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| lesson 8  what happened in the 1950s? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill International Relations | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * List the consequences of the Arab-Israeli War of 1948 * Describe what happened in 1956 * Explain how life differed for Palestinians and Israelis at this time | | |
| **KEYWORDS**  * Arab-Israeli War, 1948 * David Ben-Gurion * Green Line * West Bank * Israel Defense Forces * Gamal Abdel Nasser | | | **structure**Introduce learning objectivesRecap: the Nakba8a. Keywords activity8b. The changing map of Palestine-IsraelThe consequences of 19488c. Shifting borders Life for Israelis and Palestinians (slides 10, 11 & 12)  Events of 1956 (slides 13, 14, 15)  Plenary  Homework setting | | |
| **RESOURCES**  * **PPT** * **Activities:** * 8a: Keywords dominoes * 8b: The changing map of Palestine-Israel * 8c: Shifting borders * 8a: Answer * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins)Recap: the Nakba (4 mins) *Students can work in pairs, small groups or as a whole class to answer the questions on the slide. Images available on the slide as visual scaffolding. Students can also use their notes from last lesson if necessary. What was the Nakba? When did it take place? What were the consequences of the Nakba for Palestinians? Can you remember any particular examples of events?* 8a. Keywords activity (9 mins) *Give out 8a. Keywords activity handout. Students to work in small groups to cut out the cards along the dotted lines and match the keywords with the correct definitions. The ‘Arab-Israeli War, 1948’ and ‘David Ben-Gurion’ both featured in the previous lesson, so students could start with these. Once students have arranged their cards, use slide 5 to go through the answers. Students can then cut the cards along the green line and stick the matching keywords and definitions into their glossaries* 8b. The changing map of Palestine-Israel (6 mins) *Introductory slide available here to recap the run-up to the Arab-Israeli War. Students to then work with a partner to note the differences between the two maps. It would be helpful to students to start by identifying important places on both maps (to give students a sense of perspective) - for example Jerusalem, Gaza, Tel Aviv, Haifa. Students likely to identify Palestinian authority replaced by Jordanian/Egyptian authority, as well as a significant loss of Palestinian land and gain of Israeli land. Extension question available for differentiation: using the map on the right, why do you think part of Palestine-Israel was now called the West Bank? Use the compass on slide to explain origin of the term West Bank* The consequences of 1948 (6 mins) *Give students a few minutes to read through the information on the slide, and then encourage them to discuss it with a new partner (encourage them to work with someone they don’t usually work with). Students to discuss which of these consequences was the most important and why, and then to join up with another pair to discuss their answers. This can then be concluded with a whole-class discussion of the consequences of the Arab-Israeli War of 1948* 8c. Shifting borders (6 mins) *Before distributing handout 8c to students, it would again be helpful to identify important places on all four maps (to give students a sense of perspective) - for example Jerusalem, Gaza, Tel Aviv, Haifa. Then distribute handout and encourage students to work independently to fill out the red box between each map, explaining why the map has changed. Students can use their notes from previous lessons if necessary. Box 1:* *Before WWI, Palestine-Israel was part of the Ottoman Empire. But the Ottoman Empire fell apart in WWI, so the League of Nations gave Britain a ‘Mandate’ to govern Palestine responsibly. Box 2:*  *Britain governed Palestine between 1918 and 1948, but it had made contradictory promises to Palestinians and Jews about the future of the country. In 1947, it asked the United Nations for help. Box 3:* *The UN suggested the country be partitioned into one Palestinian and one Jewish state. The British left the country, and war started between Israel and the surrounding Arab countries. Israel won a lot of land in this war*  Life for Israelis and Palestinians (slides 10, 11 & 12) (10 mins)  *Use slide 10 to explain David Ben-Gurion’s significance in the new state of Israel. Regarding the Law of Return, students can use the map image in their textbooks to see where Jews moved to Israel from in those early years. Students to also use textbook to create a short profile of Ben-Gurion. Slides 11 and 12 can be used in conjunction with information in textbook to explain life for Palestinians during this time. Key themes here: refugees & return - the sense that the Palestinian people were scattered, in contrast with the new state of Israel*  Events of 1956 (slides 13, 14, 15) (10 mins)  *Have you heard of the Cold War? Have you studied it before? What do you know about it? Who was it between? Explain that it is sometimes necessary to ‘zoom out’ to understand events in Palestine-Israel in terms of the global political landscape. We will continue to do this throughout our course. Short video available on the Suez Crisis with questions for students to answer whilst watching. Students should copy down the questions before watching the video. Information available on slide 15 to support understanding of the Suez Crisis. Students to then use textbook to create a short profile of Nasser*  Plenary (3 mins)  *Students to reflect on what they have learnt today: the consequences of 1948 and the situation for Palestinians in the 1950s. Plenary questions to be answered individually as exit slips or in paired work*  Homework setting (3 mins)  *Students to write a series of diary entries from the point of view of a Palestinian from 1947 onwards (until at least 1950s but students can do their own research to extend until 1967 in preparation for next lesson if they wish)* **for non-specialists** The Suez Crisis (video used in lesson):  <https://www.youtube.com/watch?v=0e7LZu_ceZQ>  On David Ben Gurion:  <https://www.jewishvirtuallibrary.org/david-ben-gurion>  On Gamal Abdel Nasser:  <https://www.britannica.com/biography/Gamal-Abdel-Nasser>  Timeline of UNWRA work:  <https://www.unrwa.org/who-we-are?tid=85>  ‘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> | | |