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| lesson 20  WHAT should be done about the situation in palestine-israel? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE | | | **LEARNING OBJECTIVES** By the end of this lesson, students should be able to:   * *Describe* the main changes over time in Palestine-Israel * *Explain* the main changes over time in Palestine-Israel * Suggest what should be done about the situation in Palestine-Israel | | |
|  | | | **structure**Introduce learning objectivesC3 recap with exam-style questionsC1 and C2 recap20a. Timeline activity and 20b. Changing mapsDescribe & explain differences in pairs20c. True or false? (From Lesson 1)20d. Myth vs realityWhat should be done?Plenary | | |
| **RESOURCES**  * **PPT** * **Activities:** * 20a. Timeline activity * 20b. Changing maps * 20c. True or false? * 20d. Myth vs. reality * **Textbook** | | | **lesson DETAILS**Introduce learning objectives (3 mins)C3 recap with exam-style questions (15 mins) Using images on slide 4, students to recap the content of Chapter 3: What did we cover? What did you enjoy learning about? What did you find interesting? Why? This recap can be done as a whole class discussion or in pairs or small groups. Then students to be allocated an exam-style question on Chapter 3, to plan or write an answer in their books. Encourage students to share their answers with the rest of the class in whole class discussion afterwards. Offer feedback on their answers here C1 and C2 recap (7 mins) Using images on slides 8 and 11, students to recap the content of Chapters 1 and 2, as whole class discussion or in pairs or small groups, time-permitting. Similar questions to the task above: What did we cover in this chapter? What did you particularly enjoy? What did you find interesting? How did these images make you feel? What keywords come to mind when you see these images? 20a. Timeline activity and 20b. Maps (10 mins) With the above overview of Chapters 1, 2 and 3 completed, students to match up the key events with the corresponding dates. Students to use their notes from previous lessons to complete the task, and there is an extension question available for those who finish early: what else could you add to this timeline? Hint: What has happened in Gaza since the blockade was imposed in 2007? What happened in Palestine-Israel in 2021? Answers available on slide 14 and students to stick timeline into their books. Students to also stick 20b into their books on the changing maps of Palestine-Israel Describe & explain differences in pairs (6 mins) Working in pairs, students to use 20a and 20b to identify, describe and explain key differences between Palestine-Israel in the past and today. How is the map of Ottoman Palestine or British Mandate Palestine different to the map of Israel and the occupied Palestinian territories of the West Bank and Gaza today? Why? If time, option for students to join with another pair and exchange answers to these questions 20c. True or false? (From Lesson 1) (5 mins) In Lesson 1, students wrote ‘true’ or ‘false’ under the 5 statements on slide 17. Having now studied the history of Palestine-Israel, students to do this again: Have your answers changed? How? Why? Students to discuss this in small groups and feed back in whole class discussion 20d. Myth vs reality (4 mins) Working in pairs and building on their discussions from 20c, students to match the ‘myth’ in green with the ‘reality’ in orange. Answers available on slide 19 What should be done? (7 mins) Students to spend some time reflecting on what should be done about the situation in Palestine-Israel. What are the main barriers to peace? What can be done to reduce those barriers? Encourage students to think about the language they are using here: is this a conflict, or is it an illegal occupation and apartheid? If so, what does this mean for the way we talk about achieving ‘peace’? Should we talk about liberation instead?  Plenary (3 mins)  With the person next to them, students to describe and explain three changes over time in Palestine-Israel **for non-specialists** Interactive timeline of the history of Palestine-Israel:  <https://www.paljourneys.org/en/timeline/overallchronology>  Episode 1 of 4-part Al Jazeera series on history of Palestine-Israel:  <https://www.youtube.com/watch?v=H7FML0wzJ6A>  Article on misconceptions about history of Palestine-Israel:  <https://www.vox.com/2015/5/14/18093732/israel-palestine-misconceptions> | | |