|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | | | |
|  |  |  | |  |  |
| lesson 12  how successful were the oslo accords? | |
|  | |
|  | | | | | |
| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill Politics, International Relations | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * Describe what the Oslo Accords were * Explain why the Oslo Accords were celebrated * Discuss the success of the Oslo Accords | | |
| **KEYWORDS**  * Oslo Accords * Peace process * Johan Jorgen Holst * Yitzhak Rabin | | | **structure**Introduce learning objectivesToday’s keywordsRecapIntroduction to Oslo Accords12a. The Oslo Accords: the details12b. Letters of ‘mutual recognition’Group discussion and independent work (slide 13)What happened? Discussion with partnerAreas A, B and C in 202012c. The Oslo Accords worksheet12d. Palestinian perspectiveHomeworkPlenary: exit slips | | |
| **RESOURCES**  * **PPT** * **Activities:** * 12a. The Oslo Accords: the details * 12b. Letters of ‘mutual recognition’ * 12c. The Oslo Accords worksheet * 12d. Palestinian perspective * **Textbook** | | | **lesson DETAILS**Introduce learning objectives (3 mins)Today’s keywords (4 mins) Invite students to discuss in small groups whether they have encountered any of today’s keywords before: Oslo Accords, peace process, Johan Jorgen Holst or Yitzhak Rabin. What does ‘peace process’ imply? How would you define ‘peace’? What about ‘process’? Have you heard this term applied to situations other than Israel and Palestine? Definitions available on slide 4. Ask students to add these terms to their glossaries Recap (3 mins) What was the First Intifada? When did it take place? What was life like for Palestinians between 1967 and 1987? What had happened in 1967? What caused the First Intifada? Students to discuss these questions with the person next to them. They might find their notes from last lesson helpful here (particularly the volcano of causes of the First Intifada). Key idea here is to set the scene for the Oslo Accords: the necessity of establishing **peace** Introduction to Oslo Accords (3 mins) Short video available to engage students with the topic 12a. The Oslo Accords: the details (5 mins) Information on slides 8 and 9 also available on *12a. The Oslo Accords: the details* for students to stick in their books. Encourage students to read through the information individually and then go through it as a class (students could volunteer to read it from the board). Main idea here is that the Oslo Accords were meant to be the start of a process to achieve peace. Point out to students that the Accords relied on goodwill on both sides – something that could easily be lost (as we will see). Option to give the students the chance to make sense of the map on slide 9 in pairs or small groups: what does this map show? Does this surprise you? 12b. Letters of ‘mutual recognition’ (7 mins) In small groups, students to read through the letters of ‘mutual recognition’ and highlight the most significant parts. What does ‘significant’ mean? Important, worthy of attention, noteworthy. This can be specific words or whole sentences. **Why** are these parts significant? Students likely to highlight ‘new era’, ‘peaceful resolution’, ‘commence negotiations’, ‘peace process’. What does this language tell us about Rabin and Arafat’s intentions in 1993? Group discussion and independent work (slide 13) (12 mins) Students to then undertake similar language analysis of Oslo Accord I, this time with the person next to them. What are the most significant words or phrases, and why? Can you summarise this agreement in one sentence? Students to then bring this together with the letters of ‘mutual recognition’ activity to answer the questions on slide 13: why were the letters of ‘mutual recognition’ important? Have we seen anything similar before? What is a ‘peace process’? Why were the Oslo Accords seen as the start of a peace process? Answers available on slide. Students to then work independently to answer the following question in their book: why were the Oslo Accords celebrated? Optional extension for students to start identifying any problems with the Oslo Accords (dependence on goodwill, lack of specificity etc.) Clip from stage play ‘Oslo’ available on slide 14 What happened? Discussion with partner (4 mins) Use slide 15 to explain what happened next (settlements continued to be built and Israel felt that the PA was not distancing itself enough from terrorist groups) and encourage students to think about this from the Palestinian and Israeli perspective. Why was this a problem for the Oslo Accords? Slide 16 shows the ultimate failure of the Oslo Accords: no peace agreement was reached Areas A, B and C in 2020 (3 mins) Draw students’ attention here to the ongoing division of the West Bank into areas A, B and C: this was meant to be temporary! Students to discuss the map on slide 17 in pairs or small groups 12c. The Oslo Accords worksheet (6 mins) Students to use today’s keywords in answering the four questions on 12c. The Oslo Accords Worksheet. Encourage students to discuss their answers with the person next to them, and then go through them as a whole class 12d. Palestinian perspective (4 mins) In small groups, students to use the maps of the British Mandate, Partition Plan, 1949 Armistice Line, 1967 and more recently to discuss how Palestinians would have felt in the 1990s. What are the main differences in the maps? Where were Palestinians living before, and where do they live now? How would you feel if this was a map of where you live? Homework (4 mins) Students to reflect on the similarities between the Treaty of Versailles for Germany and the Oslo Accords for Palestine. Key quote from Edward Said on the Oslo Accords: ‘let us call the agreement by its real name: an instrument of Palestinian surrender, a Palestinian Versailles’. To what extent were the Oslo Accords a Palestinian Versailles? Students to justify and contextualise their answers. Link to full article by Edward Said available on slide Plenary: exit slips (2 mins) With a partner, students to name two things they have learnt today about the Oslo Accords before leaving the classroom **for non-specialists** Key info and short videos on Oslo Accords:  <https://interactive.aljazeera.com/aje/palestineremix/the-price-of-oslo.html#/14>  Series on Oslo Accords by Al Jazzeera (used in lesson):  <https://www.youtube.com/watch?v=ism-ctaSbw0>  Full reflection by Edward Said on Oslo Accords (quoted in lesson)  <https://www.lrb.co.uk/the-paper/v15/n20/edward-said/the-morning-after>  Trailer for Oslo stage play (used in lesson):  <https://www.youtube.com/watch?v=Jj47n0C3G5g> | | |