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|  lesson 14 what happened in the 2006 Palestine election? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill International Relations, Politics | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Describe Hamas
* Explain the results of the 2006 election
* Discuss the response to the election results
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| **KEYWORDS*** 2006 Palestine election
* Hamas
* Ismail Haniyeh
* Izz al-Din al-Qassam Brigades
 | **structure**Introduce learning objectives Keywords 14a. Life under occupationPalestinian nationalism (recap)Hamas: introuction14b. The establishment and ideology of HamasHamas vs. FatahSuicide bombingsThe election: what happened?14c. How did the international community respond?PlenaryHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 14a. Life under occupation
* 14b. The establishment and ideology of Hamas
* 14c. How did the international community respond?
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (3 mins)Keywords (4 mins)*Ask students if they have come across any of these words before: 2006 Palestine election, Hamas, Ismail Haniyeh, Izz al-Din al-Qassam Brigades. If so, which words? In what context? Most likely to have heard ‘Hamas’. What do you know about this organisation? We are going to learn more about this today. If necessary, remind students of the importance of engaging with this topic sensitively. Then ask students to add these keywords to their glossaries*14a. Life under occupation (6 mins)*Students to work in pairs to answer the questions on 14a. Some students might need help with Q2, so explain that Israel ‘annexed = forcibly acquired’ East Jerusalem in 1980. Extension question available here for students who finish early. Encourage students to switch with the person next to them and then go through the answers as a whole class. The answers are available on slide 4* Palestinian nationalism (recap) (4 mins)*What can students remember from Lesson 10? Image of Yasser Arafat and Fatah logo available on slide 5 as visual aids. If necessary, help students to identify ‘Yasser Arafat’ and ‘Fatah’, and then let them work in small groups. This is important context for understanding the context in which Hamas emerged in the 1980s. Brief recaps of Arafat and Fatah available on slide 6*Hamas: introuction (3 mins)*Explain why we need to learn about Hamas: in the context of the 2006 Palestine election. Explain that Hamas has been deemed a terror organisation by Israel, the US and the EU*14b. The establishment and ideology of Hamas (8 mins)*Provide a brief overview of the establishment and ideology of Hamas, and then encourage students to answer the questions on 14b. What is antisemitism? (They can use their notes from Lesson 2 here if necessary). What is the difference between being Jewish and being a Zionist? (Zionism is a* ***political*** *movement) What are the 1967 borders? Extension question available for students who finish early: what had happened in 1967? They might want to use their notes from Lesson 9 to answer this. Discuss the answers as a class, and then move on to explaining the two main operations of Hamas: the military wing and their extensive social welfare programme*Hamas vs. Fatah (3 mins)*As a whole class, work through the table on slide 11, answering the questions with ‘yes’ or ‘no’. If there is time, there is also the option to split students into groups and give them some time to think about their answers first. Questions for students: is it as simple as ‘yes’ or ‘no’? Which questions have more complicated answers? Why is this the case?*Suicide bombings (5 mins)*Important to provide an overview here of attacks on Israel, particularly during the height of the Second Intifada in 2002. Give students a few minutes to discuss this question in groups: how do you imagine Israelis felt about Hamas at this time? How would you feel? Why?*The election: what happened? (7 mins)*Use the map on slide 13 to explain the election results. Option for students to spend a few minutes interpreting the map in pairs first. Explain that Hamas ran under ‘****Change*** *and Reform’ – why is this significant? Link here to slide 14: the reasons Palestinians voted for Hamas. They wanted* ***change.*** *Before moving on, encourage students to spend a few minutes discussing the election result: are they surprised that Hamas won? Why or why not?* 14c. How did the international community respond? (10 mins)*Key question for students to consider here: when should democratic decisions be challenged? Students to work in small groups and imagine they are foreign policy advisers in 2006. How would they recommend Israel, the US and the EU respond to the election result? Should they work with Hamas? Why? Why not? They should take a few minutes to read the extracts from the 26 January 2006 Guardian article, then discuss their position and prepare to present it to the rest of the class. Then use slide 16 to explain how the international community responded, including the boycotting of the election result. Explain that eventually, Hamas took control of Gaza and Fatah took control of the West Bank. We will return to this in a future lesson* Plenary (4 mins)*Students to work with the person next to them to identify 5 words that summarise today’s lesson. If there is time, each pair can share these words with the pair next to them. Are they the same or different? Why?*Homework setting (3 mins)*Students to answer three questions to assess their understanding: What is Hamas? What were the results of the 2006 election? How did the following respond to this: Fatah, Israel, the international community***for non-specialists**Accesible article on Hamas:<https://blogs.kent.ac.uk/carc/2018/03/01/mapping-the-fatah-hamas-conflict/>Useful short article on the differences between Hamas and Fatah:<https://www.aljazeera.com/features/2017/10/12/hamas-and-fatah-how-are-the-two-groups-different> Article on Hamas election win from 2006 (used in lesson):<https://www.theguardian.com/world/2006/jan/26/israel1> BBC article on Hamas election win from 2006 (useful source):<http://news.bbc.co.uk/1/hi/world/middle_east/4650788.stm>  |