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| lesson 6  what were the consequences of ww2 for 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 (WW2) | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * Describe the events of the late 1930s and early-mid 1940s in Mandate Palestine and Nazi Germany * Explain Britain’s wavering policies in Mandate Palestine at this time * Evaluate the effectiveness of British policy in Mandate Palestine during this period | | |
| **KEYWORDS**  * World War Two * United Nations * Oil * Irgun * The Holocaust * Concentration camp | | | **structure**Introduce learning objectivesStarter activity including videoKeywordsRecap: 1936-1939 Arab Revolt6a. If not partition, what should Britain do?6b. The White Paper of 1939 6c. Fill in the blanks  The Holocaust introduction  6d. Timeline activity followed by video  Back to Mandate Palestine, Jewish response and group activity  Plenary and homework setting | | |
| **RESOURCES**  * **PPT** * **Activities:** * 6a: If not partition, what should Britain do? * 6b: The White Paper of 1939 * 6c: Fill in the blanks * 6d: Timeline of antisemitism in Germany * 6c Answer * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins) *What do students understand by a policy that is described as ‘wavering’? Students can discuss in pairs or small groups. Definition available on slide* Starter activity including video (6 mins) *Encourage students to reflect on their prior knowledge of WW2. What was it about? Who was involved? What impact did it have on peoples’ lives? Have you come across WW2 in subjects other than History – poems in English, for example? After some discussion recap key information on slide and play students final few minutes of video* Keywords (4 mins) *As a whole class discussion, or in pairs or small groups, students to work out today’s keywords: World War Two, United Nations and oil. Invite students to add these terms to their glossaries, as well as Holocaust and concentration camp* Recap: 1936-1939 Arab Revolt (2 mins) *Students to use their notes from last lesson (or their homework) to reflect on the various episodes of violence in 1920s and 1930s Mandate Palestine including the 1936-1939 Arab Revolt. Introduce the idea of partition here: the splitting of Mandate Palestine into one Palestinian and one Jewish state* 6a. If not partition, what should Britain do? (6 mins) *The Palestinians were not happy with partition, and Britain couldn’t afford a repeat of the Arab Revolt: so what should Britain do now? Students to discuss in small groups, with reference to Britain’s various concerns in 1939. Questions on 6a handout (and slide 11) for students to work through in relation to these concerns* 6b. The White Paper of 1939 (6 mins) *Students to stick 6b into their books, read through the key points and discuss. Option to highlight the most important parts of the White Paper to aid understanding. Extension question available: what is problematic about the final key point about the future of Palestine-Israel? Students to start thinking here about what this would look like. Is it clear what this means? How might this be interpreted differently by Palestinians and Jews? Have we seen similar promises causing problems before? (Yes, the Balfour Declaration – lack of clarity as to what was being promised)*  6c. Fill in the blanks (6 mins)  *Students to work individually, in pairs or small groups to fill in the blanks on worksheet 6c using the words provided*  The Holocaust introduction (4 mins)  *Students to recall prior learning about the Holocaust. What happened? When? Why? The Boy in the Striped Pajamas and Anne Frank’s diary available as visual aids. Has anyone visited Auschwitz or Yad Vashem (the World Holocaust Remembrance Center)? Have you seen anything in the news about the Holocaust recently? Linking back to our previous lesson on Zionism, what was the Holocaust an example of? (Antisemitism) Provide a brief overview of the Holocaust here as well as an introduction to Jewish persecution in Germany in the 1930s*  6d. Timeline activity followed by video (10 mins)  *Building on their timelines of antisemitism across Europe from Lesson 2, students to create timelines of Jewish persecution in 1930s and 1940s Germany. Optional extension for students to compare with their timelines from Lesson 2: what aspects of Jewish life were impacted pre-1900 across Europe and in 1930s and 1940s Germany? What are the similarities and differences? Short video here on Anne Frank and link to Yad Vashem for more information*  Back to Mandate Palestine, Jewish response and group activity (8 mins)  *Explain the Jewish reaction to British policy on Jewish arrivals to Mandate Palestine: the emergence of the Lehi and the Irgun. Attacks in 1940s and Britain’s response: asked the UN for help in February 1947. In small groups, students to reflect on what they have learnt today and create a spider diagram of all the reasons why Britain asked the UN for help in 1947. What else could Britain have done? Are any of the reasons for this linked? If so, optional extension for students to draw lines between these reasons and explain the nature of the link. Explain that we will pick up from here next lesson: what did the UN suggest, and what happened next?*  Plenary and homework setting (5 mins)  *Plenary to act as a launchpad for homework task. Students to reflect on the consequences of WW2 for various groups: Jews in Germany, Jews in Mandate Palestine, Palestinians, and the British in Mandate Palestine. Bring this back to a whole class discussion and introduce homework: an exam-style question on this topic. Explain two consequences of World War Two for Mandate Palestine, using the following keywords: oil, Holocaust, Irgun* **for non-specialists** Yad Vashem, with a huge variety of educational material:  <https://www.yadvashem.org/>  ‘I survived the bombing of the King David hotel’, BBC ‘Witness’ video:  <https://www.bbc.co.uk/news/av/stories-44862029>  Possible additional resource on the Holocaust by Eva Stories: <https://www.instagram.com/eva.stories/?hl=en>  For a discussion on the use of this resource: <https://www.theguardian.com/world/2019/may/08/instagram-holocaust-diary-evastories-sparks-debate-in-israel>  Video on consequences of WW2:  <https://www.youtube.com/watch?v=Q78COTwT7nE&feature=emb_logo>  Video on Anne Frank:  <https://www.youtube.com/watch?v=GX1aS3WnAFw&feature=emb_logo> | | |