|  |
| --- |
|  |
|  |  |  |  |  |
|  lesson 19 WHAT COMPARISONS CAN BE DRAWN BETWEEN PALESTINE-ISRAEL AND ELSEWHERE? |
|  |
|  |
| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill Debating | **LEARNING OBJECTIVES**By the end of this lesson, students should be able to:* Draw comparisons between Palestine-Israel and other places
* Discuss whether or not the situation in Palestine-Israel is exceptional
 |
| **KEYWORDS*** Racism
* Colonialism
 | **structure**Introduce learning objectives Starter including activity 19aKeywords19b. Keywords activity19c. Similarities and differencesOther comparisons with Palestine-IsraelDebate19d. PlenaryHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 19a. Recap
* 19b. Keywords activity
* 19c. Similarities and differences
* 19d. Plenary
* 19 HW
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (6 mins)In small groups, students to discuss what the topic of today’s lesson might be using the images on slide 1 to help. Main focus of today is the comparison of Palestine-Israel with other places. Is the situation in Palestine-Israel exceptional/unique, or can we draw comparisons? What are the similarities and differences with other places? Why?Starter including activity 19a (8 mins)Working in pairs, students to identify 3 keywords from their glossaries that characterise the situation in Palestine-Israel. Students likely to select discrimination, apartheid, occupation, settlements and ethnic cleansing. Why have you selected these keywords? Do they apply to the past or the present in Palestine-Israel? Or both? Can link here to idea of ‘ongoing Nakba’ or ‘ongoing catastrophe’. Then students to match keywords and definitions in activity 19a. Students will have encountered all of the keywords in activity 19a in previous lessons, but they can use their glossaries to help them if necessaryKeywords (8 mins)Students to discuss the following question in pairs: are there any **other** words that you could use to describe the situation in Palestine-Israel? Option to invite students to write these on whiteboards and share them with rest of class. Are there common answers here? Possible common answers to include injustice, conflict and racism. Students to then think about ‘racism’ and ‘colonialism’. What do these words mean? Students to have a go at defining these terms and then to add the definitions on slide 10 to their glossaries 19b. Keywords activity (7 mins)Working individually now, students to pick 1 or 2 of the keywords previously discussed and write a few sentences explaining why each keyword characterises the situation in Palestine-Israel. Option to assign words to specific students here, and extension question available to lead into whole class discussion: which of these keywords can be used to describe situations outside of Palestine-Israel? With terms such as discrimination and racism, encourage students to reflect on other parts of their History subject knowledge, as well as beyond it – possible links to Citizenship Studies for example 19c. Similarities and differences (12 mins)Students to reflect on the value of drawing comparisons and then explore two case studies: apartheid in South Africa and the Srebrenica Genocide in Bosnia. Students to read through the information on handout 19c, and then discuss any similarities or differences between South Africa and Srebrenica and Palestine-Israel, using the tables to note down any comparisons. Option to read through this information as a whole class using slides 15 and 17Other comparisons with Palestine-Israel (6 mins)Some further examples for comparison on slides 19 and 20, but students to draw on their own History subject knowledge - as well as beyond it - to contribute any further examples here. Engaging image on slide 21 concerning prisoner hunger strikes in South Africa and Palestine. Draw students’ attention to the phrase ‘History repeats itself’ - does it? Does anyone know how apartheid in South Africa was brought to an end? We will come back to this next lessonDebate (6 mins)Students to discuss whether the situation in Palestine-Israel can be compared to other places. Can it? Should it? Why? Why not? Students to work in pairs and spend a few minutes preparing their argument before debating with another pair. Encourage students to note down the best points made by the other side, and then use this to initiate a whole class discussion on this key question19d. Plenary (4 mins)Working individually or in pairs, students to complete the four boxes on their sheets about today’s lesson: something that made them think, something they have felt, something they did not find interesting and something they will take away from today’s lesson. Option to use the ‘takeaway’ as an exit slip as students leave the classroomHomework setting (3 mins)Students to write one paragraph answering the following question: is the situation in Palestine-Israel exceptional? Emphasise the need for students to explain and justify their answer, using their knowledge from today’s lesson**for non-specialists**Helpful video on Israeli apartheid with links to South Africa at start:<https://vimeo.com/674482282?embedded=true&source=vimeo_logo&owner=87399582> Educational resources on the Srebrenica Genocide:<https://srebrenica.org.uk/learn> Overview of apartheid in South Africa:<https://www.history.com/topics/africa/apartheid>Useful infographics on parallels between Palestinians and Black Americans: <https://www.makan.org.uk/project/unequal-parallels-between-black-americans-and-palestinians-citizens-of-israel-credit-visualizing-palestine/> Visualizing Palestine image ‘History repeats itself’ (used in lesson):<https://visualizingpalestine.org/visuals/history-repeating>  |