|  |
| --- |
|  |
|  |  |  |  |  |
|  lesson 10 how did palestinian nationalism change in the 1960s and 1970s? |
|  |
|  |
| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill International Relations, English (Poetry), Politics | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Identify the impact of the June 1967 War on Palestinian nationalism
* Describe the Palestinian national movement in the 1960s and 1970s
* Explain the differences among Palestinian nationalists at this time
 |
| **KEYWORDS*** Keffiyeh
* Yasser Arafat
* Fatah
* Popular Front for the Liberation of Palestine (PFLP)
* Palestine Liberation Organisation (PLO)
* Munich Olympics Massacre, 1972
 | **structure**Introduce learning objectives Starter: the keffiyeh Keywords & recap June 1967: impact on Palestinian nationalism10a. Timeline of Palestinian nationalism Introduction to Fatah, PFLP and PLO 10b. Table activity including videoPair & SharePLO, Jordan, Black September, 1982 Lebanon WarPalestinian identity: embroideryHomework settingPlenary |
| **RESOURCES*** **PPT**
* **Activities:**
* 10a: Timeline of Palestinian nationalism
* 10b: Table activity
* 10b Answer
* **Textbook**
 | **Lesson DETAILS**Introduce learning objectives (3 mins)Starter: the keffiyeh (5 mins)*Show students the image of the keffiyeh on slide 3 and ask them to discuss their initial reactions to this with the person sitting next to them: what comes to mind when you see the keffiyeh? Have you come across the keffiyeh before? In what context? Have you seen it on the news? Students likely to associate the keffiyeh with violence or resistance/liberation. Explain historical significance and that the keffiyeh is an important symbol of Palestinian nationalism, which is what today’s lesson is about. Fun activity on slide 5 to emphasise the ongoing significance of the keffiyeh* Keywords & recap (7 mins)*Easy and quick whole class matching keywords activity available on slide 6, and then students to add today’s keywords to their glossaries. After this, students to recap nationalism and the Palestinian situation in the 1960s in small groups. Emphasis here on the* ***geographic division of Palestinians*** *at this time: as a result of the Nakba and Naksa, Palestinians were divided between Israel, the West Bank, Gaza and refugee camps in surrounding Arab countries. Extension question available: why might this division be problematic for a national movement?* June 1967: impact on Palestinian nationalism (4 mins)*With the person next to them, students to recap the events of 1967: what happened and what were the consequences? Students can use their notes from last lesson to help if necessary. Map available on slide 9 to also help with this. Then explain the impact of 1967 on Palestinian nationalism: with the defeat of Egypt, Jordan and Syria, Palestinians realised that they needed to strengthen their own national movement. Encourage students to put themselves in the shoes of a Palestinian in 1967: how would you feel about the past? How would you feel about the future?*10a. Timeline of Palestinian nationalism (5 mins) *Students to use the cards on slide 11 to create a brief timeline of the key events in Palestinian nationalism between 1959 and 1972. They can return to this throughout the lesson*Introduction to Fatah, PFLP and PLO (6 mins) *Spend some time running through slides 11, 12 and 13 to introduce Fatah, PFLP and PLO. Information also available in textbook. Encourage students to start thinking about the similarities and differences between these groups. Similarities: armed struggle. Differences: strategies. Important to explain PLO as an umbrella organisation here, with Fatah joining the PLO in 1967 and mostly being the dominant party ever since*10b. Table activity including video (9 mins)*Students to then use sheet 10b to create tables on Palestinian nationalism in the 1960s and 1970s. Optional extension questions: what was the difference between Fatah and PFLP? Would you have supported either group if you were Palestinian in the 1960s and 1970s? Before running through answers, show students the clip from ‘PLO: History of a Revolution’ on slide 16. Encourage students to add any extra information to their tables, and then run through answers*Pair & Share (5 mins)*Students to discuss the questions on slide 18 in pairs, and then join with another pair to discuss their answers. Are your answers the same or different? Why? Then bring this back together with a whole class discussion on the questions*PLO, Jordan, Black September, 1982 Lebanon War (5 mins)*Very brief overview of the PLO’s relationship with Jordan and Lebanon here. More information available in the textbook. We will return to this in future lessons*Palestinian identity: embroidery (5 mins)*Linking back to the keffiyeh here, explain that Palestinian identity was strengthened in many ways after 1948, including through embroidery and poetry. Show students the video on Palestinian embroidery and encourage them to answer this question in their books: Why was (and is) Palestinian embroidery important?*Homework setting (3 mins)*Read through selected extracts of Mahmoud Darwish’s ‘ID Card’ with students. For homework, ask students to research Mahmoud Darwish and answer these questions: what feelings are being expressed in this poem? What is the message of the poem? Why did Darwish write this? Encourage students to look into Darwish’s personal experiences and how these shaped his poetry*Plenary (3 mins)*In pairs or small groups, students to answer questions 1 and 2. Answers to be given as exit slips when leaving the classroom***for non-specialists**‘PLO: History of a Revolution’ documentary (used in lesson):<https://www.youtube.com/watch?v=aGC_hHii1jo&feature=emb_logo> ‘Yasser Arafat: Why He Still Matters’ *The Guardian:*<https://www.theguardian.com/news/2014/nov/13/-sp-yasser-arafat-why-he-still-matters>On the history of the keffiyeh:<https://handmadepalestine.com/blogs/news/history-of-keffiyeh-the-traditional-palestinian-headdress> “ID Card” by Mahmoud Darwish (translation and commentary):<https://www.wrmea.org/017-november-december/id-card-by-mahmoud-darwish-a-translation-and-commentary.html> Showcase: The journey of Palestinian embroidery (used in lesson):<https://www.youtube.com/watch?v=kDZrzoiZSxo> On the Munich Olympics Massacre: <https://www.britannica.com/event/Munich-Massacre>On the Sabra and Shatila massacres:<https://mail.google.com/mail/u/0/#sent/QgrcJHsbkfTMBMblFKTqsmBvmfLvDmKKDTL?projector=1>  |