoints and other types; retain the observation date.

Evacuation either changed nothing or resolved everything. Count documented local gains, then inspect the separate property, authority and protection records.

An enabling order or court victory proves every practical consequence. Name the instrument's exact scope and seek separate evidence of delegation, implementation or later access.

Assignment and extension

Under the Map: one supported explanation

Open Under the Map and choose For class. Complete the eight core encounters unless your instructor assigns a named shorter route. Keep an original treatment and a revision, or explain why you retained it. Use the Evidence board to keep one explanation snapshot. In My work, answer the game’s reflection prompt in about 50 words, using one identifiable record and an important limit. Save a progress file before leaving.

Submit the readable TXT report or a PDF made with Print / save PDF through the course’s stated destination. Use a chosen name or submission ID only if required. If the route is partial, identify the encounters completed. Follow the instructor’s stated AI-use policy.

About 50 words

What best explains the access change you investigated? Use one piece of evidence and name one important limit. About 50 words is enough.

Two investigations, one reasoning question

Complete Under the Map and After the Line as two independent investigations, using For class if assigned. Keep a readable report and approximately 50-word reflection for each. In a joint debrief or a separate short course response, compare one implemented historical change with one proposed institutional promise. Identify the actor, the governing instrument, the relevant evidence and a limit in each. Explain one point where the same analytical distinction transfers and one point where the cases require different evidence.

Students may work in pairs to discuss the same question while maintaining individual browser records and reflections. There is no shared live session or multiplayer synchronization.

Short source-based visit

Follow the family’s ordinary demand, inspect the implemented remedy, then compare the separate removal/access cases. Use My work for the reflection and export a partial record. If another 10–15 estimated minutes are available, add encounter 8’s court-file exercise; this still does not complete the omitted leads.

Independent full investigation

Follow the eight encounters in sequence for the clearest introduction, or choose leads from Investigation map. Keep a midpoint progress backup after encounter 4. Treat one atlas arrow and complete the incoming court-file exercise, then write the short reflection. Optional sources and lived-experience cases can extend the investigation.

Review and timing

Specialist AI review and software checks do not establish human learning effects. All session times and the planned shared content are author estimates.

Further reading and source locators