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|  lesson 13 what were the consequences of the second intifada for palestine-israel? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill International Relations, Religious Studies | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Describe what the Second Intifada was
* Explain the causes of the Second Intifada
* Discuss the consequences of the Second Intifada
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| **KEYWORDS*** Al-Aqsa Mosque
* Ariel Sharon
* 2000 Camp David Summit
* Second Intifada, 2000-2005
 | **structure**Introduce learning objectives 13a. Keywords activity Recap & 2000 Camp David Summit Significance of Jerusalem and Al-Aqsa Mosque 13b. Why was there another Intifada? & Activity on Slide 15 Group discussion 13c. Timeline activityFamous photographs Consequences of the Second Intifada Plenary video Chapter Two RecapHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 13a. Keywords activity
* 13b. Why was there another Intifada?
* 13c. Timeline activity
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (3 mins)*Encourage students to think back to Lesson 10 when we talked about the keffiyeh. What does the keffiyeh symbolise? (Palestinian nationalism) Who was famous for wearing the keffiyeh? (Yasser Arafat) So what is today’s lesson going to be about? Another example of Palestinian nationalism: the Second Intifada!*13a. Keywords activity (4 mins)*Students to work in pairs or small groups to match the keywords with the definitions. What was the First Intifada? What did ‘intifada’ mean? Answers available on slide 4*Recap & 2000 Camp David Summit (5 mins)*Students to work in pairs to recap the Oslo Accords from last lesson. What were the Oslo Accords? Were they successful? The Oslo Accords were agreements between Israel and the PLO to work together to achieve an agreement on the future of Palestine and Israel. However, the Accords ultimately failed because the goodwill that was so crucial to reaching an agreement between the two sides broke down. Slide from last lesson available here to aid students’ memory*Significance of Jerusalem and Al-Aqsa Mosque (5 mins)*Provide a brief overview of the failure of the 2000 Camp David Summit using slide 7 before moving onto the significance of Jerusalem and the Al-Aqsa Mosque area. Explain that this is very significant to Christians, Jews and Muslims for different reasons. Understanding the significance of this area is important for grappling with the trigger cause of the Second Intifada: Sharon’s visit to Temple Mount. Students to reflect on the significance of Jerusalem in pairs, and can use their notes from Lesson 1 to help them*13b. Why was there another Intifada? & Activity on Slide 15 (12 mins)*Explain the various bullet-pointed reasons for the Second Intifada on slides 12 and 13 to the class. Note that they are in a random order, so that students can group them into long-term, short-term and trigger causes in the activity that follows. Slide 14 will be useful if students are losing track of names: Rabin, Barak, Sharon. Option to print slide 14 for students to stick into their books. Spider diagram activity on slide 15 is for students to start processing the causes of the Intifada. Focus is on students explaining the causes, rather than just copying them onto their spider diagrams. Students can work on this independently or in pairs. Extension question available: are any of the causes linked? Students to draw a line between the causes that link and write a sentence underneath explaining the link between them* Group discussion (5 mins)*In groups, students to discuss the most important cause of the Second Intifada. Was it Israel’s ongoing occupation of Palestinian land, or Sharon’s visit to Temple Mount? Why? Students will need to be able to justify their answer to the rest of the class. After a few minutes, bring this back to a whole class discussion. Did any of the groups pick the same cause as the most important? Do any groups disagree? Would the Second Intifada have happened if Sharon had not visited Temple Mount?* 13c. Timeline activity (8 mins)*Students to cut out the cards on sheet 13c and arrange them in chronological order to form a timeline of the Second Intifada. It may help students to start by reading through the cards and highlighting key information (ie. dates). Some students might move on to thinking about similarities and differences between the First and the Second Intifada eg. in both instances Israel’s response can be seen as disproportionate, but the Second Intifada was more violent. Answers available on slide 18 to work through with the class. Note the additional red card on slide 18: did the Intifada really end in 2005? The violence continued… we will return to this next lesson* Famous photographs (4 mins)*Individually, in pairs/small groups or as a whole class discussion, students to think about the famous images of the Second Intifada: Faris Odeh and Muhammad al-Durrah. How do these images make you feel? Upset? Angry? Why?* Consequences of the Second Intifada (6 mins)*Run through the consequences on slides 23 and 24. Explain that we will return to the question of ongoing violence and the Apartheid Wall in future lessons. Which of these consequences is the most important do you think? Encourage students to make a note of their answer in their books, along with an explanation of why this is the most important*Plenary video (1 min)Chapter Two Recap (4 mins)*Students to use the images on slide 27 to recall different aspects of Chapter Two. Students likely to pick up on Oslo Accords, Yasser Arafat, 1972 Munich massacre and 1949 Armistice/Green Line*Homework setting (3 mins)*Exam-style questions available on slide 29 for homework***for non-specialists**Concise description of Second Intifada:<https://www.makan.org.uk/glossary/second_intifada/> Short video on Second Intifada (used in lesson):<https://www.youtube.com/watch?v=WtfXjRI2AwU>Short video on Muhammad al-Durrah (used in lesson): https://www.youtube.com/watch?v=4NNz\_FHCaBg1 Article on Sharon’s role: <https://www.aljazeera.com/news/2003/12/4/the-second-intifada> More on 2000 Camp David Summit: <https://imeu.org/article/what-did-in-fact-happen-at-camp-david-in-2000>  |