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|  lesson 15 what are the consequences of the blockade on Gaza? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill International Relations, Geography | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Describe the blockade on Gaza
* Explain the consequences of this
* Assess the humanitarian crisis in Gaza
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| **KEYWORDS*** Gaza
* Blockade
* Humanitarian crisis
* Enclave
 | **structure**Introduce learning objectives 15a. Keywords Recap15b. The blockade of Gaza15c. Timeline activityBorn in Gaza in 2007Photos of life in Gaza15d. Statements on GazaPlenaryHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 15a. Keywords
* 15b. The blockade of Gaza
* 15c. Timeline activity
* 15d. Statements on Gaza
* 15 HW
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (3 mins)15a. Keywords (5 mins)*Students to work in pairs to match the keywords with the definitions. Run through the answers as a whole class and then ask students to stick matching keywords and definitions into their glossaries. Extension question available: can you think of any other examples of an enclave? Hint: image of the state of Vatican City, which is surrounded by Italy. Have students come across any of today’s keywords before? Likely Gaza and humanitarian crisis. In what context? On the news? Have you learnt about any other examples of humanitarian crises?* Recap (5 mins)*What do you already know about Gaza? Map from Lesson 9 on June 1967 War available on slide 6 as a visual aid. Students can look back to their notes from Lesson 9 to help. Slide 7 shows that Gaza is part of historic Palestine-Israel (Lesson 1), was controlled by Gaza after the Nakba of 1948 (Lesson 8) and was occupied by Israel in 1967 (Lesson 9). Worth briefly recapping last lesson here: Hamas won the 2006 Palestine election, but Fatah (Hamas’s main rival), as well as the international community, did not accept the election result. Fatah took control of the West Bank, and Hamas took control of Gaza. Today we will be looking at Gaza since 2006*15b. The blockade of Gaza (6 mins)*Start by going over the definition of ‘blockade’: when land is sealed off to prevent people or goods from entering or leaving. Explain that Gaza has been under a blockade by Israel since 2007, and that this is an air, land and sea blockade. Students to work in small groups to analyse the map on 15b, and to think about how their life would be different without the following objects: crayons, footballs, musical instruments, wheelchairs, soap, shampoo, wood and concrete*15c. Timeline activity (8 mins)*Students to cut out the information cards and create a timeline of violence in Gaza since 2006 in their books. Extension question available for students who finish early: how many Palestinians and how many Israelis have been killed in this violence? Answers available on slide 11 to run through as a whole class*Born in Gaza in 2007 (7 mins)*Working independently, students to answer the following question: if you had been born in Gaza in 2007, what would you have experienced by now? It might help students to write ‘2008 = 1 years old’ and so on in their books, or underneath their timelines from activity 15c. Video available to watch here from Visualizing Palestine:* [*https://vimeo.com/632224922*](https://vimeo.com/632224922)*. If having problems with Vimeo, the video can also be accessed here:* [*https://www.visualizingpalestine.org/visuals/four-wars-old-animation*](https://www.visualizingpalestine.org/visuals/four-wars-old-animation)Photos of life in Gaza (13 mins)*Photos available on slides 16, 17 and 18 for discussion as part of whole class activity: what can you see in this photo? What does this tell you about life in Gaza? Students to then discuss the following in small groups: is it possible to rebuild without wood or concrete? Is this a humanitarian crisis? If so, why? What do these photos tell us about the health, wellbeing and safety of Palestinians in Gaza? Then, linking to this discussion on Gaza’s humanitarian crisis, explain that food, water, medicine and fuel are all scarce in Gaza. Facts available on slide 20 and video available on slide 21 about life in Gaza*15d. Statements on Gaza (6 mins)*Explain that both the UN and leading international human rights organisations have condemned the humanitarian crisis in Gaza. Some examples of statements from key organisations available on slide 22: the UN, Amnesty International, Human Rights Watch and Oxfam. Students to then work in small groups to write their own statements on the humanitarian crisis in Gaza. Encourage students to include facts and figures from the lesson. These can then be shared with the rest of the class. Extension available here: a discussion of Israel’s targeting of the international media, and why Israel might target the media in Gaza. Video available to accompany this on slide 23*Plenary (5 mins)*In their books, students to create a visual summary of today’s lesson. Examples might include a crayon with the statement ‘crayons are not allowed in Gaza’ or a ‘no entry’ sign with ‘Israel only allows very few Palestinians to enter or leave Gaza’* Homework setting (2 mins)*Students to answer the exam-style question ‘Explain two* ***consequences*** *of the Israeli blockade on Gaza’ (8 marks). Encourage students to look back at their feedback from previous 8 mark questions***for non-specialists**Introductory article on Gaza:<https://www.aljazeera.com/news/2021/3/14/a-guide-to-the-gaza-strip>The situation in Gaza in 8 graphics:<https://www.middleeasteye.net/news/gaza-crisis-explained-eight-graphics> Videos about life in Gaza (used in lesson):<https://vimeo.com/632224922> <https://www.youtube.com/watch?v=lR2b7q2Kzrg&feature=emb_logo> <https://www.youtube.com/watch?v=bQjq802NX8g&feature=emb_logo> Additional useful video about life in Gaza (can be added to lesson):<https://www.youtube.com/watch?v=9ZRgzChgaGI>  |