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|  lesson 7 what were the consequences of the nakba for the palestinians? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill Citizenship, International Relations, Politics | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Describe the key events of 1947 and 1948 in Mandate Palestine
* Explain what the Nakba was
* Examine the consequences of 1947 and 1948, including the Nakba, for Palestinians and Jews
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| **KEYWORDS*** Refugee
* Ethnic cleansing
* Right of Return
* Nakba
* UN Resolution 194
 | **structure**Introduce learning objectives Starter activity with sheet 7aKeywordsRecap: February 1947 What did the UN say? Including worksheet 7b7c. Debate, reactions to partition and the vote The Nakba: intro slides, activity 7d and videoThe Palestinian refugee crisis, the creation of Israel and 1948 discussionPlenaryChapter One recap, activity 7e Homework setting: 7f exam-style questions |
| **RESOURCES*** **PPT**
* **Activities:**
* 7a: Refugee sheet
* 7b: What did the UN say?
* 7c: Debate
* 7d: Massacres during the Nakba
* 7e: Checking our misconceptions
* 7f: Homework
* 7d: Answer
* **Textbook**
 | **Lesson DETAILS**Introduce learning objectives (3 mins)Starter activity with sheet 7a (5 mins)*In pairs or small groups, students to think about the term ‘refugee’. What does it mean to be a refugee? Why do people become refugees? Examples on board of Jewish refugees fleeing Nazi Germany, the partition of India and a more recent example of a Syrian refugee camp. Explain that a refugee is someone who cannot or will not return home due to well-founded fear of persecution. Students to read through sheet 7a from Elise Gravel and stick it into their books. Optional extension for students to add further examples of famous refugees* Keywords (3 mins)*Whole-class discussion of terms on slide. Have you come across any of these before? What is ethnic cleansing? If difficult to define, do you know of any examples of ethnic cleansing? What about the Holocaust? After some discussion, provide students with definitions and ask them to add to their glossaries*Recap: February 1947 (4 mins)*Organise students into small groups and assign each group a colour: green, yellow or blue. Students to discuss how their assigned factors contributed to Britain’s decision to turn to the UN for help with Mandate Palestine in February 1947. Optional extension for students to draw links between factors (eg. the Holocaust meant that there were many Jewish refugees wishing to settle in Mandate Palestine, and increased international calls for an independent Jewish state made it increasingly difficult for the British to continue limiting Jewish arrivals to Palestine). Focus here is to set the scene for the UN’s decision on Palestine*What did the UN say? Including worksheet 7b (6 mins)*Explain the events of 1947, including the establishment of the UN Special Committee on Palestine (UNSCOP) and its recommendation to partition the country. Link to suggestion of partition at the start of the Arab Revolt. Students to complete worksheet 7b using the information on slide 10. Run through answers which are available on the slides*7c. Debate, reactions to partition and the vote (7 mins) *Students to work in pairs to debate the UN decision to partition Palestine from a Palestinian* ***and*** *Jewish perspective. After a few minutes, students to* ***switch*** *and think about this from the* ***other perspective*** *(‘forced debate’). Then, in a whole-class discussion, invite students to share the points raised by their partners. How do you think a Palestinian would have felt about the UN’s decision? Why? How would a Jew have felt? Why? Then run through the reactions to partition – how do these reactions compare to what you expected? Explain that this was taken to a vote and was passed: UN Resolution 181. Students to use the map to note down the countries that voted for/against this. Point out that many Arab countries voted against partition*The Nakba: intro slides, activity 7d and video (12 mins)*Introduce the concept of the ‘Nakba’ here: the catastrophe for Palestinians when 750,000 became refugees. Link back to definition of ethnic cleansing – does this fit? Provide brief overview of Nakba and then give students handout 7d to complete table on massacres. Information also available on slides 19-21, so if short on time could complete the table as a whole-class activity instead. Invite students to start thinking about the definition of ‘refugee’ – to what extent do the Palestinians fleeing their homes in 1948 meet this definition? Short video available on the Nakba*The Palestinian refugee crisis, the creation of Israel and 1948 discussion (8 mins)*Explain that many of the 750,000 Palestinian refugees went to refugee camps in the surrounding Arab states of Jordan, Lebanon and Syria. This was a crisis, and in 1949 the UN established UNWRA. Introduce Resolution 194 – this stated that Palestinian refugees should be able to return to their homes or be financially compensated. Explain that this is an ongoing situation, which we will return to later in course. With a partner, students to debate the Palestinians’ right of return in 1948. Did Palestinians have a right to return to Palestine? Why? Encourage students to use UN Resolution 194 and the Right of Return in their answers. These can then be shared via a ‘pair & share’ - each pair joining with another to share their points - or through a whole-class discussion if limited on time. After this, run through the creation of the state of Israel. Key points: this was regarded as a “Year of Liberation” for Jews, but many Arab states did not recognise the new state of Israel. After the Arab-Israeli War, the new state of Israel had 78% of the land of Mandate Palestine. We will revisit the relationship between the new state of Israel and Egypt in our next lesson*Plenary (2 mins)*What were the consequences of the Nakba for the Palestinians? Possible answers: 750,000 Palestinians lost their homes and became refugees; 530 Palestinian villages and cities were destroyed; 15,000 Palestinians were killed in over 70 massacres*Chapter One recap and activity 7e (7 mins)*Use images on slide 29 to recap what we have covered in this course so far. Students likely to pick up on oranges (link to misconception of Palestine as an ‘empty land’ in the nineteenth century), Hitler (Holocaust and Jewish arrivals to Palestine – tension over this), Herzl (the founder of Zionism – link to lesson on long history of antisemitism). Ask students to write true or false under each statement and then encourage them to revisit their notes from Lesson 1, specifically Activity 1a: True or False. In small groups, students to discuss how their answers have changed. Why? What have you learnt that has changed your mind? What questions do you have?*Homework setting: 7f exam-style questions (3 mins)*Exam-style questions on Chapter One available on slide 32***for non-specialists**‘The Nakba did not start or end in 1948’ - helpful Aljazeera article on the Nakba:<https://www.aljazeera.com/features/2017/5/23/the-nakba-did-not-start-or-end-in-1948>Useful summary document (exhibition catalogue) on the Nakba from Zochrot (an Israeli NGO):<https://zochrot.org/uploads/uploads/aa0d1cda57550fb0ad815d606cb1ccb1.pdf> Episode 1 of Aljazeera series on the Nakba: <https://www.youtube.com/watch?v=H7FML0wzJ6A> Zochrot’s map of the Nakba – interactive resource: <https://zochrot.org/en/site/nakbaMap> Short video on Nakba used in lesson: <https://www.youtube.com/watch?v=rE2zuVF_RXs&feature=emb_logo> More from Elise Gravel:<http://elisegravel.com/en/livres/free-printable-stuff/> |