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|  lesson 17 what are the consequences of israel’s annexation of east jerusalem for palestinians? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill International Relations, Politics, Citizenship | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Describe Israel’s annexation of East Jerusalem
* Describe what the Separation Wall is
* Explain the consequences of both of these for Palestinians
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| **KEYWORDS*** Annexation
* East Jerusalem
* Eviction
* Separation Wall
 | **structure**Introduce learning objectives 17a. Keywords activity Introduction to East JerusalemEvictions and home demolitions17b. Israeli war crimes17c. Palestinians in East JerusalemRestricted movement including 17d activity17e. Noa and ZeidPlenaryHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 17a. Keywords activity
* 17b. Israeli war crimes
* 17c. Palestinians in East Jerusalem
* 17d. Restricted movement for Palestinians in East Jerusalem
* 17e. Noa and Zeid
* 17 HW
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (3 mins)17a. Keywords activity (5 mins)Working in pairs, students to cut out and match the keywords with the definitions. When finished, can run through as a whole class with answers available on slide 3. Students to then add these keywords and matching definitions to their glossaries - ‘occupation’ will already be in their glossaries from Lesson 9 but it is included here as a recapIntroduction to East Jerusalem (6 mins)As already covered (albeit briefly) in Lesson 14, recap that Israel *annexed* East Jerusalem in 1980. This was after Israel had *occupied* East Jerusalem in 1967. This annexation in 1980 went a step further than occupation: it effectively made East Jerusalem ‘part’ of Israel. Cover why this was (and still is) illegal under international law: you cannot make occupied territory your own. With the person sitting next to them, students to answer the questions on slide 5. Students can look back to their notes on 1967 from Lesson 9 to help with the first question here. Map of 1967 also available on slide as visual scaffolding. Students to then use visual on slide 6 to start comparing and contrasting East and West Jerusalem. Working in small groups, students should note the differences in population as well as the differences in shape between East and West Jerusalem (East is fragmented) – we will return to this when we look at the Separation Wall later in lessonEvictions and home demolitions (7 mins)Explain to students that today’s lesson focuses on two main consequences of Israel’s illegal annexation of East Jerusalem: **evictions & home demolitions** and **restricted movement**. Slides 9-13 cover evictions and home demolitions, including events in Sheikh Jarrah (slide 12) and Palestine-Israel in May 2021 (slide 13)17b. Israeli war crimes (5 mins)Link to Israeli war crimes here: what is a war crime? Have you come across the term ‘war crime’ before? In what context? If you haven’t come across it before, what do you think it might mean? So why have Israel’s actions in May 2021 been described as war crimes? Students to read through the information on 17b in groups and answer the questions together17c. Palestinians in East Jerusalem (8 mins)Returning now to evictions and home demolitions, students to think about how it would feel to be Palestinian in East Jerusalem. Students can work in pairs or small groups to recap the information on 17c and answer the following question: using this information, how would you feel if you were Palestinian and lived in East Jerusalem? Extension question available: what *one word* would you choose to sum up how you feel? Use this as the basis for a whole class discussion about the situation for Palestinians in East Jerusalem. Video available on slide 16 to remind students that this is about *real people*, including children of a similar age to themRestricted movement including 17d activity (12 mins)Information available on slides 18-20 on how the movement of Palestinians in East Jerusalem is restricted by the Separation Wall. Depending on time available, option here to walk the students through this information on the board or let them digest at their own pace in activity 17d. If the latter, important to point out the information on slide 21: in 2004, the International Court of Justice stated that the Separation Wall was ‘contrary to international law’. Option to link to Israeli war crimes here: why does Israel not seem to have to follow international law? We will return to this in a future lesson 17e. Noa and Zeid (7 mins)Students to be assigned either Noa (Israeli settler) or Zeid (Palestinian) and to be given the appropriate handout. Students to pair with someone who has been assigned a different name, and then to use the information available on their handout to help each other complete the empty boxes on their sheet. Students will be covering some key issues on life in East Jerusalem through this activity: legal status, travelling abroad, travel in the West Bank, moving home in East Jerusalem. Use this newly acquired knowledge to form the basis of a whole class discussion, using the following questions as prompts: How is life different for illegal Israeli settlers and Palestinians in East Jerusalem? How does this make you feel? *Is this fair? If not, why not?*Plenary (4 mins)Students to use the pyramid method. Drawing the pyramid into their books, students should write the following into their pyramid, starting at the bottom level: 3 things they have learnt today, 2 things they have enjoyed about today’s lesson, 1 thing they would like to know more about. Link to homework setting… Homework setting (3 mins)For homework, students to use the top level of their pyramid (1 thing they would like to know more about) as starting point. Students to find out more about this topic using the internet. For example, what happened to the families from Sheikh Jarrah who faced eviction in May 2021? If time, option for students to share 1 of their ‘3 things I learnt today’ as they leave the classroom **for non-specialists**Overview of situation in East Jerusalem: <https://www.btselem.org/topic/jerusalem> Introduction to the Separation Wall:<https://www.aljazeera.com/gallery/2020/7/8/in-pictures-israels-illegal-separation-wall-still-divides> Short video on events in Sheikh Jarrah in May 2021 (used in lesson):<https://www.youtube.com/watch?v=vs0EQJ4bacE> Footage of Israeli attacks on Gaza in May 2021 (used in lesson):<https://www.youtube.com/watch?v=5kJFIKER1k8> Video on the experiences of Palestinian children in East Jerusalem, by Defence for Children International Palestine (used in lesson):<https://www.youtube.com/watch?v=z-8HHY_ge_g>  |