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| lesson 9  what were the consequences of the June 1967 war? | |
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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:   * Identify the increasing tension in the build up to the June 1967 War * Describe the events of 1967 * Explain the consequences of 1967 for the Palestinians | | |
| **KEYWORDS**  * Occupation * Settlements * Golan Heights * Sinai Peninsula * Naksa * June 1967 War * 1978 Camp David Accords * UN Resolution 242 | | | **structure**Introduce learning objectivesRecap: 1948-19679a. and 9b. Keywords activitiesJune 1967 War (slides 8, 9, 10)9c. Table activity and video9d. Consequences (slides 14-18) UN Resolution 242, 1973 Yom Kippur War and 1978 Camp David Accords  Homework setting  Plenary | | |
| **RESOURCES**  * **PPT** * **Activities:** * 9a: Keywords wordsearch * 9b: Matching activity * 9c: June 1967 War * 9d: Narrative account * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins)Recap: 1948-1967 (5 mins) *Students to work in small groups to recall map and situation in Palestine-Israel between 1948 and 1967. Notes from Lesson 8 might be useful here, particularly 1949 Armistice Line map and photograph of refugee camp in 1950s (both available on slide). Students to recall where Palestinians lived in 1950s and 1960s – key idea here is Palestinian dispersal across Israel, West Bank, Gaza and refugee camps. Answers provided on slide* 9a. and 9b. Keywords activities (10 mins) *Students to complete 9a. Keywords wordsearch in pairs. Note that ‘Sinai’ and ‘Peninsula’ are separated due to length. Extension questions available: have you come across any of these words before? Can you define them? Students might confuse ‘Nakba’ and ‘Naksa’ here – if so, it would be useful for students to recall the definition of ‘Nakba’ and put this at the top of their page. Wordsearch answers available as animations on slide 4. Next, students to complete 9b. Matching activity. Visual aids available on slide which students can use to locate the Golan Heights and Sinai Peninsula. Students to then add keywords to their glossary, along with the additional keywords on slide 7* June 1967 War (slides 8, 9, 10) (7 mins) *Run through slides 8- 10 to give students an overview of the 1967 War. Questions on Jerusalem and the UN available on slides* 9c. Table activity and video (7 mins) *Distribute 9c for students to create a table of what happened in 1967 in various parts of Palestine-Israel and the surrounding areas. Best for students to each create a table, but they can work with another on the answers. Key point to emphasise here is the temporary nature of occupation – it is not meant to be permanent. Video available from BBC on slide 12 outlining key events of the war, and answers for table available as animations on slide 13* 9d. Consequences (slides 14-18) (14 mins) *What were the consequences of the June 1967 War? Slide 14 available for students to reflect on this question in light of their completed tables (9c). Map can be used to reinforce likely student answer that Israel gained a lot of territory in 1967 - are any parts of Palestine-Israel not under Israeli occupation on this map? Then encourage students to bring this back to a human level – we are looking at maps, but what did these changes mean for someone who was born in Palestine-Israel in 1900? Imagine you were born in Palestine-Israel in 1900. Write a short description of how things have changed. Key times of change: 1918 (start of British control), 1948 (creation of the state of Israel), 1967 (Israel occupies the West Bank, Gaza and East Jerusalem). Use slide 18 to reflect on contrast between ‘military victory’ and ‘Naksa’ – what were the realities of life for Palestinians after 1967?*  UN Resolution 242, 1973 Yom Kippur War and 1978 Camp David Accords (7 mins)  *Provide outline of UN Resolution 242 – not to be confused with UN Resolution 194 (summary of this available on slide). Emphasise lack of clarity of agreement and encourage students to provide a brief overview for their partner. Brief overview of 1973 Yom Kippur War and 1978 Camp David Accords available here, but we will return to the Camp David Accords in a future lesson*  Homework setting (3 mins)  *Students to answer the following exam-style question: Explain* ***two*** *consequences of the June 1967 War? [8 marks]*  Plenary (4 mins)  *Working with someone they haven’t yet worked with today, students to answer this question using the vocabulary provided on slide 22: what happened in June 1967? Priority for students to use ‘occupation’, ‘refugees’ and ‘Naksa’ in their answer* **for non-specialists** BBC article on 1967 including video ‘Six Day War: What happened - in 60 seconds’ (used in lesson):  <https://www.bbc.co.uk/news/world-middle-east-39960461>  On the Naksa:  <https://www.aljazeera.com/features/2018/6/4/the-naksa-how-israel-occupied-the-whole-of-palestine-in-1967>  Useful visuals on the changing map of Palestine-Israel:  <https://www.aljazeera.com/news/2020/6/26/palestine-and-israel-mapping-an-annexation>    Full text of UN Resolution 242 of 22 November 1967:  <https://unispal.un.org/unispal.nsf/0/7d35e1f729df491c85256ee700686136>  Aljazeera documentary on 1967:  <https://www.aljazeera.com/program/featured-documentaries/2017/6/2/the-war-in-june-1967> | | |