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| lesson 3  What are the origins of the palestinian national movement? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill Politics, History (WWI) | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * Define nationalism * Explain the emergence of Palestinian nationalism * Compare the contradictory promises made by Britain during the First World War | | |
| **KEYWORDS**  * Nationalism * Arabs * Sykes-Picot Agreement, 1916 * Hussein-McMahon Correspondence, 1916 * Balfour Declaration, November 1917 | | | **structure**Introduce learning objectivesRecap prior knowledgeStarter activity: What is nationalism?Introduce keywordsNationalism: History with writing activityArab and Palestinian nationalism 3a: Fill in the blanks  WWI: Recap, introduce contradictory promises, video  3b: Primary source analysis  Homework setting  Plenary activity | | |
| **RESOURCES**  * **PPT** * **Activities:** * 3a: Fill in the blanks * 3b: Contradictory promises: primary source analysis * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins)Recap prior knowledge (3 mins) *What was our last lesson about? Visual scaffolding available on slide – 12C massacre in York, medieval clothing laws, the Holocaust. What surprised you about the long history of antisemitism? Students can use their timelines of antisemitism from 1070 until the early 1900s from last lesson. Why did Zionism emerge in the nineteenth century? Students to recall the definition of Zionism as a* ***nationalist movement*** *to establish a Jewish state between the Mediterranean Sea and the River Jordan (in Palestine-Israel). Focus here is on Zionism as a nationalist movement* Starter activity: what is nationalism? (6 mins) *In pairs, students to think about the distinction between a nation, a country and a state. Likely to find this challenging, so prompt question on difference between England and Great Britain on slide to help. Aim is for students to start thinking of country or state as a physical space, but nationalism as more linked to identity. Example of Kurds can be used: the Kurds fit the definition of a nation but live across Turkey, Iran, Iraq* Introduce keywords (3 mins) *Students to add the keywords ‘nationalism’ and ‘Arabs’ to their glossaries, with the remaining three keywords to be introduced later in the lesson* Nationalism: History with writing activity (6 mins) *Run through the emergence of nationalism as a concept, from the Industrial Revolution to the early 1900s. Main examples: American independence and French Revolution. Link back to Zionism as an example of* ***Jewish nationalism****. Students to write short paragraph on emergence of nationalism as an idea. Textbook available for further information if required* Arab and Palestinian nationalism (6 mins) *Differentiate between Palestinian and Arab identity using slide and then explain the emergence of Arab nationalism as a response to dissatisfaction with Ottoman rule in 1800s. Palestinian nationalism emerged in the early 1900s, partly as a response to the threat of Zionism. Arab nationalists wanted an independent Arab state, and Palestinian nationalists wanted an independent Palestinian state*  3a: Fill in the blanks (8 mins)  *Students to use the words and dates provided to fill in the blanks on their worksheets. Best for students to work in pairs or small groups for this activity, and students may benefit from seeing slide 8 on the board for dates. Theses dates are also available in the textbook. Students to then swap with a partner for whole class run-through of answers*  WWI: Recap, introduce contradictory promises, video (8 mins)  *Who has studied WWI previously? What do you know? When was it? Who was involved? Why did it happen? Link answers to this final question to key factors including role of increasing nationalism pre-WWI. Recap that Palestine-Israel was part of the Ottoman Empire pre-WWI, as discussed in Lesson 1. Explain Ottoman involvement in the war: joined October 1914 and Britain and France discussed various plans to divide territories of the Ottoman Empire between them. This led to a series of contradictory promises…*  3b: Primary source analysis (10 mins)  *Ascertain students’ familiarity with the Balfour Declaration. Who has heard of it? What was it about? How is it regarded today? No previous knowledge required. Offer a brief introduction to the three contradictory promises and ask students to add each to their glossaries. Play short video as recap of this introduction and then allow students to read and discuss the contradictory promises on worksheet 3b in small groups. Questions on board to stimulate discussion: What are the consequences of Source B for Arab nationalism? Highlight or underline the key parts of the source. What was promised to the Jews in Source C? How would this make the Palestinians feel? Can you spot any contradictions between these promises? Slides available to facilitate whole class discussion afterwards.*  Homework setting (4 mins)  *Students to make a table explaining how they would feel about each of the three promises discussed in this lesson if they were Jewish vs. Palestinian. Instructions for this task and the example table on the slide are also available in the textbook*  Plenary activity (3 mins)  *With a student in the class they haven’t yet worked with today, students to answer the following questions: What is nationalism? Can you name any famous examples? What is Palestinian nationalism? What three promises did the British make to the Jews and the Palestinians during WWI? As an extension to the final question, students could provide a single sentence summary of each of the three key promises* **for non-specialists** Short article on nationalism as an idea:  <https://www.britannica.com/topic/nationalism>  Succinct video on Palestine-Israel through the lens of competing nationalisms (useful for future lessons also):  <https://www.youtube.com/watch?v=1wo2TLlMhiw>  Video with greater detail on Balfour Declaration and its consequences:  <https://www.youtube.com/watch?v=Tz7JJcO-rWw>  Video with more context on Sykes-Picot Agreement and its legacy today:  <https://www.youtube.com/watch?v=hpcVUH_xcEc> | | |