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| lesson 5  what happened in 1920s and 1930s Mandate Palestine? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill History, Politics | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * Outline the political situation in 1920s and 1930s Mandate Palestine * Explain the increasing tension between Palestinians and Jews at this time * Give some examples of the unrest that occurred during this period | | |
| **KEYWORDS**  * Arab Executive * Jewish Agency * Jewish National Council * Yishuv * Arab Revolt of 1936-1939 | | | **structure**Introduce learning objectivesRecap prior knowledgeKeywordsStarter activity: the 1920s and 1930sBritain’s conflicting promises The political situation: slides 10-13 including activity 5a  Daily lives, Jewish immigration and the Palestinian reaction  5b Debating activity  5c Unrest in 1920s and 1930s Mandate Palestine table activity  Homework setting  Plenary | | |
| **RESOURCES**  * **PPT** * **Activities:** * 5a: Activity 1 and 2 * 5a Activity 1 Answer * 5a Activity 2 Answer * 5b: Debating * 5c: Unrest in 1920s and 1930s Palestine * 5 Homework * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins)Recap prior knowledge (3 mins) *Students to recap the previous lesson: What was Mandate Palestine? When Britain governed Palestine-Israel under a League of Nations Mandate. Why was there a Mandate for Palestine? Because after WWI the League of Nations decided that the territories of the defeated Ottoman Empire should be ruled by the victorious powers of Britain and France. Britain was given the Mandate for Palestine with the idea that Britain would govern Palestine until Palestine was ready to “stand alone”. Extension question here: why was this terminology problematic? How long did Britain govern Palestine for? British governance of Palestine lasted for 28 years. Britain was assigned the Mandate in April 1920, and in July 1920 it established a civil administration in the country. In May 1948, the British left* Keywords (4 mins) *In pairs or small groups, students to discuss what the keywords on slide 4 could mean. Students likely to link Jewish ‘national’ council with idea of Jewish homeland/state in Palestine-Israel and might also conflate Arab Revolt of 1936-1939 with the Great Arab Revolt against the Ottomans in 1916. Reveal correct definitions and ask students to add these words with their definitions to their glossaries. Explain that we will use each of these keywords in today’s lesson, particularly the Arab Revolt of 1936-1939 which was a significant event in the history of the British Mandate* Starter activity: the 1920s and 1930s (6 mins) *Students to spend a couple of minutes recalling what they already know about the 1920s and 1930s to set the scene. Images of the first Odeon cinema, mass-produced cars, headlines of the Wall Street Crash of 1929, jazz band and dancing to aid recall. Can draw links with other parts of History curriculum here, as well as relevant films, tv or books: The Great Gatsby by F. Scott Fitzgerald, Peaky Blinders on BBC. Explain that after WWI, Palestine-Israel also went through a period of modernisation: electrification, travel and women’s status. Key here is to start thinking about* ***life*** *in Mandate Palestine, rather than just developments at a political level* Britain’s conflicting promises (4 mins) *Whole class discussion of Britain’s conflicting promises during WWI and after. Students to look back at their notes from previous lessons. What was promised under the Hussein-McMahon Correspondence, Balfour Declaration and the British Mandate for Palestine? And why were each of these problematic? Students to start thinking about the fact that the British in Palestine would be pulled in very different directions by Palestinians and Zionists* The political situation: slides 10-13 including activity 5a (10 mins) *Introduce the structure of British governance in Mandate Palestine. Explain that although technically a Mandate, British governance in Mandate Palestine was quite colonial in nature. In 5a Activity 1, students to create a pyramid of power for the British administration in Mandate Palestine. Extension question: to what extent did Palestinians and Jews have a say in the running of the country? Then provide a brief overview of Palestinian and Zionist politics. Key idea here is that the Palestinian nationalist movement evolved during this period, with the Arab Executive the main Palestinian nationalist group. Zionists were extremely well organised during this period, with the Jewish National Council or Vaad Leumi responsible for welfare, education, local government and security. In 5a Activity 2, students to create a flow chart of the evolution of Palestinian nationalism. Extension question: can you name the three main Jewish organisations in 1920s and 1930s Palestine? Answer: Zionist Organisation, Jewish Agency and Jewish National Council*  Daily lives, Jewish immigration and the Palestinian reaction (7 mins)  *Provide a brief overview of the daily lives of Palestinians and Jews during this period. Key point: Palestinians and Jews lived separate lives in terms of education, health, culture, economy and law. Prompt students to recall why the land of Palestine-Israel (and specifically Jerusalem) is important to Jews: religious significance and expulsion between 8 BCE and 6 BCE. Explain that immigration was one of the main sources of tension between Palestinians and Jews during the Mandate: Jews had been promised a national home and were fleeing antisemitism in Nazi Germany and Poland, but Palestinians felt threatened - their chances of an independent Palestinian state were slipping away*  5b Debating activity (7 mins)  *Encourage students to see both sides of the argument for and against Jewish immigration. Students to be assigned a partner and prepare an argument for or against Jewish immigration to Mandate Palestine. Then to debate with an opposing pair. Extension available here for ‘forced debate’: after students have debated, get them to take the opposite side and try again. Then bring back to a whole class discussion: what arguments did you find most convincing? Why? Did your partner or opponents raise a point that hadn’t occurred to you before? Prompt argument ideas available on slide 18 and 5b debating worksheet if necessary*  5c Unrest in 1920s and 1930s Mandate Palestine table activity (10 mins)  *Individually, in pairs or small groups, students to use information on handout 5c to complete the table on unrest in 1920s and 1930s Mandate Palestine. Aim here is to show the extent of violence in Mandate Palestine*  Homework setting (3 mins)  *Students to create a spider diagram of life in 1920s and 1930s Mandate Palestine. Suggestions on slide 20 and 5 Homework for headings: the political situation (eg. the Arab Executive and Jewish Agency); some examples of violence; context on Jewish immigration; the Palestinian reaction to Jewish immigration; examples of modernisation in Palestine (eg. travel and the status of women). Students to then compare with their spider diagram of life in nineteenth century Palestine and to write a paragraph on change and continuity*  Plenary (3 mins)  *Students to work with others to identify three things they have learnt today about life in 1920s and 1930s Mandate Palestine* **for non-specialists** On life in Mandate Palestine:  <https://encyclopedia.1914-1918-online.net/article/british_mandate_for_palestine>  Jewish immigration to Mandate Palestine:  <https://www.myjewishlearning.com/article/jewish-immigration-to-palestine/>  Article on the Arab Revolt of 1936-1939:  <https://www.britannica.com/place/Palestine/The-Arab-Revolt>  List of killings and massacres in Mandate Palestine (for context):  <https://en.wikipedia.org/wiki/List_of_killings_and_massacres_in_Mandatory_Palestine> | | |