|  |
| --- |
|  |
|  |  |  |  |  |
|  lesson 4 why did britain govern Palestine-Israel between 1920 and 1948? |
|  |
|  |
| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill Politics, History (WWI) | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Define Mandate Palestine
* Explain why Britain governed Palestine-Israel between 1920 and 1948
* Compare Britain’s promises to Palestinians and Jews at this time
 |
| **KEYWORDS*** Mandate
* British Empire
* Self-determination
* League of Nations
 | **structure**Introduce learning objectivesRecap prior knowledge4a. Keywords activityStarter activity: Treaty of VersaillesThe League of Nations and the Mandates system4b. Source analysis 4c. Palestine Mandate worksheetPresentationsGroup activity and videoHomework settingPlenary activity |
| **RESOURCES*** **PPT**
* **Activities:**
* 4a: Keywords
* 4b: Source analysis handout
* 4c: Palestine Mandate worksheet
* **Textbook**
 | **Lesson DETAILS**Introduce learning objectives (3 mins)Recap prior knowledge (3 mins)*Students to recap what they have learnt in last two lessons. Lesson 2) What is Zionism? What did nineteenth and early twentieth century Zionists want? To establish a Jewish state in Palestine-Israel. Lesson 3) What did Palestinian nationalists want at this time? To establish an independent Palestinian state in Palestine-Israel. Questions to aid recall of Lesson 2: How were Jews treated throughout Europe before the nineteenth century? Can you remember any examples of how they were treated? What did this lead to? What is the Jewish connection to Palestine-Israel? Questions to aid recall of Lesson 3: What is nationalism? When did nationalism emerge? How did Arabs feel about Ottoman rule in the 1800s? What did this lead to? Answers available on slide*4a. Keywords activity (4 mins)*Students to cut out and match the keywords and their definitions. Then can run through the answers (available on slide 5) and students can stick into glossaries*Starter actvity: Treaty of Versailles (5 mins)*Students expected to have encountered Treaty of Versailles before. Brief recap paragraph available on slide 6. In pairs or small groups, students to recall what they already know about the Treaty of Versailles. Visual scaffolding available: images for German territorial losses, money for reparations and demilitarisation. After this, use slide 7 to run through the consequences for Germany*The League of Nations and the Mandates system (4 mins)*Have students encountered the League of Nations before? What can they remember about this organisation? Who were the members? What was its structure? Introduce the League of Nations here and the implications for Palestine-Israel. Further information available in textbook if necessary* 4b. Source analysis (6 mins)*In pairs or small groups, students to analyse Article 22 of the Covenant of the League of Nations. Encourage students to underline or highlight the key parts of the source. Students likely to identify a contrast between ‘peoples not yet able to stand by themselves’ and ‘advanced nations’ – what does this suggest? How does this tally with the previously discussed difference between a Mandate and a colony? Presence of colonial rhetoric here: problematic. We will continue to think about this*4c. Palestine Mandate worksheet (11 mins)*Introduce the Middle East Mandates: Syria, Lebanon, Iraq and Palestine-Israel using the map. If time, encourage students to reflect on the use of the ‘Middle East’ to describe this part of the world. Should we be speaking of Western Asia instead? If interested, students could look into this as an extended homework activity to report back next lesson. Individually, students to then complete worksheet 4c using the information on handout 4b. Answers to this available on slide 15*Presentations (7 mins)*Organise students into groups of 4-5. Allocate each group A, B or C. Students to use their notes from previous lesson along with their homework (table on Jewish and Palestinian reactions to Britain’s WWI promises) to prepare a short summary of their promise to the rest of the class. Key questions for students to cover here: what was promised? How did Palestinians feel about this? How did Jews feel about this? If time, presenters can take questions from classmates* Group activity and video (12 mins)*Students to bring these presentations together with what they have learned in this lesson. Where are the tensions between these promises? Is it possible to honour all of them? What should the British government do? Students likely to reach the conclusion that the British government had overpromised during WWI, and it was impossible to honour its promises to both Jews and Palestinians. Explain to students that we’ll be exploring what this meant for the nature of British governance in Palestine between 1920 and 1948 next lesson. Video available on British promises, focusing specifically on the interaction between the Balfour Declaration and the British Mandate for Palestine*Homework setting (2 mins)*Students to start answering exam-style questions: ‘Explain the significance’ – what did this change? What did this lead to? Suggested question: ‘Explain the significance of the Ottoman Empire’s defeat in WWI for those living in Palestine-Israel’. This can be adapted if necessary. It is recommended to assign a number of marks to this question, depending on your exam board*Plenary activity (3 mins)*Invite students to pair up with someone they haven’t yet worked with today. One to define Mandate Palestine and the other to explain why there was a British Mandate for Palestine. Invite answers from several pairs before releasing students to check understanding* **for non-specialists**Helpful context on the League of Nations:<https://www.history.com/topics/world-war-i/league-of-nations> Engaging video on the establishment and utility of the League of Nations: <https://www.youtube.com/watch?v=MWc5-thIkEQ> Short article on the Mandates system, particularly in the Middle East: <https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/mandate-system> Video on the interaction between the Balfour Declaration and the British Mandate for Palestine:<https://www.youtube.com/watch?v=Tz7JJcO-rWw>   |