|  |
| --- |
|  |
|  |  |  |  |  |
|  lesson 2 why was zionism established in the nineteenth century? |
|  |
|  |
| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill History, Politics | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Define Zionism
* Explain why Zionism was established in the nineteenth century
* Evaluate the support and opposition to Zionism at this time
 |
| **KEYWORDS*** Jewish
* Antisemitism
* Judaism
* Pogrom
* Zionism
 | **structure**Introduce learning objectivesStarter activity and video on antisemitism Keywords and definitions History of antisemitism with timeline activity Emergence of Zionism with video and activity 2b Card sorting activity: arguments for and against Zionism2c Debating activity with whole class discussion Plenary activityHomework setting and any questions  |
| **RESOURCES*** PPT
* Activities:
* 2a: Timeline of antisemitism
* 2b: Support and oppposition to Zionism
* 2c: Debate
* Textbook
 | **Lesson DETAILS**Introduce learning objectives (3 mins)Starter activity and video on antisemitism (9 mins)*Students to think about following questions in small groups: what does it mean to be Jewish? What is antisemitism? Can you think of any examples of antisemitism from history? Students can use images as visual scaffolding - likely to have already studied 12th century massacre in York and the Holocaust. Student can also contribute more recent examples - optional extension to ask if they have read about antisemitism in the news recently. Aim is to introduce the long history of antisemitism. Video available on slide about antisemitism today from BBC Ideas.* Keywords and definitions (5 mins)*Students to work in different small groups to before to define Jewish, antisemitism and Judaism. Useful to point out here that Jewishness is a religious and an ethnic identity. Students to add keywords to glossaries they started last lesson. When introducing Zionism, it will be useful to draw links with last lesson and the land of ‘Palestine-Israel’.*History of antisemitism with timeline activity (11 mins)*Explain to students that antisemitism has a long history: from days of the Bible to present. Slide 8 provides a brief history of antisemitism which is then explored further in activity 2a: timeline of antisemitism. Students to cut out information cards and place them on a timeline from 1070 to early 1900s. Video on antisemitism during medieval period for multimedia engagement. Extension available for students to start thinking about how antisemitism has impacted Jewish lives over time. This can alternatively be a whole class discussion. Question: how would it feel to have been Jewish throughout this period?* Emergence of Zionism with video and activity (8 mins)*Linking to this long history of antisemitism, introduce the concept of Zionism: the movement to establish a Jewish state in the land of Palestine-Israel. Explain Jewish links to the land, the broader context of nationalist movements and the importance of Theodor Herzl and the First Zionist Congress. Can students see any potential problems here? Questions: who was living in Palestine-Israel at this time? Can you remember any aspects of their life? Students might need to look at their notes from last lesson for this. So how would Zionism make you feel if you were Palestinian in the nineteenth century? Short video available on Zionism on Slide 12. Students to write a paragraph on the causes of the emergence of Zionism. Linking to next activity, important to differentiate between ‘Jew’ and ‘Zionist’ here: not all Jews supported Zionism at this time.*2b Card sorting activity: arguments for and against Zionism (6 mins)*In pairs or small groups, students to discuss the four arguments on cards a-d and then decide if each is in support or opposition to Zionism. Answer: a and c support Zionism, b and d oppose Zionism. Encourage students to start thinking about what is in common between supporters and opponents of Zionism. Students might identify the idea of Palestine-Israel as a ‘home’ to both Palestinians and Jews. Optional extension for students to start thinking about which arguments they find most convincing here.* 2c Debating activity with whole class discussion (10 mins)*Assign each student a partner. Each pair will be assigned a debate card, either ‘support for Zionism’ or ‘opposition to Zionism’. Students to spend a few minutes preparing their argument, supported by evidence, and then to join with another pair with a different debate card and hold a debate. Conclude with a whole class discussion: what made this debate difficult? Students likely to identify validity of arguments on each side. What did both sides have in common? The sense of Palestine-Israel as a ‘home’. We will return to this throughout the course.* Plenary activity (4 mins)*Ask students to define Jewish, Judaism, Zionism. Ideally without looking at their glossaries. Then students to work in pairs to give two examples of antisemitism in Britain between 1070 and the early 1900s, as well as two reasons for the emergence of Zionism in the nineteenth century.*Homework setting and any questions (4 mins)*Students to develop their thinking about competing perspectives here: How would Zionism make you feel if you were Jewish in the nineteenth century? How would Zionism make you feel if you were Palestinian in the nineteenth century? Students to use notes from this lesson with notes from last lesson to write a minimum of three sentences from each perspective.* **for non-specialists**Short video on Zionism. Useful to watch before teaching this lesson (not suggested for students to watch yet): <https://www.youtube.com/watch?v=LvegAmzDeTc> Video: Why are people anti-Semitic? What’s behind the prejudice?<https://www.youtube.com/watch?v=a78JnxIFz_c> Video: Antisemitism in the Medieval Period<https://www.youtube.com/watch?v=9iNWpNksv-E> Video: What is Zionism?<https://www.youtube.com/watch?v=1iVQdjMg_Y4> Short article on Zionism from Jewish Virtual Library:<https://www.jewishvirtuallibrary.org/israel-studies-an-anthology-the-history-of-zionism>  |