

PALESTINE-ISRAEL: A HISTORY c. 1897-2021

Teach Palestine-Israel

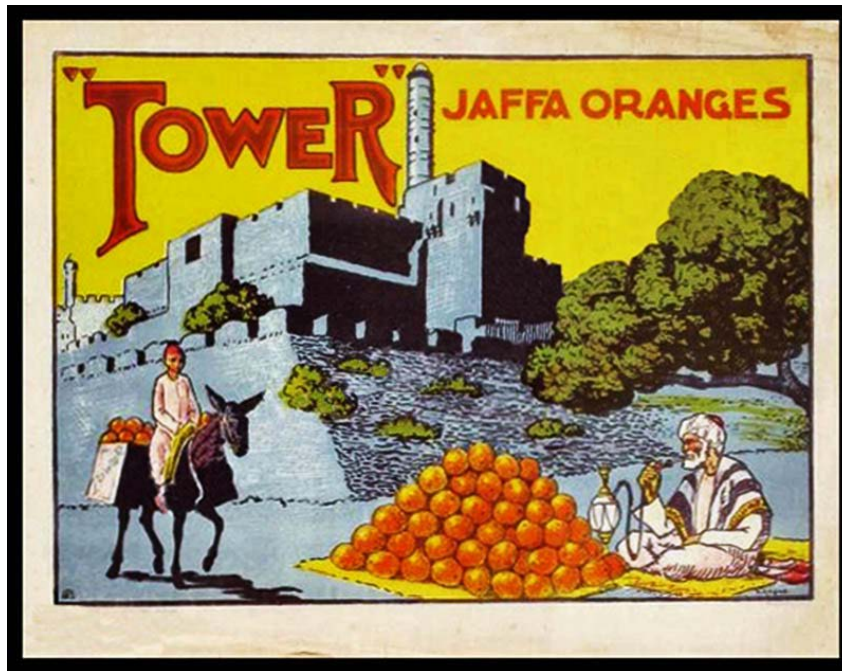
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Lesson 1

Was Palestine an 'empty land' in the nineteenth century?



By the end of this lesson, you should be able to:

Define Palestine-Israel and locate it on a map

Describe what life was like in Palestine in the nineteenth century

Assess the statement that Palestine was an 'empty land' in the nineteenth century

Keywords

Ottoman Empire

Palestine-Israel

Modernisation

Knowledge check!

1) What three words come to mind when you hear 'Palestine-Israel'?

2) Can you remember a time when you have seen Palestine-Israel in the news?

3) What do you want to know about Palestine-Israel? Write down two questions

Palestine-Israel

Also referred to as Israel/Palestine. This is the land between the Mediterranean Sea and the River Jordan

True or false?

We will come back to these statements throughout the course

“The Palestine-Israel issue has been raging for centuries!”

“Palestine was an ‘empty land’ in the nineteenth century!”

“Zionism is just another word for Judaism!”

“The Palestine-Israel issue is all about religion!”

“The Palestine-Israel issue is unique... you can’t compare it with anything else!”

Palestine through history

The land of Palestine-Israel (Israel and the occupied Palestinian territories of the West Bank and Gaza) is rich in history. The use of the word ‘Palestine’ to describe the land between the Mediterranean Sea and the River Jordan can be traced back to 450 BCE – that’s **nearly 2500 years ago!** Since then, the land of Palestine-Israel has been ruled by Romans, Muslims, Christian crusaders and Ottomans. The land has always been popular because it has **strategic and religious significance**, as we’ll see. Through all of this, the Palestinian people have had close ties to the land



The city of Jerusalem

Jerusalem is Palestine-Israel's capital city, and it has huge **religious significance**. Regarded by many as **one of the holiest places in the world**, Jerusalem is important to Jews, Christians and Muslims for different reasons

For Jews, all of creation began in Jerusalem. The Western Wall in the Old City of Jerusalem is **the holiest place where Jews can pray**. It was in Jerusalem that King Solomon built the First Temple to house the Ark of the Covenant, a sacred chest that contained the Ten Commandments. It was also where Abraham showed that he was prepared to sacrifice his son

For Christians, Jerusalem is where **Jesus preached, celebrated his Last Supper, died by crucifixion, and was resurrected by God**. The holiest site on earth for many Christians is the Tomb of Christ in the Church of the Holy Sepulchre in the Old City of Jerusalem

For Muslims, Jerusalem is where the prophet Muhammad **ascended to heaven**. The Al-Aqsa Mosque, built on top of the Dome of the Rock in Jerusalem, is the third holiest site in Islam after Mecca and Medina

Activity

Write three sentences explaining the significance of Jerusalem to:

Muslims

Christians

Jews



Question

What do you imagine an 'empty land' to look like?

Nineteenth century Palestine

For nearly 400 years from 1517 until the early 1900s, Palestine-Israel was part of the **Ottoman Empire**. This was a large empire that spanned from South-eastern Europe and Western Asia to North Africa, with Constantinople (now **Istanbul**) as its capital

In the past, historians have thought that the Ottoman Empire was falling apart in the nineteenth century. But new research has shown that actually, the Ottoman Empire was going through a period of **rejuvenation** in the nineteenth century

Palestine-Israel is just one part of the Ottoman Empire that flourished in the 1800s. **Improvements to life** took place at a political, economic and social level

Activity

Create a spider diagram of life in nineteenth century Palestine



Politics

As part of the Tanzimat Reforms of the 1840s, local government was improved to include some councils that were representative of the population

Economics

The Palestinian economy experienced a significant boom in the nineteenth century. There was a rapid increase in agricultural output including citrus fruits, olive oil, sugar cane, sesame seed, apples and grapes, much of which was traded with nearby regions and Europe. Palestine produced over 2 million kilograms of cotton in the 1830s alone, around 75% of which was exported! This **modernisation** made the Palestinians in both rural and urban areas richer

Social

Most Palestinians at this time were Muslims who lived in the countryside doing agricultural work. Palestine had approximately 1000 villages at this time. Wealthier Palestinians lived in the towns and cities such as Jerusalem, Haifa, Tiberias and Acre

Throughout the nineteenth century, new services were developed in education and health. There was also increasing discussion about the position of women in Palestine and Arab society more generally, particularly at the end of the 1800s. More women started to receive an education and work outside the home



Source: Jaffar, C. P. "Ecole de l'agriculture et des métiers, couloir, Jérusalem." In Jerusalem.

Check your knowledge!

Define Palestine-Israel

Describe three features of life in nineteenth century Palestine

Extension question

To what extent was Palestine an 'empty land' in the nineteenth century? Remember to justify and contextualise your answer

Lesson 2

Why was Zionism established in the nineteenth century?



By the end of this lesson, you should be able to:

Define Zionism

Explain why Zionism was established in the nineteenth century

Evaluate the support and opposition to Zionism at this time

Keywords

Jewish

Antisemitism

Judaism

Pogrom

Zionism

Knowledge check!

How would you define the following: Jewish, Judaism, antisemitism?

Have you studied any examples of antisemitism before?

A brief history of antisemitism

Antisemitism: **hostility, prejudice or discrimination against someone because they are Jewish**

Sadly there is a long history of antisemitism in Britain and across the world. The earliest examples go back to the days of the Bible

The first records of Jews in England date back to around 1070, when Jews were invited to settle in England by William the Conqueror. But when Jews arrived in England, they were treated appallingly. For example, laws passed in the thirteenth century meant that Jews had to wear a **badge of shame** to identify them as Jewish, and in 1290 Jews were **banished from England** altogether. They were only allowed to return in 1656



Medieval clothing laws

Antisemitism was present across Europe too. Jews were forced to live in **Jewish-only ghettos** and often they were **not allowed to own land**. In 1492, Jews were banished from Spain

In the 1800s and early 1900s, a wave of **pogroms** (violent attacks on Jews) swept across the Russian Empire. During the Kishinev pogrom of 1903, for example, 49 Jews were killed

This long history of antisemitism provides important context for understanding the emergence of Zionism in the nineteenth century



In York in 1190, the city's entire Jewish population was trapped inside the tower of York Castle and massacred

Question

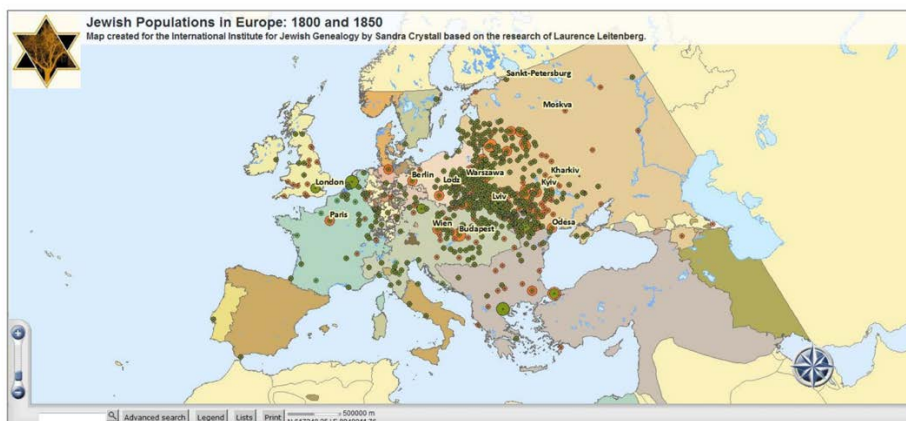
Were you already aware of this long history of antisemitism or has it surprised you?

The emergence of Zionism

It was in this context of antisemitism that some Jews began calling for their own Jewish state in the mid-late 1800s – Zionism was born!

Before this, the Jewish community had been diasporic. This meant that Jews lived across the world but they retained a connection to the land of Palestine-Israel, which they were expelled from between 8 BCE and 6 BCE (around 2000 years ago)

Figure 4: Screenshot of combined 1800 and 1850 opening map.



<https://www.iiig.org/wp-content/uploads/2018/01/LeitenbergCrystall-JewishPopulationsMaps-Report-updated.pdf>

Those involved with the Zionist movement were also inspired by other **nationalist movements** at this time, for example in the USA and France

Alaska and Uganda were considered as territories for a future Jewish state, but **Palestine-Israel** (then home to the Palestinians, as we learnt in Lesson 1) was the most popular choice



Theodor Herzl is considered the **founder of modern Zionism**. In 1897, Herzl organised the First Zionist Congress in Basle, Switzerland. This was an important point in the development of the Zionist movement

Why 'Zion'-ism?

Zion is an alternative name for Jerusalem. Can you remember why Jerusalem is **significant** to Jews? Look back at your notes from Lesson 1 to answer this question

Activity

Write a paragraph explaining the causes of the emergence of Zionism in the nineteenth century

Question

Is Jewish and Zionist the same thing? Why not?

Support and opposition to Zionism in the nineteenth century

Support for Zionism	Opposition to Zionism
Jews have been subject to antisemitism for centuries. The Jewish people need their own state where they can live free from persecution	Rather than Jews moving to Palestine-Israel, antisemitism must be combatted in Europe and America. A Jewish state will only create more division between Jews and non-Jews across the world
Jews were expelled from the land of Palestine-Israel nearly 2000 years ago. They have a right to return	The Palestinians have lived in Palestine-Israel for centuries. It is their home

Questions

Which side do you find most convincing? What do both sides have in common?

Check your knowledge!

What is Zionism?

Write down two reasons why the Zionist movement was established in the nineteenth century

Extension activity

If you were a) Jewish b) Palestinian in the nineteenth century, how would you have felt about Zionism? Write three sentences from each perspective

Lesson 3

What are the origins of the Palestinian national movement?



Falastin: a national Palestinian newspaper established in 1911

By the end of this lesson, you should be able to:

- Define nationalism
- Explain the emergence of Palestinian nationalism
- Compare the contradictory promises made by Britain during the First World War

Keywords

- Nationalism
- Arabs
- Sykes-Picot Agreement, 1916
- Hussein-McMahon Correspondence, 1916
- Balfour Declaration, November 1917



Knowledge check!

- 1)What is nationalism?
- 2)What is the difference between a country and a nation?

The Arabic Alphabet

ا	ب	ت	ث	ج
alif	baa	taa	thaa	jeem
ح	خ	د	ذ	ر
haa	khaa	daal	dhaal	raa
س	ش	ص	ض	ط
seen	sheen	saad	daad	taa
ظ	ع	غ	ف	ق
dhaa	ayn	ghayn	faa	qaaf
ل	م	ن	ه	و
laam	meem	noon	haa	waaw
ي				
yaa				

Knowledge check!

- 1)Where is Arabic spoken?
- 2)What is the difference between Muslim identity and Arab identity?



Nationalism: the belief that one's country or state is distinct from and superior to others, and that it should govern itself

Nationalism

Nationalism emerged in Britain during the Industrial Revolution, as people began to identify less with their immediate family or town, and more with the country as a whole. National flags and other symbols were introduced during this period, including the Union Jack in 1801

Similar ideas developed in America at this time, contributing to American opposition to unrepresentative British rule. One of the earliest examples of nationalism is the American Declaration of Independence from British rule in 1776. Not long after this there was the French Revolution of 1789, when people in France demanded to be ruled by a fairer, more representative government. These ideas also spread to Germany and Italy, who both formally unified as nations in 1871

It was in this context of nationalism that the Jewish national movement of Zionism emerged in the nineteenth century, as we saw in Lesson 2

Question

Can you describe Zionism in one sentence? You can use your notes from Lesson 2 to help you

Activity

Write a short paragraph explaining the emergence of nationalism in the nineteenth century. Provide at least one example

Arab and Palestinian nationalism

Arab nationalism first emerged among Arab intellectuals as a response to dissatisfaction with the rule of the Ottoman Empire in the 1800s. This was the idea that Arabs are bound together by **ethnicity, language and culture**. Arab nationalism became increasingly popular in the early 1900s, with the Young Arab Society established in 1911. Arab nationalists sought an independent Arab state, free from Ottoman rule

Then, in the early 1900s, partly due to the threat of Zionism, **Palestinian nationalism** emerged. Palestinian nationalists broke away from Arab nationalists and sought an **independent Palestinian state**

Activity

Can you fill in the blanks using the words and dates provided?

1776	Zionism	2000	Palestinian nationalism	Arab nationalism
French Revolution	1789	American Declaration of Independence	Nationalism	

Nationalism in Palestine-Israel

_____ is the belief that one's country or state is distinct from and superior to others, and that it should govern itself. Nationalism became increasingly popular in the late 1700s, with the _____ in _____ and the _____ in _____.

In the 1800s, a Jewish nationalist movement emerged: _____. Zionists wished for Jews to return to Palestine-Israel where they had been expelled nearly _____ years ago.

At a similar time, as a response to Ottoman rule, _____ emerged. After a while, due to the threat of Zionism, _____ broke away from Arab nationalism.

Therefore, at the start of the twentieth century, there were two competing nationalisms: Jewish nationalism (Zionism) and Palestinian nationalism. This is important background for understanding the promises made by Britain during the First World War.



World War One

Key Information

Start: July 1914

End: November 1918

Trigger cause: assassination of Archduke Franz Ferdinand of Austria

Allied powers: Britain, France, USA, Russia, Italy, Japan, Romania

Central powers: Germany, Austria-Hungary, Ottoman Empire, Bulgaria

Nationalism

Nationalism led to **high tensions** between countries before the outbreak of war, making war **more likely**. It also led countries to build up their armies, increasing their **militarism** (their ability to wage war). Nationalism additionally meant that more people signed up to **fight for their country**

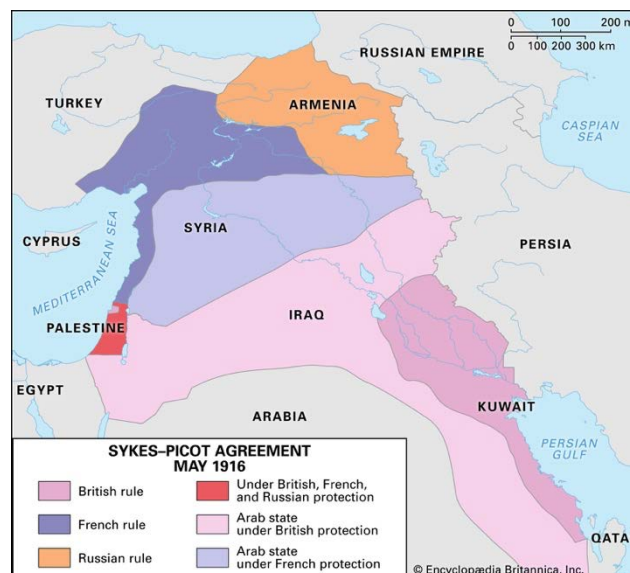
The Ottoman Empire

The Ottoman Empire joined on the side of the Central powers in October 1914. When the Central powers lost the war, there was no one to govern the territories of the Ottoman Empire (including Palestine-Israel). During the war, Britain had made **conflicting promises** to both the Jews and the Palestinians about what would happen to Palestine-Israel after the war...



A) Sykes-Picot Agreement, 1916:

An agreement between Britain and France to divide the territories of the Ottoman Empire between them after the war, with Britain getting Palestine-Israel



B) Hussein-McMahon Correspondence, 1916:

The British Government promised the Arabs that if they revolted against the Ottoman Empire, Britain would recognise an independent Arab state after the war

October 24 1915

1. Subject to the above modifications, Great Britain is prepared to recognize and support the independence of the Arabs in all the regions within the limits demanded by the Sherif of Mecca.

2. Great Britain will guarantee the Holy Places against all external aggression and will recognise their inviolability.

3. When the situation admits, Great Britain will give to the Arabs her advice and will assist them to establish what may appear to be the most suitable forms of government in those various territories.

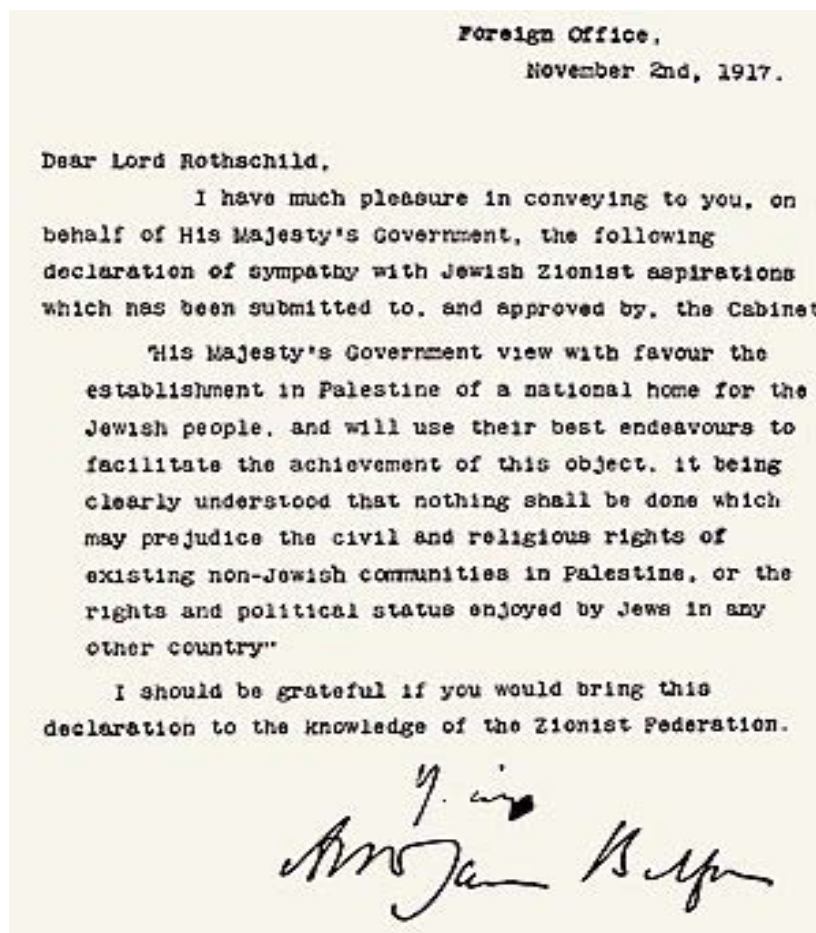
I am convinced that this declaration will assure you beyond all possible doubt of the sympathy of Great Britain towards the aspirations of her friends the Arabs and will result in a firm and lasting alliance, the immediate results of which will be the expulsion of the Turks from the Arab countries and the freeing of the Arab peoples from the Turkish yoke, which for so many years has pressed heavily upon them.

A.H. McMahon

A. McMahon

C) Balfour Declaration, November 1917:

Promised the British Government's support for a 'national home' for the Jews in Palestine-Israel



Activity

Read through promises A, B and C and answer these questions:

What was Arab nationalism? What are the consequences of promise B for Arab nationalism?

What was Zionism? What was being promised to the Jews in promise C? How would this make the Palestinians feel?

Can you identify any contradictions between these promises?

Extension question: Were these promises clear, or could they be misinterpreted?

Extension activity

Make a table explaining how you would feel about each promise if you were Jewish or Palestinian:

<u>Promise</u>	<u>Jewish reaction</u>	<u>Palestinian reaction</u>
Sykes-Picot Agreement, 1916		
Hussein-McMahon Correspondence, 1916		
Balfour Declaration, November 1917		

Check your knowledge!

What are some key examples of nationalist movements?

When and why did Palestinian nationalism develop?

What promises did Britain make to the Jews and the Palestinians during WWI? Why were these problematic?

Lesson 4
Why did Britain govern Palestine between 1920 and 1948?



General Allenby enters Jerusalem in December 1917

By the end of this lesson, you should be able to:

Define Mandate Palestine

Explain why Britain governed Palestine between 1920 and 1948

Compare Britain's promises to Palestinians and Jews at this time

Keywords

Mandate

British Empire

Self-determination

League of Nations

Knowledge check!

- 1)What is Zionism? What did nineteenth century and early twentieth century Zionists want?
- 2)What did Palestinian nationalists want at this time?
- 3)What three contradictory promises did Britain make to Jews and Palestinians during WWI?

The Treaty of Versailles

The First World War ended on 11th November 1918, when Germany surrendered and all nations agreed to stop fighting. On 28th June 1919, the **Treaty of Versailles** formally ended the war. This was negotiated at the **Paris Peace Conference** and was signed by Germany, Britain, France, Italy and Russia

The Treaty of Versailles had huge consequences for Germany. Germany had to accept full responsibility for the war under the 'War Guilt Clause' (Clause 231) and it lost a lot of territory. It lost 13% of its European territory, including Alsace-Lorraine, Eupen and Malmedy, Northern Schleswig, West Prussia and Silesia. Outside Europe, Germany lost all its colonies. Overall, Germany lost 10% of its population. Germany also had to pay 132 billion gold marks in reparations, which is the equivalent of \$269 billion today. There were also military restrictions on the country: the Rhineland became a demilitarised zone (no German military was allowed there) and the German military was limited to 100,000 soldiers and 15,000 sailors

Knowledge check!

- 1) Have you come across the League of Nations before?
- 2) What do you know about this organisation?

The League of Nations

Another important consequence of the First World War was the establishment of the League of Nations. This was an international organisation created with the primary aim of avoiding another world war. The idea was that countries would settle disputes by **negotiating** and they would also commit to **disarmament** (reducing their weapons). One of the key individuals behind the League was US President **Woodrow Wilson**. Wilson believed in **self-determination**: *when a country or nation forms its own government and determines its own future, rather than being ruled by a foreign power*



What did these developments mean for Palestine?

As we have already seen, before the First World War, Palestine was part of the Ottoman Empire. The Ottoman Empire had joined the war on the side of the Central powers including Germany in October 1914. So when the Central powers were defeated, there was no one to govern the Ottoman Empire. The League of Nations discussed this and came up with the idea of the Mandates system

Mandates

The idea that the territories of the former German and Ottoman empires, including Palestine-Israel, would be governed by the victorious powers of WWI until the League of Nations deemed that they were ready to govern themselves

The territories of the former German and Ottoman empires were divided into three groups:

-Class A Mandates - their independence was recognised but they would still be under British or French control - *Iraq, Syria, Lebanon, Palestine*

-Class B Mandates - the Allies were directly responsible for the administration of these territories - *Tanganyika, parts of Togoland and the Cameroons, Ruanda-Urundi*

-Class C Mandates - to be administered as part of Allied territory - *South West Africa, New Guinea, Western Samoa, the islands north of the Equator in the western Pacific, Nauru*

The Mandates were meant to be **fairer than colonies** because the governing power was **responsible to the League of Nations**, and ultimately the aim was for the territory to achieve **self-determination** (govern itself). In reality, as we will see in the case of Palestine, the Mandates were quite colonial in nature

The Middle East Mandates



The former territories of the Ottoman Empire (Syria, Lebanon, Iraq and Palestine) were deemed **Class A Mandates**. This meant that their independence was recognised but they were still to be under British or French control

These parts of the former Ottoman Empire became:

- Mandatory Syria → allocated to France
- Mandatory Lebanon → allocated to France
- Mandatory Iraq → allocated to Great Britain
- Mandatory Palestine → allocated to Great Britain
- Mandatory Transjordan → became a British Mandate in 1922

Britain was assigned the Mandate for Palestine in **April 1920**. In **July 1920**, Britain established a **civil administration** in the country. The Mandate was then legally approved in **September 1923**.

Britain's governance of Palestine lasted until **1948**

Questions

- Which side of WWI did the Ottoman Empire join in October 1914?
- What were the consequences of this for the Ottoman Empire?
- Why was the League of Nations established?
- Why was the Mandates system created?
- What were the consequences of this for Palestine-Israel?

Activity

You are now going to be assigned Group A, B or C.

- Group A: Sykes-Picot Agreement
- Group B: Hussein-McMahon Correspondence
- Group C: Balfour Declaration

In your group, use your notes from Lesson 3 together with your homework to **prepare a short summary of your allocated promise**. Cover these questions:

- What was promised?
- How did Palestinians feel about this?
- How did Jews feel about this?

Activity

What should Britain do?

- Under the Hussein-McMahon Correspondence, Britain had promised to recognise Arab independence after the war
- Under the Balfour Declaration, Britain had promised to support a 'national home' for the Jews in Palestine-Israel
- Under the British Mandate for Palestine, Britain had promised the League of Nations to govern Palestine until it was ready to 'stand alone'

In small groups, imagine you are advising the British government in the 1920s. Can you think of a way for Britain to meet its promises to both Palestinians and Jews?

Factors to consider:

- The long history of antisemitism in Europe. Should the Jews now have their own state?
- Jews were expelled from Palestine-Israel 2000 years ago. Do they have a right to return?
- Palestine-Israel is now home to Palestinians. Should they be able to keep their land?

Use these terms in your discussions:

- Palestinian nationalism*: the movement to establish a Palestinian state in Palestine-Israel
- Zionism*: the Jewish national movement to establish a Jewish state in Palestine-Israel

In the end, **the text of the Balfour Declaration was incorporated into Britain's Mandate for Palestine**

Extension activity

Explain the significance of the Ottoman Empire's defeat in WWI for those living in Palestine-Israel

Check your knowledge!

Define Mandate Palestine

Explain why Britain governed Palestine between 1920 and 1948

Compare Britain's promises to Palestinians and Jews at this time

Lesson 5

What happened in 1920s and 1930s Mandate Palestine?



Palestinian women's activism during the British Mandate

By the end of this lesson, you should be able to:

Outline the political situation in 1920s and 1930s Mandate Palestine
Explain the increasing tension between Palestinians and Jews at this time
Give some examples of the unrest that occurred during this period

Keywords

Arab Executive
Jewish Agency
Jewish National Council
Yishuv
Arab Revolt of 1936-1939

Knowledge check!

- 1)What was 'Mandate Palestine'?
- 2)Why was there a Mandate for Palestine?
- 3)How long did Britain govern Palestine for?

Modernisation in Mandate Palestine

Building on its advancements from the nineteenth century, Palestine went through a period of modernisation in the 1920s and 1930s. The Jaffa Electric Company was founded in 1923, and there were major advancements in travel across Palestine. The Palestine railways were developed, and in December 1934, Palestine Airways was founded. In August 1937, Palestine Airways commenced commercial flights from Haifa to Lydda three times each week

The status of women was also increasingly discussed in the Palestinian (and Arabic) press at this time. Jaffa's *Filastin* from Lesson 3 regularly published on this topic, with titles including 'The Veil and the Duty to Lift It' and 'The Necessity to Liberate Women'

The political situation: the British



As we saw last lesson, the Palestine Mandate was split into *Mandate Palestine* and *Mandate Transjordan* in 1922

Although Palestine was technically a Mandate, British governance of Palestine was quite **colonial in nature**. The British Administration in the country reported to the **Colonial Office**, and the system of government was based on the '**traditional hierarchy**' of the **British Crown colonies**

There were multiple levels to the British Administration in Mandate Palestine:

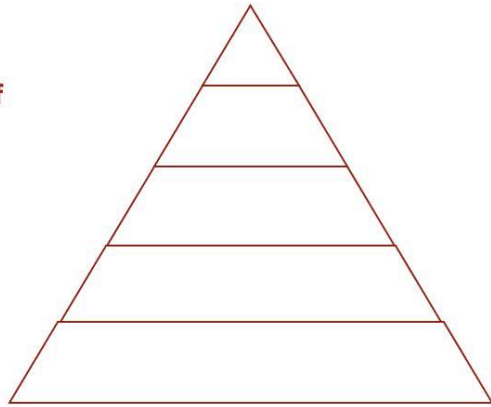
- High Commissioner
- An Executive Council of high-ranking officials
- A mixed Advisory Council with no executive authority
- A country-wide Civil Administration, the senior ranks of which were occupied by British men, with more junior positions distributed among Palestinians and Jews

Overall, British policy in Mandate Palestine was characterised by **ineffectiveness** and **instability**, as Britain found itself being pulled in different directions by the Palestinians and Zionists

Activity 1

Using the information provided, create a **pyramid of power** for the British administration in Mandate Palestine. You will need to include the following:

- Other British men in the Civil Administration
- Advisory Council
- High Commissioner
- Palestinians and Jews in the Civil Administration
- Executive Council



The political situation: the Palestinians

At first, **Muslim-Christian Associations** were established across Palestine. In 1919, these associations came together to establish the **Palestine Arab Congress**. At the third Palestine Arab Congress, the **Arab Executive** was established. This became the **main Palestinian nationalist group** in 1920s Palestine. Then, at the start of the Great Arab Revolt in 1936, the Arab Executive was replaced with the **Arab Higher Committee**

What did Palestinians want? The Palestinians had been promised their **independence** for rising up against the Ottoman Empire – they wanted a **Palestinian state!**

The political situation: the Zionists

At the First Zionist Congress in Basle in 1897, the **Zionist Organisation** was established. The Zionist Organisation led the Jews in Palestine until 1929, when the **Jewish Agency** was established as a **branch** of this organisation. Another important Zionist organisation was the **Jewish National Council** (or *Vaad Leumi*). This was the **main organisation** concerning Jewish welfare, education, local government and security in Mandate Palestine

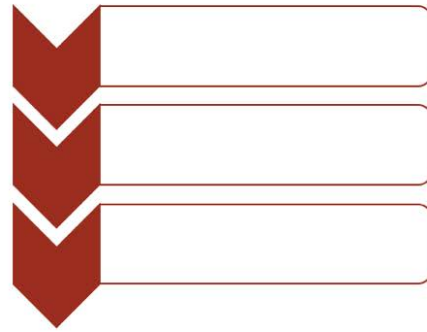
What did Jews want? The Jews had been promised British support for the establishment of a '**national home**' in Palestine-Israel – they wanted a **homeland!**

Activity 2

Using the information provided, create a list of the evolution of Palestinian nationalism. You will need to include the following:

- Arab Higher Committee
- Muslim-Christian Associations
- Arab Executive

Extension question: can you name the three main Jewish organisations in 1920s and 1930s Palestine?



The daily lives of Palestinians and Jews

On a **daily level**, Palestinians and Jews lived quite **separate lives** during the Mandate. The communities were separate for **education, health and culture**. For example, **98.8%** of students at Christian missionary schools were Palestinian in 1926 – just 1.2% were Jewish. The Jewish community had its own **independent school system**. The Palestinian and Jewish communities were also quite distinct from each other in terms of **economy and law**

Knowledge check!

Why is Palestine-Israel (specifically Jerusalem) significant to Jews?

Jewish immigration to Mandate Palestine

Jewish immigration to Mandate Palestine was one of the **main sources** of tension between Palestinians and Jews in the 1920s and 1930s. The word 'Aliyah' is often used to describe the movement of Jews to Palestine-Israel. There have been several waves of this:

-Pre-1882: most Jewish immigrants to Palestine-Israel settled in Jerusalem, Hebron, Tiberias or Safed

-First Aliyah, 1882-1903: rather than settling in cities, these mostly Russian Jews settled in towns such as Jaffa and Haifa and founded agricultural settlements

-Second Aliyah, 1903-1914: took the *Yishuv* population from 55,000 in 1900 to 85,000 in 1914

During the Mandate period, Jewish immigration continued. By 1931, the Jewish population in Palestine had almost **doubled** to 175,000. And then between 1933 and 1935, 135,000 Jews arrived. Most of these Jews were fleeing **Nazi Germany and Poland**

Mandate Palestine population

Year	Palestinians	Jews
1914	90%	10%
1922	90%	10%
1931	70%	30%

The Palestinian reaction to Jewish immigration

Jewish immigration to Mandate Palestine was problematic for Palestinians. The **Jewish Agency** helped Jewish immigrants buy land in Mandate Palestine, and land purchased by the Jewish National Fund was leased **exclusively to Jews**. Palestinians felt that they were losing their land and that their chances of a Palestinian state were slipping away. This came to a head with the **Arab Revolt of 1936-1939**, a nationalist uprising of Palestinian Arabs against the British administration

Debating activity

Support for Jewish immigration to Mandate Palestine

Ideas:

- Jews had been promised British support for a national home in Palestine-Israel under the Balfour Declaration, which had been incorporated into the Mandate. Britain must now honour this promise and facilitate Jewish immigration to Mandate Palestine
- After facing antisemitism for centuries, Jews were once again being treated disgracefully in Nazi Germany and across Europe: they needed a homeland now more than ever!

Opposition to Jewish immigration to Mandate Palestine

Ideas:

- Palestinians had been promised an independent state for rising up against the Ottoman Empire. As the British supported Jewish immigration to Mandate Palestine, this independent Palestinian state became increasingly unlikely
- The British have a responsibility as Mandatory power to uphold the rights of the Palestinians who have lived on this land for centuries – it is their homeland!

5c. Unrest in 1920s and 1930s Mandate Palestine

On 25th April 1920, the Mandate for Palestine was provisionally granted to Britain at the San Remo conference in Italy. Earlier in the month, the Nebi Musa Riots had taken place in Jerusalem. Between the 4th and 7th April, large crowds of Palestinian Muslims gathered at the religious festival of Nebi Musa, and some of the speeches mentioned Zionist ambitions in Palestine-Israel. This escalated into violence against Jews, with 5 Jews and 4 Palestinians killed, and hundreds more injured. The Nebi Musa Riots significantly worsened the relationship between Palestinians and Jews at the very start of the Mandate period.



Just one year later in 1921, the Jaffa Riots took place. In the first week of May, rioting started in Jaffa and spread to Abu Kabir and other parts of Mandate Palestine. The violence began as a fight between two Jewish groups (the Jewish Communist Party and a rival Jewish socialist group) but it was misreported as attacks by Jews on Palestinians. This led to attacks by Palestinians on Jews and attacks by Jews on Palestinians. 47 Jews and 48 Palestinians were killed, with another 146 Jews and 73 Palestinians wounded. High Commissioner Herbert Samuel had to call in reinforcements from Egypt to restore peace.



In late August 1929, in the context of rising tensions over Jewish immigration to Mandate Palestine, demonstrations and riots occurred regarding access to the Western Wall in Jerusalem. The Western Wall is an important site for Jews because it is the holiest place where Jews can pray. It is a similarly important site for Muslims because it is part of Al-Aqsa Mosque, the third holiest site in Islam. The violence spread to Hebron, Jaffa and Safed, with 166 Palestinians and 133 Jews killed. 232 Palestinians and 339 Jews were injured. Some say that the events of 1929 destroyed any chance of peace between Palestinians and Jews.

The Arab Revolt of 1936-1939 was a nationalist uprising of Palestinian Arabs against the British administration of the Palestine Mandate. It started with a general strike and nationwide demonstrations against British rule and British support for Jewish immigration to Mandate Palestine. It turned into three years of instability across the country, during which, for long stretches of the rebellion, the British lost control of Palestine. Historian Elizabeth Brownson has described this as "the most disruptive Palestinian uprising during the British Mandate". By the end of the revolt, 10% of Palestinian men had been killed, wounded or exiled. An investigation at the start of the uprising concluded that Mandate Palestine must be partitioned. We'll return to this idea of partition in a future lesson.

Extension activity

Create a spider diagram of life in 1920s and 1930s Mandate Palestine

You might want to include:

- The political situation
- Some examples of violence
- Context on Jewish immigration
- The Palestinian reaction to Jewish immigration
- Examples of modernisation in Palestine

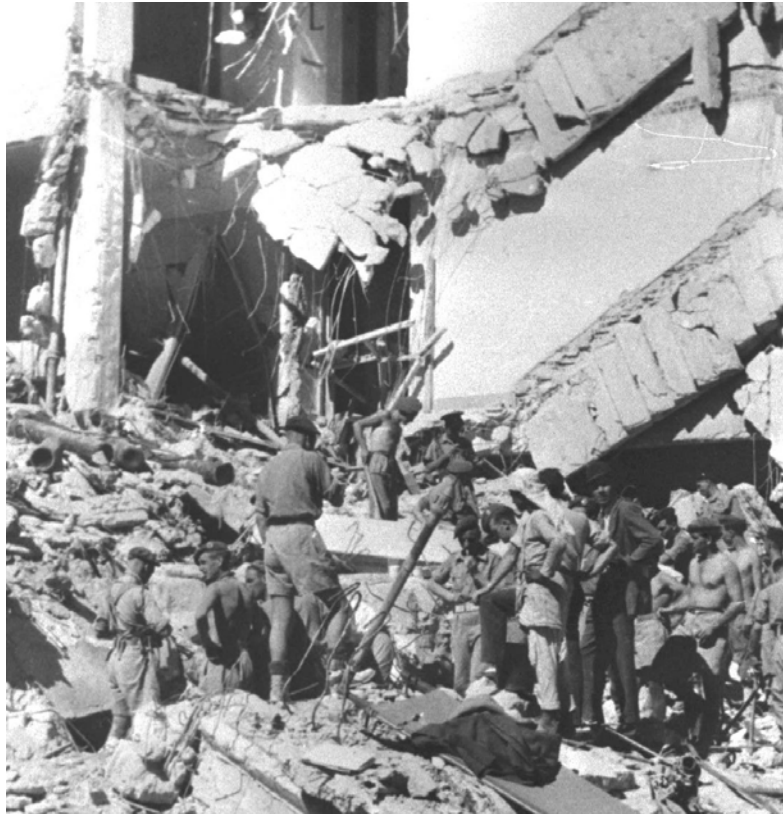
Compare this with your spider diagram of life in nineteenth century Palestine-Israel from our first lesson. **What has changed and what has stayed the same?** Write a paragraph about this

Check your knowledge!

Why was there increasing tension between Palestinians and Jews at this time?
Can you give two examples of unrest that occurred during this period?

Lesson 6

What were the consequences of WW2 for Mandate Palestine?



The King David Hotel bombing in July 1946

By the end of this lesson, you should be able to:

Describe the events of the late 1930s and early-mid 1940s in Mandate Palestine and Nazi Germany

Explain Britain's wavering policies in Mandate Palestine at this time

Evaluate the effectiveness of British policy in Mandate Palestine during this period

Keywords

World War Two

United Nations

Oil

Holocaust

Concentration camp

Knowledge check!

1) What do you already know about World War Two?

2) What are the following statements referring to?

“The most disruptive Palestinian uprising during the British Mandate”

“By the end, 10% of Palestinian men had been killed, wounded or exiled”

World War Two

World War Two started when **Germany**, led by Adolf Hitler, invaded Poland, and in response to this, Britain and France declared war on Germany in **September 1939**. Other countries soon became involved, with the main **Axis powers** including Germany, Italy and Japan, and the main **Allied powers** including Britain, the USA, France and the Soviet Union (Russia).

This global war ended in Europe on 8 May 1945 with Germany's surrender. This is now known as Victory in Europe Day, or VE day. Shortly after this in early August, the USA dropped the **first atomic bombs** on the Japanese cities of Hiroshima and Nagasaki, and Japan then surrendered on **2 September 1945**. This is known as Victory over Japan Day or VJ Day.

World War Two was a **total war**, meaning that **all of society was involved**. In some countries, conscription meant that all eligible people must fight for their country, and innocent civilians became military targets. It is estimated that between **70 and 85 million people died** during the war.

World War Two brought many changes to the way the world works. Shortly afterwards, the **United Nations** was established to replace the failed League of Nations and prevent another war.

Partition?

In Lesson 5 we saw that there was increasing tension between Palestinians and Jews in Mandate Palestine in the 1920s and 1930s, which often turned into violence. Key examples of this were the Nebi Musa riots in April 1920, the Jaffa riots in 1921 and the Western Wall riots of 1929. These tensions came to a head with the 1936-1939 Arab Revolt, a large-scale nationalist uprising of Palestinian Arabs against the British administration. At the start of the revolt, it was considered that Britain might need to **partition (split)** Mandate Palestine into one Palestinian state and one Jewish state. But Palestinians were not happy with this as it would result in a further loss of their land

Activity

Read through Britain's concerns of 1939 below and answer these questions:

- Why were concerns A, B and C important to the British in 1939?
- Was one of these concerns more important than the others?
- What should Britain do now? Make sure to address what Britain should do about Jewish immigration in your answer

Concern A: Britain needed to keep the Palestinians happy - it didn't want a repeat of the Arab Revolt. The Arab Revolt had damaged buses, railways, oil pipelines and army posts in Mandate Palestine. The British had to deploy 20,000 soldiers to restore order (and unfortunately there were many incidents of brutality by British police and troops)

Concern B: War was looking increasingly likely now. Stability in Mandate Palestine and the Middle East more broadly was vital for the British because this area was home to important communication and supply lines, and oil! These things would be even more important than usual in the event of a war, so Britain needed stability in Mandate Palestine and the Middle East

Concern C: Britain had promised to help with the establishment of a homeland for the Jews in Mandate Palestine. This promise had even been incorporated into the Mandate! This was now more important than ever, particularly in light of the way Jews were being treated in Nazi Germany

The White Paper of 1939



In May 1939, a decision was finally reached and published by Neville Chamberlain (British Prime Minister) in the White Paper of 1939. Here are the key points:

- Jewish immigration: restricted to 75,000 over 5 years
- Land purchase: Zionists could only buy Palestinian land in 5% of the country
- The future of Palestine-Israel: a Jewish national home would be established within an independent Palestinian state within 10 years

Questions

-What were the new limits on Jewish immigration to Mandate Palestine? How would this make you feel if you were Jewish?

-What were the limits to Zionist land purchase? How would this make you feel if you were Palestinian?

Reactions to the 1939 White Paper

The Palestinian leadership officially rejected the White Paper, whilst more moderate Palestinians were prepared to accept it

Zionist groups immediately rejected it and launched a campaign against it, but they recognised the need to work with the British when war broke out in September 1939:

"We will fight the White Paper as if there is no war, and fight the war as if there is no White Paper"

David Ben-Gurion, head of the Jewish Agency in 1939

Activity

Can you fill in the blanks using the words provided?

6c. Fill in the blanks using these words:

Middle East Neville Chamberlain Western Wall May two White Paper
Nebi Musa oil 75,000 splitting Nazi Germany Jaffa

1920s and 1930s Mandate Palestine was characterised by instability: the _____ riots in April 1920, the _____ riots in ____ 1921, the _____ riots which spread nationwide in 1929 and the Arab Revolt of 1936-1939.

By 1937, Britain was considering partition: the _____ of Palestine-Israel into __ countries. But this was rejected by the Palestinians and in the late 1930s, Britain was increasingly aware of the importance of maintaining stability in Palestine and the _____ more broadly. With a possible war on the horizon, Britain needed access to its key communication and supply routes and _____.

But Britain also needed to help the Jews who were fleeing _____. In 1939, _____ announced the _____. This limited Jewish immigration to _____ over 5 years and restricted Zionist land purchases too. Many members of the Jewish community felt that this was cruel.

Exchange your completed worksheet with the person sitting next to you

The Holocaust



Auschwitz-Birkenau, one of the main concentration camps. Others included Belzec, Chelmno, Majdanek, Sobibor and Treblinka

Also known as the Shoah, the Holocaust was the **genocide** of 6 million European Jews between 1941 and 1945. It involved pogroms, mass shootings and the murder of Jews through forced labour and gas chambers. The Nazis called the extermination of Jews the “Final Solution” to the “Jewish Question”. By the end of the Holocaust, **two thirds of Europe’s Jewish population had been killed**

The persecution of Jews in Germany



Devastation from *Kristallnacht*, the “Night of Broken Glass”

The Holocaust is dated as 1941-1945, but the persecution of Jews in Germany began in the **early 1930s**. In 1933, concentration camps started to be built and Jewish businesses were boycotted. In 1935, the Nuremberg Laws were passed. These were **antisemitic laws** which deprived Jews of German citizenship and forbade marriage between Jews and “German citizens”. Then, on 9th and 10th November 1938, Jewish businesses and other buildings were attacked and set on fire throughout Germany and Austria. This was known as **Kristallnacht**, the “Night of Broken Glass”

Activity

Building on your timeline of antisemitism in Europe from Lesson 2, create a brief timeline of the persecution of Jews in Germany from 1933 to 1945

The Irgun and the Lehi

Many Jews in Mandate Palestine and beyond felt that the limits imposed on Jewish movement to Mandate Palestine during this period were cruel. As a consequence of this, two extremist Jewish groups emerged: the **Irgun** and the **Lehi**. They began a series of **brutal attacks** in Mandate Palestine, targeting offices and police stations. On 6th November 1944, Lord Moyne, a British minister of state, was assassinated by the Lehi in Cairo. Then, on 22nd July 1946, the **King David Hotel** in Jerusalem was bombed by the Irgun. This hotel had been the headquarters of the British Mandate administration and the British army, and 28 Brits, 41 Palestinians and 17 Jews were killed

Britain turns to the United Nations

As the concentration camps were liberated and the full horrors of the Holocaust came to light, there were increasing calls for an independent Jewish state in Mandate Palestine. But what about the Palestinians? The Palestinians had lived on this land for centuries and they had never received their promised independent state either. Britain did not know what to do. As the violence in Mandate Palestine continued, Britain’s position became **impossible to sustain**. In February 1947, Britain asked the newly established **United Nations** for help

Activity

In small groups, reflecting on today’s lesson, create a spider diagram with all the reasons why Britain asked the UN for help in February 1947. Are any of these reasons linked?

Check your knowledge!

What were the consequences of WW2 for the following:

- Jews in Germany
- The British in Mandate Palestine
- Jews in Mandate Palestine
- Palestinians in Mandate Palestine

Extension activity

Explain **three** consequences of World War Two for Mandate Palestine.
Include these terms in your answer:

- Oil
- Holocaust
- Irgun

Lesson 7

What were the consequences of the Nakba for the Palestinians?



Palestinians fleeing during the Nakba

By the end of this lesson, you should be able to:

Describe the key events of 1947 and 1948 in Mandate Palestine

Explain what the Nakba was

Examine the consequences of 1947 and 1948, including the Nakba, for Palestinians and Jews

Keywords

Refugee

Ethnic cleansing

Right of Return

Nakba

UN Resolution 194

Knowledge check!

1) How did the following factors impact Britain's decision to ask the UN for help with Mandate Palestine in February 1947?

-Concerns about a repeat of the 1936-1939 Arab Revolt

-World War Two

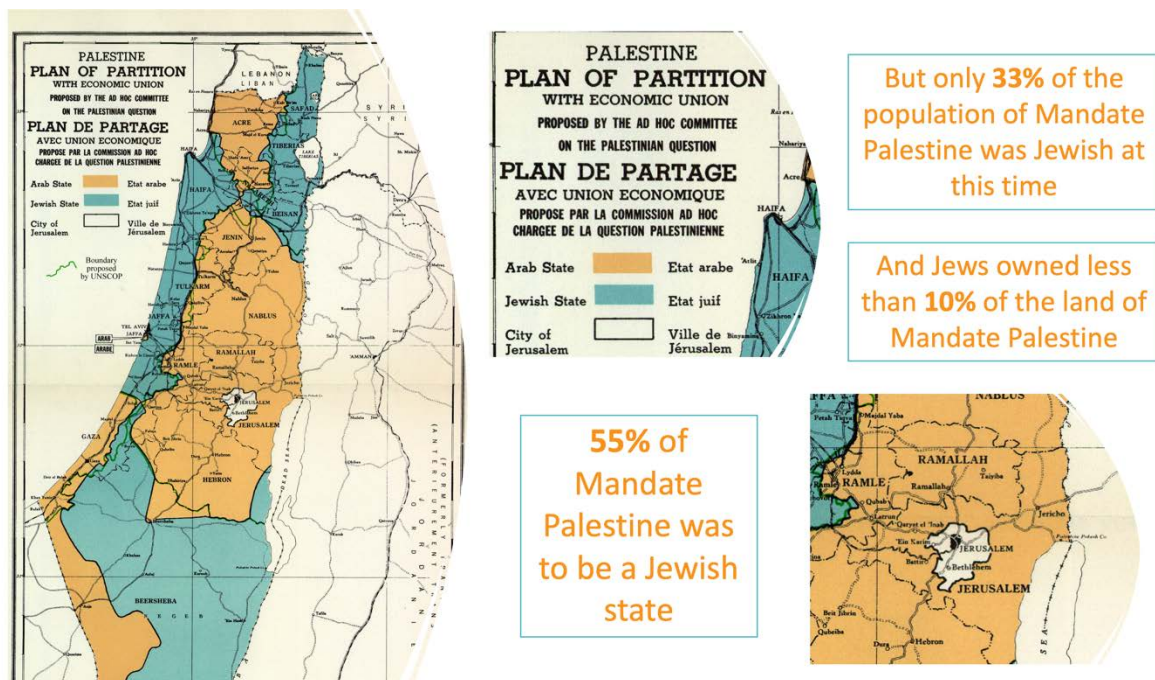
-The Holocaust

-Attacks by the Irgun and the Lehi in Mandate Palestine

2) What does it mean to be a refugee? Why do people become refugees?

What did the UN say?

As we saw in Lesson 6, in February 1947 Britain asked the UN for help. In May, the UN set up a Special Committee on Palestine (UNSCOP). Over the next few months, UNSCOP travelled around Mandate Palestine to investigate the situation. In September, they announced their recommendation that Mandate Palestine be partitioned into **separate Palestinian and Jewish states**. However, they recommended that Jerusalem and Bethlehem be under international control and accessible to both Palestinians and Jews, as Jerusalem and Bethlehem were significant to both sides. This is UN Resolution 181



Debate on partition

With a partner or in a small group, take it in turns to think about UN Resolution 181 from a Palestinian and a Jewish perspective. After a few minutes, switch and think about this from the **other perspective**. Make a note of the most interesting points raised in your discussion

Reactions to partition

The Palestinians were not happy with the prospect of partition - they would only have **45%** of their country left! Couldn't European countries take in more Jewish refugees? On the other hand, the majority of Jews were happy with UN Resolution 181

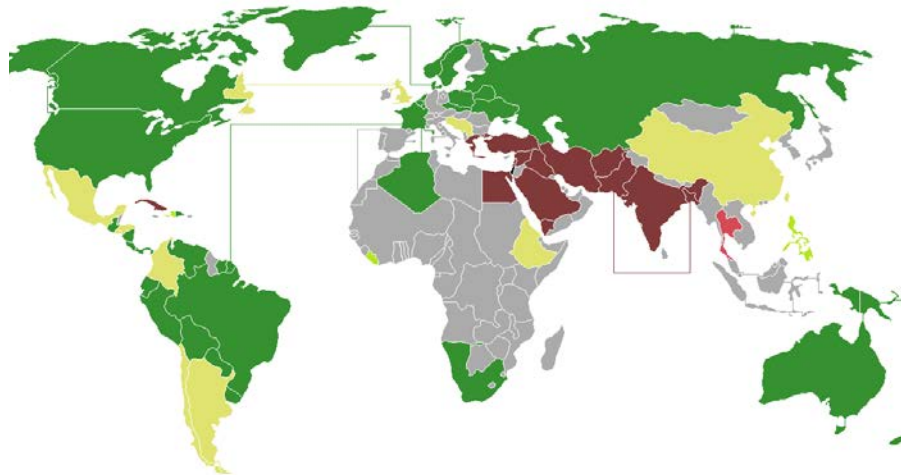
The vote

The UN Partition Plan for Palestine was taken to a vote between nations, and on 29th November 1947, the UN Partition Plan was passed

As we saw last lesson, there was much support for an independent Jewish state at this time. The USA was in favour of partition, and many European countries wanted to stay allies with the USA after WW2. Supporters of partition included France, Canada, Australia, Brazil and South Africa. The USSR (Russia) voted for partition as it was keen to have the new Jewish state as an ally in the Middle East

Opponents included many of the surrounding Arab states such as Syria, Lebanon, Iraq, Iran, Egypt, India and Turkey

As a result of the vote, Britain would withdraw from Palestine and by August 1948 the country would be partitioned



How UN members voted on Palestine's partition in 1947 | In favour | Abstained | Against | Absent

The Nakba

النكبة
The word Nakba
in Arabic

Not long after the decision to partition Palestine, fighting broke out between Jews and Palestinians. What happened next is called the Nakba, Arabic for 'catastrophe'

The Nakba involved large-scale attacks aimed at expelling Palestinians from their towns and villages to build a future Jewish state, many aspects of which were part of Plan D or Plan Dalet, a Zionist plan to expel the Palestinians from Palestine. **530** villages and cities were destroyed and **15,000** Palestinians were killed in a series of mass atrocities, including more than **70** massacres. As a result of the Nakba, **750,000** Palestinians (half of the Palestinian population) were forced to leave their homes and became **refugees**

Palestinians also attacked Jewish communities during this period

Case Study 1: Deir Yassin



Deir Yassin was a village on the outskirts of Jerusalem, surrounded by olive, almond and fig trees. It was called Deir Yassin because there were the ruins of a monastery ('*Deir*' in Arabic) and a mosque named after Sheikh *Yasin*

In 1943 and 1946, primary schools were established for boys and girls in the village, and in 1948 the population of the village was 750

The village had signed a "non-aggression" pact that it would not get involved with the fighting. However, on 9th April 1948, members of the Irgun and Lehi attacked the village. They **massacred between 100 and 250 people**, including women and children. There were reports of mutilations, rape and survivors being paraded through Jewish neighbourhoods before being executed

Case Study 2: Tantura

Tantura was a coastal village, not far from the city of Haifa. Most people in the village made their living from fishing and agriculture, including citrus, bananas, grain and olives. A boy's primary school was established in 1889 and a girl's primary school was established in the 1930s. In 1945 the population of Tantura was 1500

On the evening of 22nd May 1948, Zionist forces attacked the village. The villagers surrendered but **200 Palestinian men were still shot dead on the beach**. The other inhabitants of the village were **expelled**. At first they slept on the streets of a nearby village, but soon they were expelled from there also. Many of these Palestinian refugees and their children still live in refugee camps in Syria

Case Study 3: Dawaymeh

The village of Dawaymeh was in the Hebron Mountains. Agriculture was the main source of income and in 1937, a primary school opened. In the 1940s, the village had 10 butchers and 30-50 small shops

On 29th October 1948, Zionists entered the village in twenty armored cars. They **opened fire on the villagers, killing between 80 and 100 people**, including women and children. Eyewitness accounts report babies whose skulls were cracked open, women who were raped or burnt alive in houses, and men who were stabbed to death

Massacres of the Nakba

Town or village where massacre took place	Where was this town or village located?	What was life like here before 1948?	When did the massacre take place?	What happened?
Deir Yassin	On the outskirts of Jerusalem			
Tantura			22 nd May 1948	
Dawaymeh				

The Palestinian refugee crisis



As a consequence of the Nakba, **750,000 Palestinians were now refugees**. Many of these now-homeless Palestinians sought safety in refugee camps in **Jordan, Lebanon and Syria** where **55 massive tented camps** were set up

In 1948, the UN adopted Resolution 194, which stated that Palestinian refugees should be able to return to their homes or be financially compensated. In December

1949, UNRWA (the United Nations Relief and Works Agency for Palestinian Refugees) was set up to help with these camps. To this day, Palestinians are still fighting for their Right of Return: a principle in **international law** which guarantees everyone's right to return to their country

In 2021, there were an estimated 7 million Palestinian refugees

Activity

With a partner: put yourselves in the shoes of a Palestinian in 1948. Do you have a right to return to Palestine? Use UN Resolution 194 and the Right of Return to support your argument

The creation of the state of Israel



At 4pm on **14th May 1948**, David Ben-Gurion announced the establishment of the state of Israel. For many Jews, this was the “Year of Liberation”. As we have seen, Jews had suffered from antisemitic persecution for centuries, but now they had their own state

The USA and the USSR (Russia) immediately recognised the new state of Israel, but many of the surrounding Arab states denounced it, as they sympathised with the situation of the Palestinians. On **15th May 1948**, the **Arab-Israeli War began**. This involved much fighting for territory between the new state of Israel and the Arab countries of Egypt, Jordan, Syria, Iraq and Lebanon. Over 6000 Jews were killed in the fighting and many more Arabs (including Palestinians). By the end of the fighting, Israel had **78% of the land of Mandate Palestine**

Question

Was 1948 a year of catastrophe or liberation? Why?

Law of Return

In 1950 Israel established the 'Law of Return': this stated that **any Jew in the world** had the right to travel to Israel and become an Israeli citizen

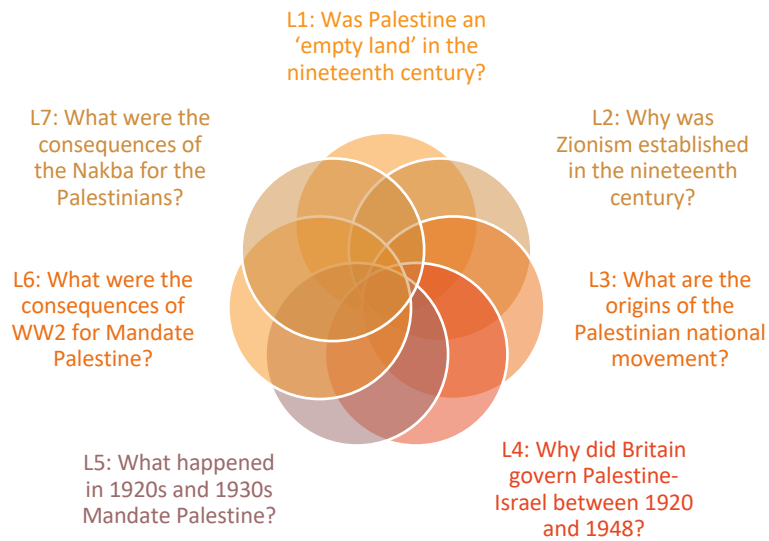
What is the difference between the *Right of Return* and the *Law of Return*? How would this make you feel if you were Palestinian?

Check your knowledge!

What was the Nakba?

What were the consequence of the Nakba for the Palestinians?

Chapter I Exam-Style Questions



Explain two *consequences* of the First World War for Palestine-Israel (**8 marks**)

Write a *narrative account* analysing the key events of the 1930s and 1940s that led to the British withdrawal from Mandate Palestine (**8 marks**)

Explain *two* of the following:

- The importance of Zionism for the creation of Israel in 1948
- The importance of the Nakba for the Palestinians (**16 marks**)

Chapter I
Glossary
(colour-coded to match lesson)

Antisemitism: hostility, prejudice or discrimination against someone because they are Jewish

Arab Executive: the main Palestinian nationalist group in 1920s Mandate Palestine

Arab Revolt of 1936-1939: a nationalist uprising of Palestinian Arabs against the British administration of the Palestine Mandate

Arabs: an ethnic group who speak Arabic

Balfour Declaration, November 1917: promised the British Government's support for a 'national home' for the Jews in Palestine-Israel

British empire: territories under British control between the 1500s and 1900s

Concentration camp: a place in which large numbers of people are deliberately imprisoned with inadequate facilities to provide forced labour or to await mass execution

Ethnic cleansing: the systematic forced removal of an ethnic, racial or religious group from a particular area

Hussein-McMahon Correspondence, 1916: when the British Government promised the Arabs that if they revolted against the Ottoman Empire, Britain would recognise an independent Arab state after the war

Irgun: a militant Zionist group in Mandate Palestine between 1931 and 1948

Jewish Agency: a branch of the World Zionist Organisation, established in 1929

Jewish National Council: the main organisation concerning Jewish welfare, education, local government and security in Mandate Palestine

Jewish: someone who identifies as Jewish by religion or ethnicity

Judaism: a religion that is nearly 4000 years old

League of Nations: an international organisation set up after WWI to avoid another world war

Mandate: legal authority granted by the League of Nations to temporarily govern a territory that used to be part of the Ottoman or German empire

Modernisation: transformation from a traditional rural society to an urban, industrial society

Nakba: Arabic for “catastrophe”, when 750,000 Palestinians (half of the Palestinian population) were forced to leave their homes and became refugees in 1948

Nationalism: the belief that one's country or state is distinct from and superior to others, and that it should govern itself

Oil: a liquid derived from petroleum, especially for use as fuel. It is a fossil fuel and non-renewable

Ottoman Empire: a state that ruled vast areas of Western Asia, North Africa and South-eastern Europe between the 1300s and 1900s

Palestine-Israel: the land between the Mediterranean Sea and the River Jordan (also Israel/Palestine)

Pogrom: a violent attack on Jews

Refugee: someone who cannot or will not return home due to well-founded fear of persecution

Right of Return: a principle in international law which guarantees everyone's right to return to their country

Self-determination: when a country or nation forms its own government and determines its own future, rather than being ruled by a foreign power

Sykes-Picot Agreement, 1916: an agreement between Britain and France to divide the territories of the Ottoman Empire between them after WWI, with Britain getting Palestine-Israel

The Holocaust (also known as the Shoah): the genocide of 6 million European Jews during WW2

UN Resolution 194: a resolution adopted by the United Nations in 1948 which stated that Palestinian refugees should be able to return to their homes or be financially compensated

United Nations: an international organisation established after WW2 to replace the League of Nations and prevent another world war

World War Two: a global war that lasted from 1939 until 1945

Yishuv: the Jewish community in pre-1948 Palestine-Israel

Zionism: a nationalist movement to establish a Jewish state between the Mediterranean Sea and the River Jordan (in Palestine-Israel)

Lesson 8

What happened in the 1950s?



By the end of this lesson, you should be able to:

- List the consequences of the Arab-Israeli War of 1948
- Describe what happened in 1956
- Explain how life differed for Palestinians and Israelis at this time

Keywords

Arab-Israeli War, 1948
David Ben-Gurion
Green Line
West Bank
Israel Defense Forces
Gamal Abdel Nasser

Knowledge check!

- 1)What was the Nakba?
- 2)What were the consequences of the Nakba for the Palestinians?
- 3)What do you know about the Cold War?

The changing map of Palestine-Israel

How many differences can you spot between these maps? Write them all down.

Map 1: *UN Partition Plan, November 1947*



Map 2: *The new borders after the 1948 Arab-Israeli War*



The term 'West Bank' was used because this part of Palestine-Israel was now part of the **West** Bank of Jordan!

The consequences of 1948

The Arab-Israeli War of 1948 had important consequences for Palestine-Israel. Most significantly, Israel now controlled 78% of the land of Mandate Palestine, which was much more than the proposed 55% under the UN Partition Plan of November 1947. Also, the remaining Palestinian areas were now controlled by the neighbouring Arab states of Jordan and Egypt. Jordan controlled an area that became known as the West Bank, and Egypt controlled Gaza

The new boundary between Israel and Gaza, the West Bank, Egypt, Jordan, Syria and Lebanon became known as the 'Green Line'. This is because green was the colour of the ink that the line was drawn in on the original maps. Another consequence of the Arab-Israeli War was that the city of Jerusalem was divided into two parts: the eastern part was controlled by Jordan, and the western part was controlled by Israel

Many of these divisions still exist today

Questions

What was the most important consequence of the Arab-Israeli War of 1948? Why?

Shifting borders

Spend a few minutes examining Maps A-D below.

Answer these questions:

How are they different?

Why did these changes occur?

How would these changes make you feel if you were a) Palestinian b) Jewish?

Map A - Palestine-Israel before WWI (pre-1918):



Map B - Palestine during the British Mandate (1918-1948):



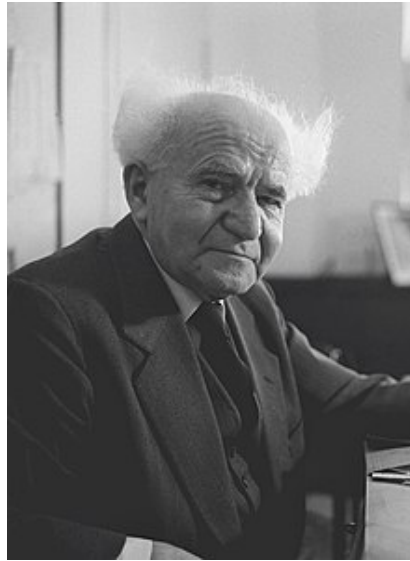
Map C - UN Partition Plan in November 1947:



Map D - The new borders after the 1948 Arab-Israeli war:



David Ben-Gurion



David Ben-Gurion was born in Poland in 1886. His father was an ardent Zionist, and in 1906 Ben-Gurion set off for Palestine-Israel. In his memoirs he explains that he left Poland not for 'negative reasons' of fleeing antisemitism, but for the 'positive purpose' of creating a Jewish state. In 1917, Ben-Gurion married and had three children

During the British Mandate, Ben-Gurion called for accelerated Jewish immigration to Palestine-Israel, and in the 1920s he became an increasingly influential member of the Yishuv (the Jewish community in pre-1948 Palestine-Israel). In 1935 he was elected chairman of the Zionist Executive and Head of the Jewish Agency

In 1948, Ben-Gurion became the **first Prime Minister of Israel**. He continued to lead the new state from 1948 until 1963, with a short break between 1954 and 1955. He left office in 1963 and retired from politics in 1970. He passed away in 1973

Activity

Create a short profile of David Ben-Gurion using this information

The Law of Return

The 1950 Law of Return stated that any Jew in the world had the right to travel to Israel and become an Israeli citizen. This meant that by 1951 the population of Israel had **doubled** to over 1.3 million people. This map shows Jewish immigration between 1948 and 1950

JEWISH IMMIGRATION TO THE STATE OF ISRAEL 1948-1950



Where did Palestinians live between 1948 and 1967?

1949 ARMISTICE LINE

- Within the new state of Israel, as second-class citizens** (Arrow points to the area within the 1949 armistice line)
- In Gaza, which was under Egyptian control** (Arrow points to the Gaza Strip)
- In the West Bank, which was under Jordanian control** (Arrow points to the West Bank)
- In 55 massive tented refugee camps in Jordan, Lebanon and Syria** (Arrow points to the West Bank and Jordan)

The situation for Palestinians



Meanwhile, hundreds of thousands of Palestinians were still miles from home. The Nakba had made 750,000 Palestinians refugees. In 1948, UN Resolution 194 stated that Palestinian refugees must be able to return to their homes or be financially compensated. But **nothing was done!**

Palestinians were now spread across Palestine-Israel and the surrounding countries. The Palestinians within the new state of Israel's borders were placed under military law. Palestinians in the West Bank were under Jordanian authority. And the 200,000 Palestinian refugees who found themselves in Gaza were under Egyptian authority. Other Palestinian refugees were spread across 55 massive tented refugee camps in Jordan, Lebanon and Syria. In 1949, UNWRA had been established to help with these camps

1948 until 1967 was a very **difficult time for Palestinians**. Another 69 Palestinians were killed by Israeli forces in Qibya in the West Bank in 1953, and an attack on Palestinians in Al-Sammou in the West Bank in 1963 led to the UN condemning Israel for "violating the United Nations Charter and the General Armistice Agreement"

The context of the Cold War



There was also tension between countries between 1948 and 1967 due to the Cold War

This was a time of **intense rivalry** between the **USSR** and western countries (particularly the **USA**). It started in the 1940s as the USSR and USA emerged as the new **superpowers** after WW2. The tension lasted until 1991

The rivalry between these superpowers was about ways of ruling: **communism vs. capitalism**. Communism is about **everyone** owning the means of production and there being no money or social classes. In contrast, capitalism is about **individuals** owning the means of production and making their own money. The USSR and USA believed in very different approaches to life

Key events of the Cold War include the 1956 Suez Crisis, the Korean War and the Cuban Missile Crisis of 1962. The war is known as 'cold' because it never got 'hot'. There was never *direct* military action between the USSR and the USA. However, **this doesn't mean that it wasn't violent**: many individuals died in the 'proxy' wars that took place as a result of this rivalry and tension. A 'proxy' war is an armed

conflict between two parties on behalf of others. The main example of this was the Korean War which took place between 1950 and 1953, with South Korea representing the USA and North Korea representing the USSR. Between 2 and 3 million people died in this proxy war

Gamal Abdel Nasser



Gamal Abdel Nasser was born in Alexandria, Egypt in 1918. His father was a postal worker, which meant that he moved around a lot during his childhood. When he was at secondary school Nasser became involved in an Egyptian nationalist political party. In 1935, Nasser led a student demonstration against British rule

After school, Nasser focused on his military career. His first battlefield experience was during the Arab-Israeli War of 1948. Then, in 1952, Nasser led the 23 July Revolution, which overthrew the monarchy in Egypt and led to huge political, economic and social change. He was formally elected President of Egypt in 1956 and remained in this post until his death in 1970

Activity

Create a short profile of Gamal Abdel Nasser using this information

The Suez Canal



The Suez Canal is an artificial waterway connecting the Mediterranean Sea and the Red Sea. It took ten years to build and opened in 1869. The creation of the canal means that ships do not need to travel all the way around Africa. In the 1950s, this meant that journey times were reduced by two weeks!

The Suez Crisis of 1956

Since the nineteenth century, there had been growing anti-colonial, nationalist feeling in Egypt. In 1922, Egypt had gained its independence from the British. However, the British had kept control of the Suez Canal. On 26 July 1956, Nasser nationalised the canal. He took it from British and French control and into Egyptian control

Britain and France were not happy about this. Israel was also worried by Nasser's popularity in the Arab world because there was growing support at this time for Arab nationalism: a political movement to unite Arabs. Nasser was seen as the leader of this movement

On 29 October 1956, war broke out between **Israel, Egypt, Britain and France**. However, pressure from the USA and USSR meant that fighting stopped after just a week. Britain and France were forced to stand down. This was an **embarrassment** that some say signified the end of Britain's role as a major global power. This is also known as the second Arab-Israeli War. Egyptians call it the **Tripartite Aggression**

Check your knowledge

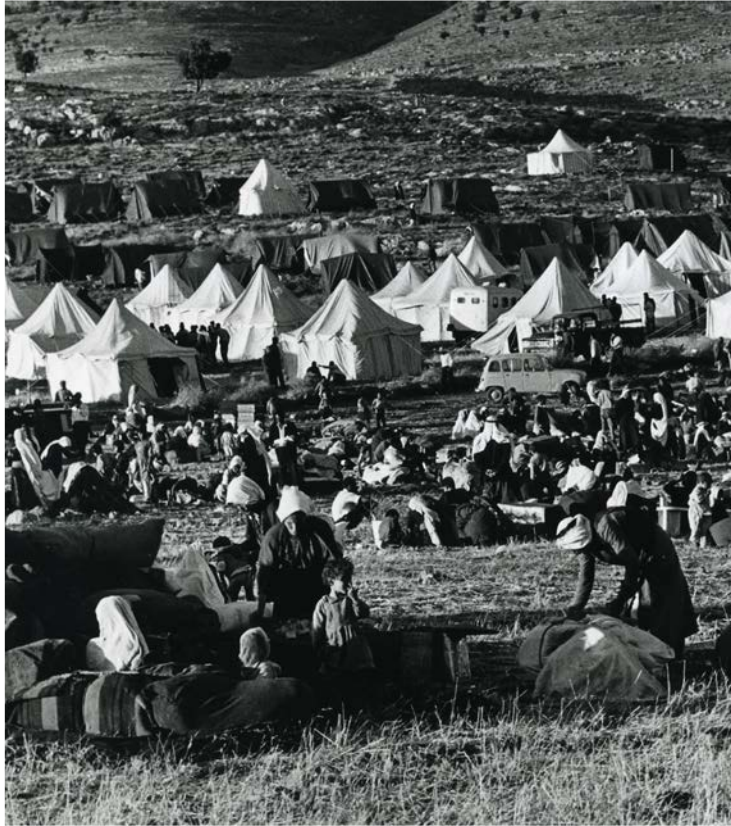
- 1) Using Map D from 1949 to help you, list three consequences of the Arab-Israeli War of 1948
- 2) Where did Palestinians live in the 1950s?

Extension activity

To help you remember what happened to the Palestinians in 1947 and after, write a series of diary entries from the point of view of a Palestinian

Lesson 9

What were the consequences of the June 1967 War?



1967 refugee camp

By the end of this lesson, you should be able to:

Identify the increasing tension in the build up to the June 1967 War

Describe the events of 1967

Explain the consequences of 1967 for the Palestinians

Keywords

Occupation

Settlements

Golan Heights

Sinai Peninsula

Naksa

June 1967 War

1978 Camp David Accords

UN Resolution 242

Knowledge check!

- 1) What did the map of Palestine-Israel look like between 1948 and 1967?
- 2) Who controlled the following areas:
 - a) The new state of Israel
 - b) The West Bank
 - c) Gaza
- 3) Where did the Palestinians now live?

Can you find these words?

Occupation	P U B R T X D Q Z E S E T B B
Settlements	H M W H Y B W P Q K U I O E Y
Golan Heights	S Y G Z T O O H I Z A W N F H
Sinai Peninsula	A E D O F E R I Z N G L N A K
Naksa	E Q T O L M N G K T P X B N I
	E G M T K A E W M N W E D N A
	K V T Z L V N S E D U P D U U
	S O B B J E D H J E C Z L V M
	U H V B D E M N E H O Q F I X
	S Z I A U W Z E N I V M A L L
	N F G N A K S A N F G I H B P
	D I J F G Q N U K T M H O T P
	F H E J U S Y B L I S D T O T
	T S C O C C U P A T I O N S O
	P E N I N S U L A R H J U O P

Have you come across any of these words before?
Can you define any of them?

June 1967 War



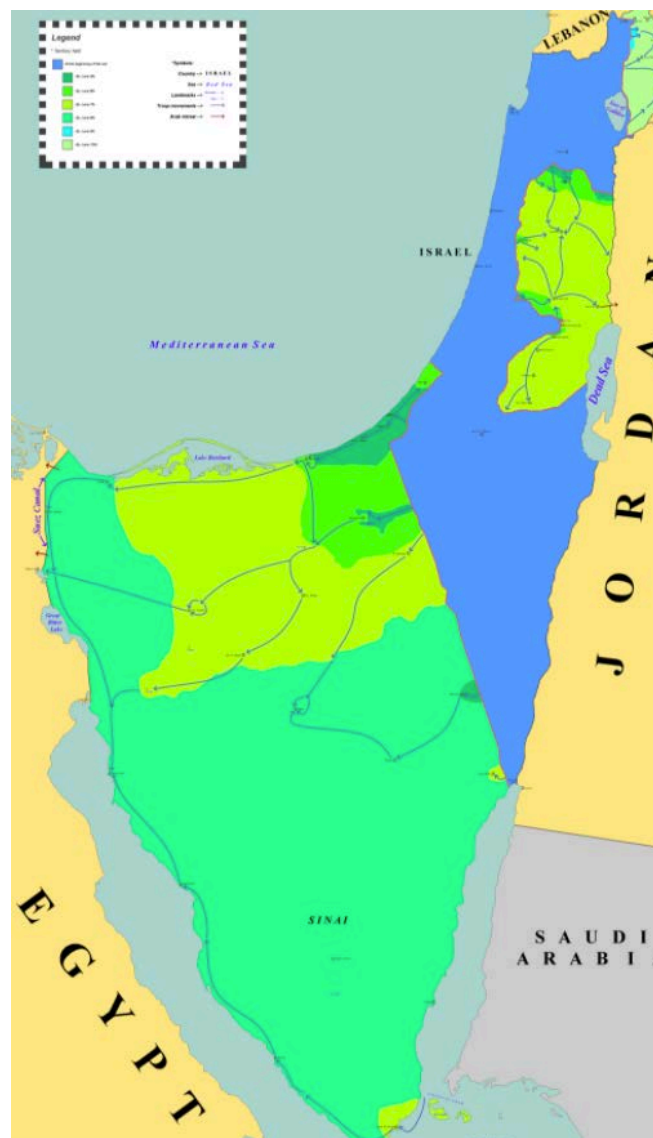
The June 1967 War is also known as the **Third Arab-Israeli War**, after the **First Arab-Israeli War** of 1948 and the **Second Arab-Israeli War** of 1956

Tension had been increasing between Israel and **Egypt** over access to the **Straits of Tiran**, the narrow sea passage which is strategically important to both Israel and Egypt. In 1967, for example, 90% of Israel's oil came through the Straits of Tiran. Tension had also been increasing between Israel and **Syria** in the north

On 22nd May, Nasser closed the Straits of Tiran to Israeli shipping, and on 30th May 1967, a defence agreement was signed between Jordan and Egypt

On the morning of 5th June, **Israel attacked Egypt**. There was compulsory military service in Israel at this time, so Israel was ready to fight

Map of the June 1967 War



The Six Days of the War

- 5th June / Day 1: Israel launches a surprise attack on Egyptian air forces and also attacks Syrian, Jordanian and Iraqi air forces. By midday, all of Egypt's airfields and most of Egypt's planes have been bombed. Israel also enters the **Sinai Peninsula**. Jordan's airfields and air forces are also attacked, and Jordan responds by attacking Israeli cities including West Jerusalem
- 6th June / Day 2: extensive fighting takes place between Israeli and Jordanian forces across the **West Bank**, particularly over control of Jerusalem
- 7th June / Day 3: Israel captures East Jerusalem and the **Old City of Jerusalem** including the Western Wall and the Dome of the Rock
- 8th June / Day 4: Israeli forces capture the **Sinai Peninsula**. They also capture the **West Bank**, with 300,000 refugees fleeing to Jordan
- 9th June / Day 5: Israeli forces capture the **Golan Heights**, taking most of it from Syria
- 10th June / Day 6: Israeli forces capture even more of the **Golan Heights**. Jordan, Egypt and Syria all accept the UN's call for a ceasefire

Activity

Using this information, create a table of what happened in 1967 for the different parts of Palestine-Israel and the surrounding areas:

Area	Who controlled it before 1967?	What happened in the June 1967 War?
Israel	The new state of Israel	Various cities in Israel were attacked by Jordan, including West Jerusalem. But Israel retained control
West Bank	Jordan	After fighting between Israel and Jordan, Israel occupied the area
Gaza		
East Jerusalem and the Old City of Jerusalem		
Sinai Peninsula		
Golan Heights		

The consequences of June 1967

The death toll: around 800 Israelis were killed and 20,000 Arabs (including Palestinians)

As we have seen, 1967 was a huge **military victory** for Israel: by occupying the West Bank, Gaza, East Jerusalem, the Golan Heights and the Sinai Peninsula, the territory under Israel's control had **quadrupled**

However, 300,000 more Palestinians had become refugees. This is why 1967 is also known as the '**Naksa**' meaning 'setback' in Arabic

Some of the Palestinian territory occupied by Israel in 1967 had religious significance, for example Jerusalem and Hebron. This encouraged thousands of Israelis to establish **settlements** in the West Bank and Gaza. The state of Israel invested in infrastructure for these settlers (eg. roads) and **life became increasingly difficult for the 1 million Palestinians who were now living under Israeli occupation**

The map after 1967



Question

What does this map tell us about the consequences of the 1967 war?
Are any parts of Palestine-Israel *not* under Israeli occupation here?

Activity

Imagine you were born in Palestine-Israel in 1900. Write a short description of how things have changed since you were born, finishing in 1967

UN Resolution 242

This was adopted at the end of 1967, with the support of both the USA and the USSR. The main idea was '**Land for Peace**':

- Israel must withdraw from territory it had occupied during the June 1967 War
- The surrounding Arab countries such as Egypt and Jordan must recognise Israel's right to exist
- The "refugee problem" should be settled fairly

What did Israelis and Palestinians think of this?

-Israelis were **divided**: they wanted peace, but they also wanted land! It protected them from surrounding Arab countries and it had religious significance too

-Palestinians were **not happy**: how much land would be returned? How was the refugee problem going to be settled *fairly*?

Eventually Resolution 242 was accepted by the countries mentioned above, despite its lack of clarity. This lack of clarity was going to cause **problems...**

Question

What was Resolution 242 and why was it problematic?

The Yom Kippur War of 1973

After 1967, the tension continued between Israel and Egypt, particularly over the Suez Canal. This was also becoming an arena for Cold War tension. The USSR was supporting Egypt and the USA was supporting Israel. In 1970, Gamal Abdel Nasser died and was replaced by Anwar Sadat as President of Egypt. On **Yom Kippur** (the holiest day of the year in Judaism), which was 6th October **1973, Egypt and Syria attacked Israel**. Israel was not prepared for this attack, and at first Egypt and Syria had the upper hand in reclaiming the Israeli-occupied Golan Heights in the north and the Sinai Peninsula in the south. But Israel soon mobilised its troops, managed to reclaim control of the land it had occupied in 1967, and kept pushing further. Pressure from the USA convinced Israel to agree to a **ceasefire** on 25th October

The Camp David Accords, 1978: two agreements between **Israel and Egypt** about **Israel and Palestine**. We'll return to this in a future lesson

Check your knowledge

- 1) Why was there increasing tension in the build up to the June 1967 War?
- 2) What happened in 1967?

Exam-style question:

Explain **two** consequences of the June 1967 War [8 marks]

Lesson 10

How did Palestinian nationalism change in the 1960s and 1970s?



Yasser Arafat

By the end of this lesson, you should be able to:

Identify the impact of the June 1967 War on Palestinian nationalism
Describe the Palestinian national movement in the 1960s and 1970s
Explain the differences among Palestinian nationalists at this time

Keywords

Keffiyeh
Yasser Arafat
Fatah
Popular Front for the Liberation of Palestine (PFLP)
Palestine Liberation Organisation (PLO)
Munich Olympics Massacre, 1972

Knowledge check!

- 1) What is nationalism? What are some examples?
- 2) What is Palestinian nationalism?
- 3) Where did Palestinians live after the Nakba of 1948 and the Naksa of 1967?

In May 2021, demonstrations for Palestine took place across the UK. 180,000 people gathered in London

How many keffiyehs can you spot in this photo?

The impact of June 1967 on Palestinian nationalism

Over six days in June 1967, Israel defeated Egypt, Jordan and Syria. By occupying the West Bank, Gaza, East Jerusalem, the Golan Heights and the Sinai Peninsula, the territory under Israel's control quadrupled

Witnessing this defeat of their Arab neighbours, Palestinians realised that they needed to strengthen **their own national movement** against Israeli aggression. However, the Palestinians were geographically divided at this time, as we have already seen. This meant that the Palestinian nationalist movement was divided too

Timeline activity

Using the information below, create a brief timeline of the key events in Palestinian nationalism between 1959 and 1972

October 1959: Fatah is established by Yasser Arafat	1964: Nasser convenes the first Arab summit in Cairo and the PLO is established	September 1970: PFLP hijacks and blows up three planes (without passengers)	1967: Fatah joins the PLO
September 1972: nine Israeli athletes are massacred by the Black September group at the Munich Olympics	1967: George Habash establishes PFLP	March 1968: The Battle of Karameh increases Yasser Arafat and Fatah's popularity among Palestinians	

Fatah



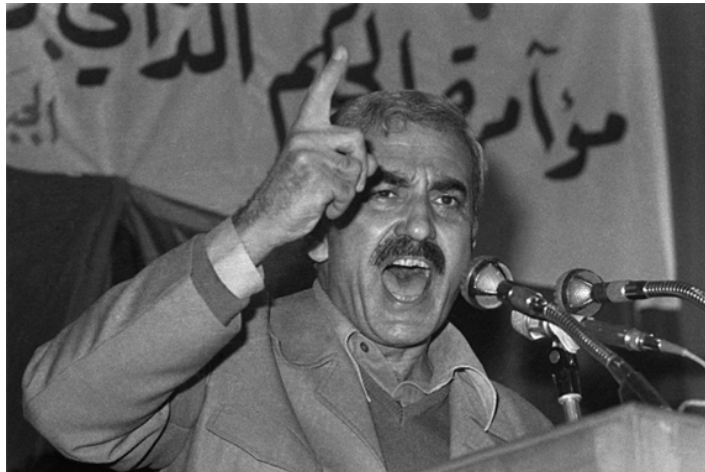
This movement started among Palestinians in refugee camps in Egyptian-controlled Gaza in the 1950s and was formally established during a series of meetings in Kuwait in 1959. Inspired by the Algerian liberation movement, the main founder was Yasser Arafat, alongside other Palestinians who had attended universities in Cairo and Damascus

Fatah quickly became very popular among Palestinian refugees in both refugee camps and urban centres such as Amman and Damascus. It was specifically about Palestinian nationalism (rather than Arab nationalism) and it was a secular movement (it advocated the separation of state and religion)

Fatah's strategy was **armed struggle**, especially **guerrilla warfare** to **pressure Israel into leaving the occupied territories**. Its popularity was boosted by the Battle of Karameh of March 1968. This was the first Palestinian victory over Israel on their own (without the help of other Arab states)

Guerrilla warfare: when small groups use military tactics (eg. raids/ambushes) to fight a larger military (eg. Israel)

PFLP



After Fatah, the Popular Front for the Liberation of Palestine (PFLP) was the next biggest Palestinian nationalist group in the 1960s and 1970s. Inspired by Latin American revolutionary ideology and Che Guevara, PFLP was founded by Palestinian Christian **George Habash** in 1967. Habash had previously founded the Arab Nationalist Movement in 1951, but in 1967 he turned his attention towards a more specifically Palestinian nationalism

Like Fatah, PFLP was a secular, non-religious group. Its strategy was **armed struggle**, particularly **attacks outside Israel to bring global attention to the Palestine crisis**. In 1969, PFLP hijacked three planes and blew them up (without their passengers) in the Jordanian desert. Again, in September 1970, PFLP hijacked four planes and blew three of them up (without their passengers) at Dawson's Field in Jordan

PLO



Although Fatah had been established in 1959, in the early 1960s there was still no recognised representative Palestinian body. To address this, Gamal Abdel Nasser of Egypt convened the first Arab summit in Cairo in 1964. The aim was to **establish a recognised representative Palestinian body**

It was difficult to organise this, given the geographic dispersal of Palestinians at this time. Eventually however, the **Palestine Liberation Organisation (PLO)** was established as a recognised representative body of the Palestinian people, with the motto 'National Unity, Arab National Mobilisation, and Liberation'

The aim of the PLO was to establish a Palestinian state across the whole of Mandate Palestine. Its strategy was **armed struggle** to achieve the liberation of Palestine

Rather than thinking of the PLO as a rival to Fatah or PFLP, it's best to think of the PLO as an **umbrella organisation of Palestinian nationalism**. Fatah joined the PLO in 1967, and has mostly been the dominant party in the PLO ever since

Since 1964, the PLO has been **widely recognised as representative of the Palestinian people**. It has had **observer status** at the UN since 1974, which means that it can participate in UN activities, but it cannot vote

Activity

Use this information to complete the table below on Palestinian nationalism in the 1960s and 1970s:

Palestinian organisation:	Origins and year of establishment:	Important individuals:	Type of nationalism:	Strategy:
Fatah				
PFLP				

Questions

What was the difference between Fatah and PFLP?

Would you have supported either group if you were Palestinian in the 1960s and 1970s? Why?

The PLO, Jordan and Black September



After the June 1967 War, the PLO and Fatah launched attacks on Israel from their bases in Jordan. This meant that when Israel retaliated, Jordan was affected. Not only this, but King Hussein of Jordan was concerned because half of the Jordanian population were Palestinian refugees and this threatened his leadership of the country

In 1970, after the Dawson's Field attack, King Hussein **expelled the PLO from Jordan** and fighting ensued. This is known as Black September. Over 3000 Palestinians and 500 Jordanians lost their lives. As a result of this, the PLO had to move to **Lebanon**

Not long after this expulsion from Jordan, a group called **Black September** emerged. In 1971, this group assassinated the Jordanian Prime Minister. And in 1972, they massacred nine Israeli athletes at the Munich Olympics

The Lebanon War of 1982

Having moved to Lebanon in 1970, the PLO launched attacks from Lebanon into Israel. This meant that tensions only increased between Israel and Lebanon. After an assassination attempt by Palestinian nationalists on Shlomo Argov (Israel's ambassador to the UK), **the IDF invaded south Lebanon on 6th June 1982**. The IDF then moved northwards, attacking Beirut, the capital. By August, Lebanese leaders had had enough: they **ordered the PLO and Palestinian fighters to leave**. The PLO leadership and many fighters now went to Tunisia, Syria and further afield

It was in this context that the **Sabra and Shatila massacres** occurred. Between 16th and 18th September 1982, Lebanese Christian militias entered the now unprotected refugee camps of Sabra and Shatila and massacred between 460 and 3,500 individuals, mostly Palestinians. The IDF did not intervene to stop the massacre

Palestinian identity

Palestinian identity was strengthened in many ways throughout the twentieth century, including through embroidery and poetry. These are extracts from 'ID Card' by Palestinian poet **Mahmoud Darwish** from 1964. Read the extracts and answer these questions:

- What is the message of this poem?
- What feelings are being expressed? Why?

ID Card, Mahmoud Darwish

Write down:

I am an Arab.

My ID card number is 50,000.

XXX

Write down:

I am an Arab.

Hair coal-black,

Eyes brown,

My distinguishing feature:

On my head a koufiyah topped by the igal,

And my palms, rough as stone,

Scratch anyone who touches them.

My address:

An unarmed village—forgotten—

Whose streets are nameless,

And all its men are in the field and quarry.

Are you angry?

XXX

Write down:

I am an Arab

Robbed of my ancestors' vineyards

And of the land cultivated

By me and all my children.

Nothing is left for us and my grandchildren

Except these rocks...

Will your government take them too, as reported?

Therefore,

Write at the top of page one:

I do not hate people,

I do not assault anyone,

But...if I get hungry,

I eat the flesh of my usurper.

Beware...beware...of my hunger,

And of my anger.

Check your knowledge!

- 1) What was the impact of the June 1967 War on Palestinian nationalism?
- 2) What did the following groups want, and what was their strategy to achieve it?
 - Fatah
 - PFLP
 - PLO

Lesson 11

What were the causes and consequences of the First Intifada?



By the end of this lesson, you should be able to:

Describe what happened during the First Intifada
Explain the causes of the First Intifada
Discuss the consequences of the First Intifada

Keywords

Intifada
First Intifada, 1987-1993
Grassroots movement
Jabalia camp
Boycott

Knowledge check!

1) What were the consequences of the June 1967 War for the West Bank and Gaza?

First Intifada, 1987-1993

A massive uprising of Palestinians against Israel's ongoing occupation of the West Bank and Gaza

Palestinian living conditions in the West Bank and Gaza

As we have seen, life was **very difficult** for Palestinians in the West Bank and Gaza after 1967. Palestinians **lost their homes** whilst thousands of Israelis established **settlements**. Palestinians were also arrested and imprisoned by the Israeli military, often **without trial**. Daily harassments and beatings of Palestinians became routine

As the Palestinian population increased but the Palestinian share of the land was reduced, the West Bank and Gaza became **dangerously overcrowded** and **unhygienic** as a result

Also, due to the economic restrictions placed on Palestinians by Israeli rule, there were very few jobs available and as a consequence there was **high unemployment, particularly among the young**. Some Palestinians found work in Israel, but they were often **paid less** than their Israeli counterparts for doing a comparable job. Palestinians also had to pay a **higher rate of tax**, but did not have the same access to **medical or social services**

Historian Benny Morris on life for Palestinians

According to historian Benny Morris, life for Palestinians under Israeli occupation in the West Bank and Gaza at this time was characterised by “brute force, repression and fear, collaboration and treachery, beatings and torture chambers, and daily intimidation, humiliation, and manipulation” (Benny Morris, *Righteous Victims*, 1999)


Increasing tension

Between 1967 and 1987, **tension increased** between Palestinians and Israelis and there were numerous **attacks by both sides**. For example, on 11th March 1978, 38 Israelis (including 13 children) were killed by Palestinian nationalists. This is known as *The Coastal Road massacre*. In the same month, **1100 Palestinians and Lebanese** were killed during an Israeli invasion of south Lebanon, known as *Operation Litani*

With tensions at tipping point, on **8th December 1987**, four Palestinians were killed in a collision with an IDF truck in Jabalia refugee camp, Gaza. Jabalia was the largest Palestinian refugee camp and one of the most densely populated places on earth. For the Palestinians, this was the **final straw**: the First Intifada now began

Volcano activity

Volcano activity



Extension question:
Which long-term cause was the most significant? Why?

The First Intifada (1987-1993)

Trigger cause:

Short-term causes:

Long-term causes:

What were the causes of the First Intifada?

Use your existing knowledge and the information provided to complete the volcano

Questions

Answer these questions using the information in this chapter:

- How did the First Intifada start?
- Which parts of Palestinian society took part in the demonstrations?
- How did Israel respond to the Palestinian demonstrations?
- Why was this criticised?
- What does UNLU stand for? What did the UNLU organise?
- When and why did the First Intifada end?

Extension Question: Why is the First Intifada significant?

What happened during the First Intifada?

On 8th December 1987, four Palestinians were killed in a collision with an IDF truck in Gaza. The **funerals** of these four Palestinians turned into **demonstrations** against Israeli occupation. Over the next few weeks, these demonstrations **spread** across Gaza and the West Bank

These were **widespread, grassroots demonstrations**: Palestinian men, women and children came together from all over, but they were not led by the PLO. **Most of this was peaceful and non-violent**, but stones and petrol bombs were also thrown by Palestinians at the IDF

- How did Israel respond?

The Israeli response to the Palestinian uprising across the West Bank and Gaza was **brutal violence**. Israel deployed **80,000 soldiers** and these soldiers even shot **peaceful protesters** and **beat Palestinian children**. In fact, **53 Palestinian children** were killed by IDF soldiers in the first year of the Intifada, and many more children had their **bones broken** by the IDF

-What did the international community say?

The international community said **this had to stop**. As a consequence, Israel switched to using plastic bullets instead, but these still caused **horrible injuries**. By 1993, 1,200 Palestinians had been killed and 130,000 Palestinians had been injured in the uprising

-The Unified National Leadership of the Uprising (UNLU)

Palestinians were also **boycotting** Israel at this time. A boycott is the decision *not to use or buy something, usually for political reasons*. This is an important nonviolent expression of protest. Palestinians wouldn't buy Israeli products, work in Israel or pay Israeli taxes. During the Intifada, a group of Palestinians created the Unified National Leadership of the Uprising (**UNLU**) to coordinate the demonstrations and boycotts

Eventually, talks between Israel and the PLO took place at the **Madrid Conference of 1991**. But it was not until **1993** that limited agreements were reached in the Oslo Accords

The role of women

Often the First Intifada is seen as a male uprising by Palestinian men and boys. But actually, women were **the backbone of the uprising**. They played a really important role in the First Intifada. In fact, one third of the Palestinians killed were women

Women in the West Bank and Gaza organised **demonstrations and boycotts** across the country, and they also coordinated **education and health services** for Palestinians at this time

Does this surprise you? Why or why not?

Consequences

The First Intifada had **huge human consequences**. 1,200 Palestinians were killed and 130,000 Palestinians were injured. On top of this, tens of thousands of Palestinians were imprisoned and many were **routinely tortured**. 160 Israelis were killed

On a daily level, the economies of both Israel and Palestine suffered enormously. Money was spent on **security rather than development**, which meant that businesses collapsed. For Palestinians, **schools were closed** for long periods and the unemployment levels only got higher. For Israelis, tourism suffered and **some Israelis started to question** the occupation of the West Bank and Gaza

On the other hand, the First Intifada had shown the **strength of the Palestinian movement**: even without the leadership of the PLO, the Palestinian people had united with mostly peaceful demonstrations and boycotts against the ongoing Israeli occupation

The First Intifada also brought **international attention** to the situation in Palestine-Israel: Israel was criticised by the international community for its **disproportionately violent response** to the Palestinian uprising

Activity

In small groups, summarise the consequences of the First Intifada in two lists, one showing negative consequences and the other showing positive consequences

Debating activity

You are now going to be assigned a partner. You and your partner are either in '**support**' or '**opposition**' to the Israeli occupation of the West Bank and Gaza. You can spend a few minutes preparing your argument. Then you will join with another pair and have a debate

What can you use from this lesson and other lessons to support your argument? Which arguments do you find most convincing? Why?

Make a note of the best points raised by the other side

Support for Israeli occupation of the West Bank and Gaza:

Israel took control of the West Bank and Gaza in the June 1967 War. This was a military victory for Israel. Some of this land has huge religious significance for Zionists, so Israeli settlers should be able to build homes and live there now.

Opposition to Israeli occupation of the West Bank and Gaza:

The West Bank and Gaza is Palestinian land. Palestinians have lived here for centuries. UN Resolution 242 says that Israel should withdraw from the territory it occupied during the June 1967 War, not keep building on it.

Check your knowledge!

What were three causes of the Intifada?

How long did the First Intifada last?

What were three consequences of the Intifada?

Lesson 12

How successful were the Oslo Accords?



By the end of this lesson, you should be able to:

Describe what the Oslo Accords were
Explain why the Oslo Accords were celebrated
Discuss the success of the Oslo Accords

Keywords

Oslo Accords
Peace process
Johan Jorgen Holst
Yitzhak Rabin

Knowledge check!

- 1)What was the First Intifada?
- 2)What was life like for Palestinians between 1967 and 1987?

The Oslo Accords

agreements between Israel and the PLO in 1993 and 1995. They agreed to work together for 5 years to reach an agreement about the future of Palestine and Israel

The details

First, both sides **recognized the legitimacy of the other**. In 1988, the PLO recognized Israel as a country, and in 1993 Israel recognized the PLO as representative of the Palestinian people

On 13th Sep 1993 in Washington DC, Oslo I was signed: The Declaration of Principles on Interim Self-Government Arrangements

“The Government of the State of Israel and the PLO team (in the Jordanian Palestinian delegation to the Middle East Peace Conference) (the "Palestinian Delegation"), representing the Palestinian people, agree that it is time to put an end to decades of confrontation and conflict, recognize their mutual legitimate and political rights, and strive to live in peaceful coexistence and mutual dignity and security and achieve a just, lasting and comprehensive peace settlement and historic reconciliation through the agreed political process”

Israel and the PLO also agreed that:

- an elected Palestinian parliament would be established
- Israel would gradually withdraw from some parts of Gaza
- the PLO would distance itself from terrorist groups

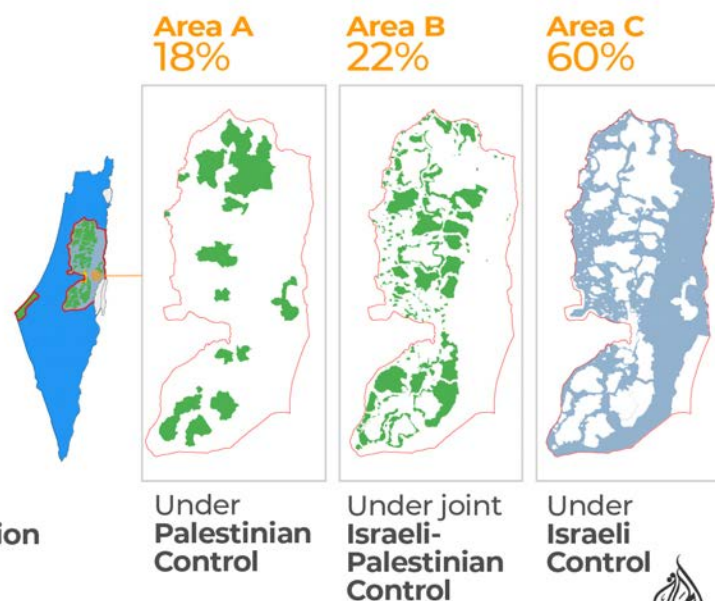
Two years later, on 28th Sep 1995 in Taba, Egypt, Oslo II was signed. Israel and the PLO agreed that Gaza would be part of Palestine, and that the West Bank would be *temporarily* split into three areas: A, B and C

1993 & 1995 Oslo Accords

1993 & 1995 Oslo accords

-  Palestinian (under Israeli occupation)
-  Israeli
-  Area C - (Palestinian under Israeli control)

The occupied West Bank was **divided into three areas** - A, B and C - as part of the Oslo Accords, signed by the **Palestine Liberation Organization (PLO)** and Israel.



Letters of 'mutual recognition'

Letter A

September 9, 1993

Mr. Prime Minister (Yitzhak Rabin),

The signing of the Declaration of Principles marks a new era... I would like to confirm the following PLO commitments: The PLO recognizes the right of the State of Israel to exist in peace and security... The PLO commits itself...to a peaceful resolution of the conflict between the two sides... the PLO renounces the use of terrorism and other acts of violence...

Sincerely,

Yasser Arafat (Chairman of The Palestine Liberation Organization)

Letter B

September 9, 1993

Mr. Chairman (Yasser Arafat),

In response to your letter of September 9, 1993, I wish to confirm to you that, in light of the PLO commitments included in your letter, the Government of Israel has decided to recognize the PLO as the representative of the Palestinian people and commence negotiations with the PLO within the Middle East peace process...

Yitzhak Rabin (Prime Minister of Israel)

Activity

Read through the letters and identify the most significant parts. Why are these parts significant?

Questions

- 1) Why were the letters of 'mutual recognition' important?
- 2) What is a 'peace process'?
- 3) Why were the Oslo Accords seen as the start of a peace process?

Why the Oslo Accords?



Because Oslo in Norway is where the secret negotiations that led to the Oslo Accords began. The negotiations were started by Johan Jorgen Holst, the Norwegian Foreign Minister

The start of a 'peace process'

This was the first time that Israel had recognised the PLO as representative of the Palestinian people, and it was only recently that the PLO had recognised Israel's right to exist. This was an important first step. Both Israel and the PLO now appeared committed to achieving peace. However, this did not go to plan

What happened?

At first, things went according to plan. Israel withdrew troops from Gaza and Jericho, and under the 1994 Gaza-Jericho Agreement, an elected Palestinian parliament was established: the Palestinian Authority (PA)

However at the same time, Israeli settlements continued to be constructed in the West Bank and Israel felt that the PA was not distancing itself adequately from terrorist groups

Discussion

- 1) How would you feel about these developments if you were:
 - a. Palestinian?
 - b. Israeli?

So was a peace agreement reached?

Unsurprisingly, neither side felt that the other was keeping its end of the deal. So the goodwill that was so crucial to reach an agreement between Israel and Palestine **deteriorated and no peace agreement was reached**

And then the Camp David Summit failed in 2000, paving the way for the *Second Intifada*

Areas A, B and C

What happened to the Palestinian land that had *temporarily* been divided into areas A, B and C under the Oslo Accords? This "temporary" division of Palestinian territory remains in place today

2020 Israeli settlements

Israeli settlers:
600,000 - 750,000

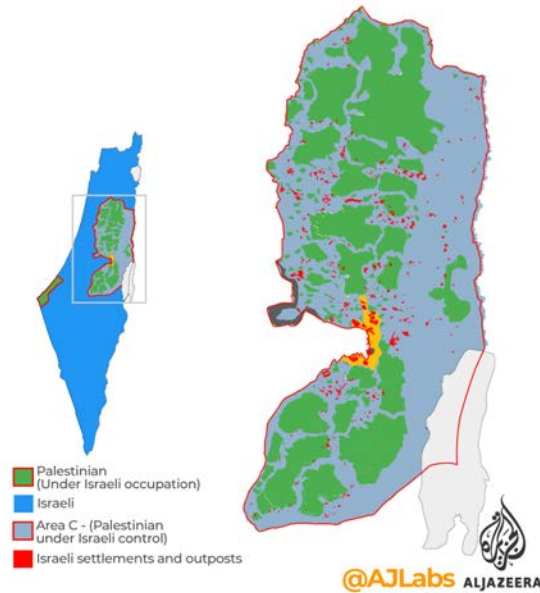
Settlements are Jewish communities built on Palestinian land.

There are between **600,000 - 750,000 Israeli settlers** living in at least **250 settlements** in the occupied West Bank and East Jerusalem.

Israeli settlements are illegal under international law.



Source: B'Tselem (2017)



Activity



Answer the questions below using these keywords:

- Oslo Accords
- Peace Process
- Johan Jorgen Holst
- Yitzhak Rabin

- 1)What were the Oslo Accords?
- 2)Who signed the Oslo Accords? When? Where?
- 3)Why were the Oslo Accords significant?
- 4)How successful were the Oslo Accords?

Extension activity



Edward Said on the Oslo Accords: “let us call the agreement by its real name: an instrument of Palestinian surrender, a Palestinian Versailles”

The Oslo Accords have been described by Palestinian public intellectual Edward Said as a “Palestinian Versailles”

To what extent were the Oslo Accords a Palestinian Versailles? Remember to justify and contextualise your answer

Hint:

WWI ended on 11th November 1918, when Germany surrendered and all nations had agreed to stop fighting. On 28th June 1919, the Treaty of Versailles formally ended the war. This was negotiated at the Paris Peace Conference and it was signed by Germany, Britain, France, Italy and Russia. The Treaty of Versailles had huge consequences for Germany. Germany had to accept full responsibility for the war under the ‘War Guilt Clause’ (Clause 231), it lost a great deal of territory and 10% of its population. Germany also had to pay 132 billion gold marks in reparations, which is the equivalent of \$269 billion today. There were also severe military restrictions on the country

Lesson 13

What were the consequences of the Second Intifada for Palestine-Israel?



By the end of this lesson, you should be able to:

- Describe what the Second Intifada was
- Explain the causes of the Second Intifada
- Discuss the consequences of the Second Intifada

Keywords

Al-Aqsa Mosque
Ariel Sharon
2000 Camp David Summit
Second Intifada, 2000-2005

Knowledge check!

- 1)What is the keffiyeh?
- 2)What were the Oslo Accords?
- 3)Were they successful?
- 4)What was the Sabra and Shatila massacre of 1982?

2000 Camp David Summit

Camp David is the country retreat of the US President. At Camp David in 1978, US President Jimmy Carter brokered an agreement between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. In 2000, US President Bill Clinton invited Yasser Arafat (Head of the PLO and now Chairman of the Palestinian Authority) and Ehud Barak (Israeli Prime Minister) to Camp David, in the hope of

once again brokering a deal between two opposed leaders. Unfortunately, **no agreement was reached**. This is important context for understanding the outbreak of the Second Intifada in 2000

The Second Intifada (2000-2005)

Another massive uprising of Palestinians against Israel, triggered by the failure of the Oslo Accords and the 2000 Camp David Summit

Also known as the *Al-Aqsa Intifada*

The significance of Jerusalem: Recap

Jerusalem, particularly the Old City including the Al-Aqsa Mosque area, is important to Jews, Christians and Muslims for different reasons

For Jews, all of creation began in Jerusalem. The Western Wall in the Old City of Jerusalem is the **holiest place where Jews can pray**

For Christians, Jerusalem is where **Jesus preached, celebrated his Last Supper, died by crucifixion, and was resurrected by God**

For Muslims, Jerusalem is from where the prophet Muhammad **ascended to heaven**

Al-Aqsa Mosque



Over 90% of Palestinians are Muslim. Al-Aqsa Mosque is the holiest site in Jerusalem for Muslims. Located in the Old City of Jerusalem, it is the third holiest site in Islam, after Mecca and Medina. Al-Aqsa Mosque was the first Qiblah (direction for prayer) and the **second mosque ever built**

Why was there another Intifada?



Long-term causes:

- The ongoing question of **land**: Israel still occupied the West Bank, Gaza and East Jerusalem
- The **continued construction of illegal Israeli settlements**: Israel was still demolishing Palestinian homes and allowing settlements to be built on Palestinian land, despite many UN Security Council Resolutions condemning this
- The ongoing **Palestinian refugee crisis**: by 2000 there were 5 million Palestinian refugees in Israel and the occupied Palestinian territories
- Continued disagreement about **Jerusalem**: Israel had now occupied East Jerusalem since 1967. Who should have access to the Al-Aqsa Mosque area in the Old City? For Muslims, this is the third holiest site in Islam. For Jews, this is where all of creation began

Short-term causes:

- The Oslo Accords had **failed**, and so had the Camp David Summit in July 2000
- 16th-18th September 2000 was the anniversary of the **Sabra and Shatila massacre**. It had recently been ruled that Israeli Prime Ministerial candidate Ariel Sharon bore some personal responsibility for what had happened

Trigger causes:

- On 28th September 2000, **Israeli Prime Ministerial candidate Ariel Sharon visited the Al-Aqsa Mosque area**. Many Palestinians saw this as antagonistic

UN Security Council Resolutions

Between 1967 and 2000, numerous UN Security Council Resolutions condemned the construction of illegal Israeli settlements on Palestinian land:

- Resolution 237 (1967)
- Resolution 252 (1968)
- Resolution 267 (1969)
- Resolution 271 (1969)
- Resolution 298 (1971)
- Resolution 465 (1980)

Israeli Prime Ministers in the 1990s and 2000s

1992-1995: **Yitzhak Rabin** (Rabin was assassinated by an extremist in 1995 for his role in the Oslo Accords)

1996: **Shimon Peres**

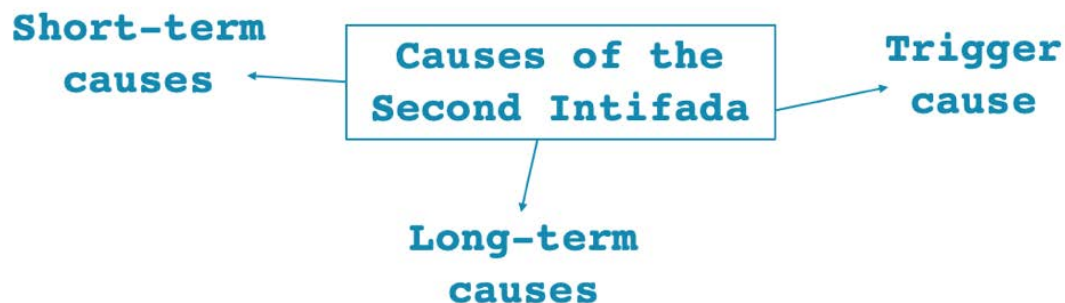
1996-1999: **Benjamin Netanyahu**

1999-2001: **Ehud Barak** (Barak had joined Yasser Arafat and Bill Clinton for the 2000 Camp David Summit, which ultimately failed)

2001-2006: **Ariel Sharon** (Sharon visited the Al-Aqsa Mosque area in September 2000, which sparked the Second Intifada)

Activity

Create a spider diagram explaining the long-term, short-term and trigger causes of the Second Intifada:



Extension question: Are any of the causes linked? Draw a line between the causes that are linked and write a sentence underneath explaining the link between them

Question

What was the most important cause of the Second Intifada? Write a paragraph to explain your answer

Timeline of the Second Intifada

-Bill Clinton, Yasser Arafat and Ehud Barak (Israeli Prime Minister) **fail to reach an agreement** at the Camp David Summit, July 2000

-Palestinians commemorate the Sabra and Shatila massacre on 18th September 2000. It had recently been ruled that Ariel Sharon bore some **personal responsibility** for the massacre

-Israeli Prime Ministerial candidate Ariel Sharon visits the Al-Aqsa Mosque compound on 28th September 2000. Sharon doesn't enter Al-Aqsa Mosque itself, but Palestinians view this as **antagonistic, and violence breaks out**. Palestinians throw stones and the IDF fire rubber bullets and tear gas

-In the final days of September and the first days of October 2000, **violence spreads** across East Jerusalem, the West Bank and Gaza

-The Taba Summit takes place between Arafat and Barak in Taba, Egypt in January 2001. They fail to reach an agreement and the **violence between Palestinians and Israelis continues**

-March 2002 sees many **suicide bombings** by Palestinians in Israel: around 130 Israelis are killed

-**Operation Defensive Shield** by Israel takes place in the West Bank between March and May 2002. 500 Palestinians are killed and 5000 Palestinians are arrested

-**The Road Map for Peace** (a plan to solve the Palestine-Israel issue) is introduced in 2002

-On 11th November 2004, Yasser Arafat **dies** in Paris. In early 2005, **Mahmoud Abbas** is elected President of the Palestinian Authority

-Sharon and Abbas sign a mutual truce at the Sharm el-Sheikh Summit on **8th February 2005**

-But did the violence end in February 2005? No. Attacks continued on both sides. We'll come back to this in Lesson 14, including the role of an organisation called *Hamas*



On 29th October 2000, a photojournalist took this photo of 14 year old **Faris Odeh** throwing a stone at an IDF tank. When throwing stones ten days later, Faris was shot in the neck by IDF soldiers and died



On 30th September 2000, 12 year old Palestinian **Muhammad al-Durrah** was killed by Israeli soldiers whilst hiding behind his father. This tragic image was shared across the world

Palestinian victims of the Second Intifada

Killed: 3,334

Injured: 52,000+

Students injured: 4,090

Schools attacked: 850

Palestinian journalists killed: 12

Overall damage to Palestinian economy: \$10bn

Consequences

Overall, over **3000 Palestinians and 1000 Israelis** lost their lives as a consequence of the Second Intifada

Did the violence end? As we have already seen, **the violence continued**. We'll return to this in a future lesson

A big consequence of the Second Intifada was that Israel started building what is now known as the **Apartheid Wall** in 2002. We will also return to this in a future lesson, but this is a wall that runs roughly along the border between Israel and the occupied West Bank. Israel has been criticised for using the Wall to take more Palestinian land

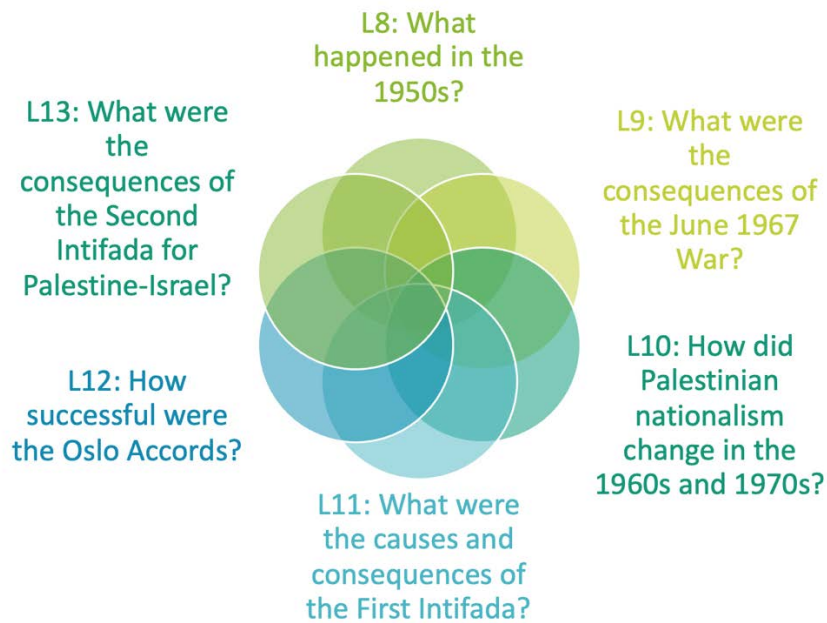
After the Second Intifada, Israeli settlement building continued apace, despite the multiple UN Security Council Resolutions condemning the building of settlements

Both Israelis and Palestinians felt increasingly discouraged about the idea of a “**two-state solution**” to the problem – how could a Palestinian state ever function? Would Israel ever let it? And would Israel ever be safe?

Question

What was the most important consequence of the Second Intifada? Was this different for Palestinians vs. Israelis? Why? Make a note of this in your book

Chapter II Exam-Style Questions



Explain two *consequences* of the June 1967 War for Palestinians **(8 marks)**

Write a *narrative account* analysing the key events that led to the First Intifada **(8 marks)**

Explain *two* of the following:

- The importance of Yasser Arafat to Palestinian nationalism
 - The importance of the Oslo Accords to a 'peace process' for Palestine and Israel
- (16 marks)**

Chapter II Glossary (colour-coded to match lesson)

1978 Camp David Accords: political agreements between Israel and Egypt about Israel and Palestine

2000 Camp David Summit: A meeting between Bill Clinton (US President), Yasser Arafat and Ehud Barak (Israeli Prime Minister) in 2000. No agreement was reached

Al-Aqsa Mosque: Located in the Old City of Jerusalem, for Muslims this is the holiest site in Jerusalem and the third holiest site in Islam

Arab-Israeli War, 1948: a war between Israel and the surrounding Arab countries which resulted in Israel expanding its territory to include 78% of Mandate Palestine

Ariel Sharon: Israeli politician and Prime Minister of Israel from 2001 until 2006

Boycott: the decision not to use or buy something, usually for political reasons. This is an important nonviolent expression of protest

David Ben-Gurion: a significant Israeli leader. The first Prime Minister of Israel

Fatah: a Palestinian nationalist group founded by Yasser Arafat in 1959. It remains one of the most popular Palestinian political parties today

First Intifada, 1987-1993: A massive uprising of Palestinians against Israel's ongoing occupation of the West Bank and Gaza

Gamal Abdel Nasser: a significant Egyptian leader. President of Egypt from 1954 to 1970

Golan Heights: a rocky plateau in south-western Syria

Grassroots movement: when people in a community come together to take action, often in the absence of traditional political leadership

Green Line: the border between Israel, Egypt, Jordan, Lebanon and Syria after the Arab-Israeli War

Intifada: an Arabic word meaning *shaking off, uprising or rebellion*

Israel Defense Forces: the military of the state of Israel

Jabalia camp: a refugee camp in Gaza. This is the biggest Palestinian refugee camp and one of the most densely populated places on earth

Johan Jorgen Holst: the Norwegian Foreign Minister who started the secret negotiations (in Oslo) that led to the Oslo Accords

June 1967 War: a six-day war between Israel, Egypt, Jordan and Syria in 1967

Keffiyeh: a black and white headdress which has become an important symbol of Palestinian nationalism

Munich Olympics Massacre, 1972: when members of the Black September group massacred nine Israeli athletes in September 1972

Naksa: meaning 'setback', this refers to the Israeli occupation of the West Bank, Gaza and East Jerusalem in 1967

Occupation: invasion and *temporary* control over a territory

Oslo Accords: agreements between Israel and the PLO in 1993 and 1995. They agreed to work together for 5 years to reach an agreement about the future of Palestine and Israel

Palestine Liberation Organisation (PLO): an umbrella organisation of Palestinian nationalist groups. Widely recognised as representative of the Palestinian people. Has had observer status at the UN since 1974

Peace process: a series of steps that lead towards peace

Popular Front for the Liberation of Palestine (PFLP): a Palestinian nationalist group founded by George Habash in 1967. Aimed to establish a Marxist state in Palestine

Second Intifada: Another massive uprising of Palestinians against Israel, triggered by the failure of the Oslo Accords and the 2000 Camp David Summit

Settlements: the establishment of small communities

Sinai Peninsula: a desert region between the Mediterranean Sea and the Red Sea. A land bridge between Asia and Africa

UN Resolution 242: called for Israel's withdrawal from land occupied during the 1967 war

West Bank: the area of Palestine-Israel which came under Jordanian control as a consequence of the Arab-Israeli War

Yasser Arafat: a significant Palestinian leader and founding member of Fatah

Yitzhak Rabin: Prime Minister of Israel between 1974 and 1977 and from 1992 until his assassination in 1995

Lesson 14

What happened in the 2006 Palestine election?



By the end of this lesson, you should be able to:

Describe Hamas
Explain the results of the 2006 election
Discuss the response to the election results

Keywords

2006 Palestine election
Hamas
Ismail Haniyeh
Izz al-Din al-Qassam Brigades

Knowledge check!

- 1)What is occupation?
- 2)What do you already know about living conditions under occupation?
- 3)What can you remember about Palestinian nationalism, specifically Yasser Arafat and Fatah?

The Annexation of Jerusalem

In 1980, Israel passed the **Jerusalem Law** which meant that it illegally annexed (forcibly acquired) East Jerusalem. This was condemned by the UN in UN Security Council Resolution 478 of 1980

Hamas



When learning about the 2006 Palestine election, we need to look at Hamas

H.A.M.A.S (Hamas) is an acronym of **H**arakat **a**l-**M**uqawama **a**l-**I**slamiyya (Arabic for 'Islamic Resistance Movement' and 'zeal' = energy/enthusiasm). It is an **Islamic Palestinian nationalist party** which was established in 1987

It has been deemed a terror organisation by Israel, the United States and the European Union

Establishment and ideology

At first, Hamas saw all Jews as its enemies, wanted to rule all of historic Palestine-Israel and called for the destruction of Israel

However, this seems to have changed now. In 2007, Hamas described all **Zionists** rather than all Jews as its enemies. It also said that it would accept a state of Palestine along the **1967 borders**. This was reaffirmed in the new Hamas Charter of 2017

But Hamas has **still not recognised Israel**

Questions

- 1.What is antisemitism?
- 2.What is the difference between being Jewish and being a Zionist?
- 3.What are the 1967 borders?

The rise of Hamas

Hamas became increasingly popular among Palestinians after 1987.

It had two main activities:

- 1.The Izz al-Din al-Qassam Brigades, a military wing who pursued armed struggle against Israel
- 2.An extensive social welfare programme, including orphanages, nurseries, schools, library services, sports clubs, summer camps, soup kitchens, food banks and medical services

Hamas became particularly popular among Palestinians due to its social welfare programme

Hamas: leadership



Hamas was led by Sheik Ahmed Yassin from 1988 until his assassination by Israel in 2004

It was then led by Abdel Aziz I-Rantissi, who was also assassinated by Israel a month later

Since then, Hamas have kept their leader secret but **Ismail Haniyeh** (pictured) is Hamas' spokesperson

Activity



Hamas vs. Fatah



Answer these questions:	Hamas	Fatah
Is it a religious movement?		
Does it believe in armed struggle?		
Does it recognise the state of Israel?		
Does it accept the 1967 borders?		

Suicide bombings

Hamas claimed responsibility for many suicide bombings in Israel between 1989 and 2008, particularly in 2002 at the height of the Second Intifada (2000-2005). **In 2002, Hamas claimed responsibility for 19 of the 47 Palestinian suicide bombings that took place in Israel.** Between September 2000 and August 2002, 415 Israeli

and other citizens were killed as a result of attacks by armed Palestinians, most of them from suicide bombings

Amnesty International and Human Right Watch have deemed these attacks crimes against humanity

The 2006 Palestine election

The 2006 Palestine election took place on **25th January 2006**. The two main parties to vote for were Fatah and Hamas (under the name Change and Reform). In the end, **Hamas won the majority of the vote:**

Hamas: 44%

Fatah: 41%

Other parties: 15%

Question

Palestine was the first community to have an election under occupation. What does this tell you?

Why were Hamas elected?

Hamas were elected for multiple reasons. Some of them are listed here:

1. Palestinians were fed up with living under occupation. As we have seen, life is very difficult under occupation. Palestinian homes were being demolished and illegal Israeli settlements continued to be built on Palestinian land. Palestinians wanted a **change** of government
2. Many Palestinians were impressed with Hamas's extensive **social welfare programme**
3. Fatah was criticised for focusing **too much on the West Bank** at the expense of Gaza
4. Some Palestinians were also fed up with **corruption** in Fatah

Questions

- 1) What is the definition of **boycott**?
- 2) Where have we seen an example of boycotting before?
- 3) Do you know of any examples of boycotts outside Palestine-Israel?

What was the response?

Fatah refused to work with Hamas: they were **rivals!**

Israel launched multiple raids on Gaza and the West Bank. By August 2006, Israel had **arrested** almost 50 Hamas officials

The Quartet on the Middle East (the UN, US, EU and Russia) said that unless Hamas recognised Israel and renounced violence, they would not work with it.

Hamas refused to do this and so the international community **boycotted** the election result: they withheld important humanitarian aid from Palestine

Palestinians felt that this was **unfair**: they had democratically voted Hamas into power

Eventually, Hamas took control of Gaza, and Fatah took control of the West Bank

Questions

- 1)What is Hamas?
- 2)What were the results of the 2006 election?
- 3)How did the following respond to the results:
 - Fatah
 - Israel
 - The international community

Extension activity

When should democratic decisions be challenged?

1.Read the extracts below from ' Hamas celebrates election victory' in *The Guardian*, 26th Jan 2006

- A)"Mr Bush said a party that advocated the destruction of Israel would never be partner for peace, but also hailed the result as an example of democracy in action"
- B)"...acting Israeli prime minister, said Israel could not trust a Palestinian leadership in which Hamas had a role. 'Israel can't accept a situation in which Hamas, in its present form as a terror group calling for the destruction of Israel, will be part of the Palestinian Authority without disarming'"

2.Imagine it is 2006 and you are a foreign policy adviser. How would you advise the following respond to the election results?

- Israel
- US
- EU

Lesson 15

What are the consequences of the blockade on Gaza?



A Palestinian boy pulls a cart carrying his brother and their belongings as they flee from Israeli attacks on Gaza in 2021

By the end of this lesson, you should be able to:

Describe the blockade on Gaza
Explain the consequences of this
Assess the humanitarian crisis in Gaza

Keywords

Gaza
Blockade
Humanitarian crisis
Enclave

Knowledge check!

- 1) Have you come across any of these keywords before? Where?
- 2) What happened in 1967?
- 3) What happened to Gaza in 1967?

Locating Gaza on the map



Gaza is a Palestinian **enclave** on the Mediterranean coast, which borders **Egypt** and **Israel**. An enclave is land entirely surrounded by the land or sea of another country
Another example of an enclave is the state of Vatican City, which is surrounded by Italy

What do we already know about Gaza?

1. Gaza is part of historic Palestine-Israel
2. After the Nakba of 1948, Gaza was controlled by Egypt
3. In 1967, Israel invaded and took control (it **occupied** Gaza)

Hamas in Gaza

Last lesson we looked at the 2006 Palestine election, which was won by Hamas. Fatah (Hamas's main rival) didn't accept the result of the election, and shortly after the election Fatah took control of the West Bank. Hamas took control of Gaza

Did you know?

Over 70% of Palestinians in Gaza are refugees

2 million people live in Gaza, an area of land the size of Sheffield in the UK or Lucknow in India

Blockade

When land is sealed off to prevent people or goods from entering or leaving

The blockade of Gaza

Since 2007, Gaza has been under blockade by Israel because of concerns about Hamas (and Israel wanting more control over Palestinian land)

This is an air, land and sea blockade. This means that **since 2007, nothing has been able to get in or out of Gaza, except a very limited amount of aid and a few people**

Some of the items not allowed into Gaza include crayons, footballs, musical instruments, wheelchairs, soap, shampoo, wood and concrete



Questions

1. List 3 things that this map tells you about Gaza
2. How would your life be different without the objects listed above?

Timeline of violence in Gaza

- In the January 25th 2006 Palestine election, Hamas won. Hamas secured 44% of the vote compared to only 41% for Fatah
- Fatah did not accept the 2006 election result and kept control of the West Bank while Hamas took control of Gaza
- Israel imposed an air, land and sea blockade on Gaza in June 2007
- A 3-week armed conflict took place between Israel and Hamas from 27th December 2008 until 18th January 2009. 1000 Palestinians and 13 Israelis were killed. This is known as the *Gaza Massacre or Operation Cast Lead*
- On 14th November 2012, Israel launched *Operation Pillar of Defense* on Gaza. Over 8 days, 167 Palestinians were killed, 87 of whom had not been involved in the fighting. 2 Israelis were killed
- On 8th July 2014, Israel launched *Operation Protective Edge*. Over 7 weeks of fighting, over 2000 Gazans were killed and 10,000 Gazans were wounded, including 1000 children who were left permanently disabled. 72 Israelis were killed
- In 2018 and 2019, Israeli forces unlawfully fired live ammunition at Palestinians who posed no imminent threat to life at the *Great March of Return* protests along Gaza's border
- Between 6th and 21st May 2021, the 2021 Israel-Palestine Crisis occurred. Triggered by the forced evictions of Palestinian families from their homes in East Jerusalem, over 200 Palestinians were killed

Questions

How many Palestinians and how many Israelis were killed in each of the following?

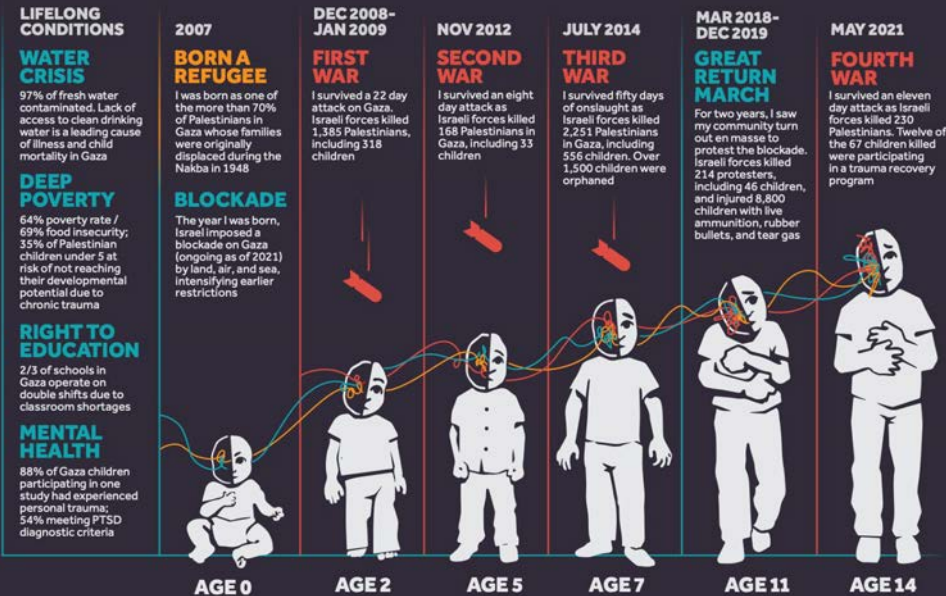
- a) Operation Cast Lead (also known as the Gaza Massacre)
- b) Operation Pillar of Defense
- c) Operation Protective Edge

Independent activity

If you had been born in Gaza in 2007, what would you have experienced by now?

FOUR WARS OLD FOURTEEN YEARS OF CHILDHOOD IN GAZA

Of the 2 million Palestinians in Gaza, 41% are children aged 14 or under. These children have lived their entire lives under Israeli blockade and experience multiple types of trauma.



“
In Gaza, there is no ‘post’ [traumatic] because the trauma is repetitive and ongoing and continuous.

Samah Jabr
Chair of Mental Health Unit, Palestinian Ministry of Health

TYPES OF TRAUMA

CHRONIC TRAUMA

Prolonged, pervasive distressing events such as poverty or institutionalized discrimination

INTER-GENERATIONAL TRAUMA

Psychological trauma experienced by the descendants of a person who has survived a traumatic event

ACUTE TRAUMA

An extremely distressing individual event

VISUALIZING PALESTINE

SOURCES bit.ly/vp-trauma
WWW.VISUALIZINGPALESTINE.ORG

[/visualizing_palestine](https://www.instagram.com/visualizing_palestine)
[fb.me/visualizingpalestine](https://www.facebook.com/visualizingpalestine)

[@visualizingpal](https://www.tiktok.com/@visualizingpal)

JUNE 2021
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Photographs of life in Gaza

What do you see in these photos?
What do they tell you about life in Gaza?





Humanitarian crisis

When the health, wellbeing or safety of a large group of people is seriously threatened

Question

Is it possible to rebuild without wood or concrete?

Gaza's humanitarian crisis

Gaza has been experiencing a humanitarian crisis for many years now, and the situation is only getting worse

Food, water, medicine and fuel are all scarce in Gaza. Nearly 80% of the population is in need of humanitarian aid and 1.3m Palestinians in Gaza do not have access to adequate safe drinking water. The unemployment rate is staggeringly high at 43%, and there is often only electricity for a few hours each day

What do the UN and human rights groups say?

Both the UN and leading international human rights organisations have condemned the situation in Gaza

“The scale of suffering is immense”
-Oxfam, May 2021

“Israeli forces have displayed a shocking disregard for the lives of Palestinian
civilians”
-Amnesty International, May 2021

“Israel’s more than decade-long closure of Gaza severely restricts the movement of
people and goods, with devastating humanitarian impact”
-Human Rights Watch, December 2021

“With an economy in free fall, 70 per cent youth unemployment, widely contaminated
drinking water and a collapsed health care system, Gaza has become ‘unliveable’”
-United Nations, October 2018

Gaza has been described as “the world’s largest open-air prison”

Activity

Create your own statement about the situation in Gaza. It should be no longer than 3 sentences

Activity

Create a visual summary of what you have learned today about life in Gaza

Exam-style question

Explain two **consequences** of the Israeli blockade on Gaza (8 marks)

Lesson 16

What is the impact of illegal Israeli settlements in the West Bank?



1 of 250 illegal Israeli settlements across the West Bank

By the end of this lesson, you should be able to:

- Describe what an illegal Israeli settlement is
- Explain why this is illegal under international law
- Discuss the impact of this on Palestinians in the West Bank

Keywords

- Illegal Israeli settlement
- Israeli settler
- International law
- Fourth Geneva Convention
- Checkpoints

Knowledge check!



- 1)Where is the West Bank on this map of Palestine-Israel from Lesson 1?
- 2)What happened to the West Bank in 1948 and 1967?
- 3)Can you remember why it is called the West Bank?

Illegal Israeli settlements

The establishment of an Israeli community on Palestinian land. This violates international law, specifically the Fourth Geneva Convention

Israeli settler

Someone with Israeli citizenship who makes a home on Palestinian land

How many illegal Israeli settlements are there?

In May 2021 there were **250 settlements** across the West Bank and East Jerusalem, home to between **600,000 and 750,000 Israeli settlers**

What is international law? Laws on the relationships between countries

What is the Fourth Geneva Convention? An agreement about how civilians should be treated in war zones, from 1948

What do you want to know about illegal Israeli settlements?

Write down two or three things you want to know about illegal Israeli settlements

Discuss what you have written down with the person next to you

Why do people choose to settle in the occupied West Bank?



People choose to settle in the occupied West Bank for a number of reasons

-Zionists believe that all of historic Palestine-Israel should be a Jewish state

-Houses are cheaper in the occupied West Bank than in Israel because they are subsidised by the Israeli government. This means that settlers can afford **bigger homes**

-Some religious Jews believe that **God gave Palestine-Israel to the Jews**

-The cost of living is lower in the occupied West Bank than in Israel, so settlers have a **higher quality of life for cheaper**

-Some religious Jews believe that by settling in the West Bank they are **servicing God's will** and will bring about the coming of the Messiah

Activity

Create a spider diagram grouping these reasons into *political, economic, social and religious* motives

Are any of these reasons linked? Why?

Why are settlements illegal?

In 1967 Israel occupied the West Bank (it invaded and took control)

According to international humanitarian law, it is illegal for a country to move its population into a territory it has occupied. This means that **it is illegal for Israel to move its population into the West Bank because the West Bank is occupied territory**

This is set out in Article 49 of the Fourth Geneva Convention:

“The Occupying Power shall not deport or transfer parts of its own civilian population into the territory it occupies”

Activity

In your book write two sentences explaining why Israeli settlements in the West Bank are illegal under international law. Try to use the term ‘occupation’ in your answer

What does the UN say?



In 1967, the UN passed **Resolution 237**, which condemned Israeli settlements in the occupied West Bank

Since then, many UN Resolutions have condemned Israeli settlements:

- Resolution 237 in 1967
- Resolution 252 in 1968
- Resolution 267 in 1969
- Resolution 271 in 1969
- Resolution 298 in 1971
- Resolution 465 in 1980
- Resolution 2334 in 2016

Resolution 2334 of 2016 says that Israeli settlements on occupied Palestinian land have **'no legal validity... a flagrant violation under international law'**

Activity

Copy out and fill in this table:

UN Resolutions condemning Israeli settlements on Palestinian land:

UN Resolution	Year
No. 237	
No. 252	
No. 267	
No. 271	
No. 298	
No. 465	
No. 2334	

16c. Fill in the blanks using these words:

2021

condemned

Israeli

population

750,000

Palestinian

2334

2016

250

1967

international law

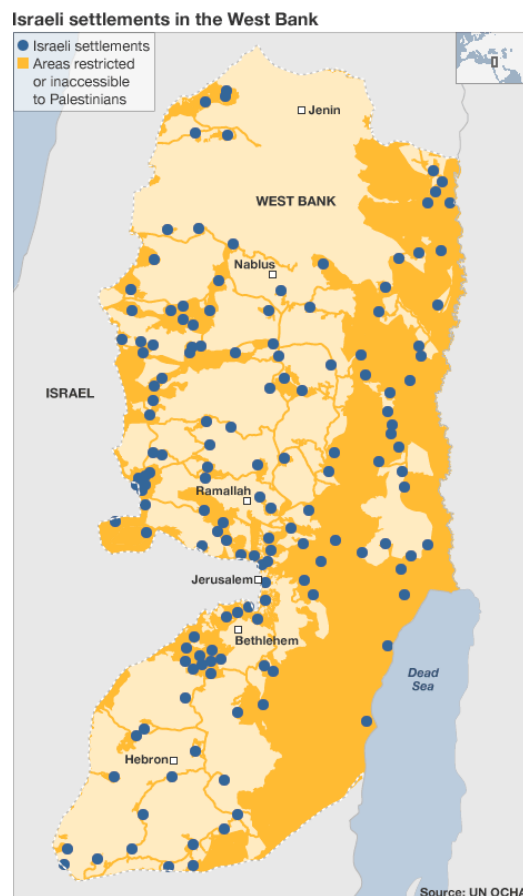
Illegal Israeli settlements in the West Bank

A settlement is the establishment of a small community. An illegal _____ settlement is the establishment of an Israeli community on occupied _____ land, such as the West Bank.

In _____, Israel occupied the West Bank: it invaded and took control. Under _____, it is illegal for a country to move its _____ into a territory it has occupied. This means that it is illegal for Israel to move its population into the West Bank. The UN has _____ Israel's illegal settlements in the West Bank many times, and most recently in Resolution _____ in _____.

By May _____ there were _____ settlements across the West Bank and East Jerusalem, home to up to _____ settlers.

What is the impact of illegal Israeli settlements on Palestinians in the West Bank?



Some of the impacts on Palestinians include:

-Loss of land

-Home demolitions: Since 2004, 1000 Palestinian homes have been destroyed by Israel to make way for settlements

-Settler violence: settlers often attack Palestinians. In the first 6 months of 2021, there were 273 incidents of this

-Breaking up the land of a future Palestinian state: What would a future Palestine look like? Where would the border be?

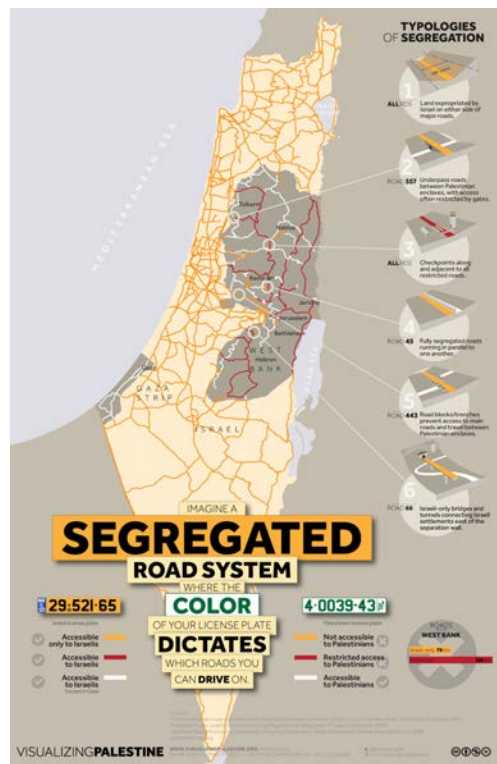
-Roads: New settler-only roads have been built in the West Bank. Palestinians are not allowed to use these. They have to use older, longer routes instead

Discussion question

Is this fair? Think about this from both a Palestinian and an Israeli settler perspective

Question

What does this infographic tell you about the impact of illegal Israeli settlements on Palestinian life in the West Bank?



Case study: Hebron



Hebron is a city in the south of the West Bank. It is home to over 200,000 Palestinians, 600 illegal Israeli settlers and 2000 Israeli soldiers

The illegal Israeli settlements make life **very difficult** for Palestinians in Hebron

In the city of Hebron, there are 86 checkpoints, roadblocks or physical obstructions controlled by Israeli soldiers. They divide Hebron into Israeli and Palestinian areas. This severely restricts Palestinian freedom of movement

Checkpoints

Barriers set up by Israel to control and restrict Palestinian movement. In 2020 there were nearly 600 checkpoints across the West Bank



Debate

You are now going to be assigned a partner. You and your partner are either **'support'** or **'opposition'** to illegal Israeli settlements. You can spend a few minutes preparing your argument

Support for Israeli settlements:

Ideas:

- Israel occupied the West Bank in 1967, so Israeli citizens should be able to live here now
- Houses are cheaper in the West Bank so Israelis can afford bigger houses
- The cost of living is lower in the West Bank, so Israelis can enjoy a higher quality of life for cheaper

Opposition to Israeli settlements:

Ideas:

- ‘Occupation’ is meant to be *temporary*. Israel should now give the West Bank back to the Palestinians
- Palestinians have lived in the West Bank for centuries. It is their ancestral land
- Israeli settlements are illegal under international law. They violate Article 49 of the Fourth Geneva Convention

Join with another pair and have a debate about this. Note down the best points made by the other side

Food for thought



In 2021, Ben and Jerry's announced that it would not renew its licensing agreement in the occupied West Bank due to Israel's illegal settlements on Palestinian land. Co-founders Ben and Jerry explained that settlements 'violate the basic human rights of the Palestinian people'. Do you think more companies should take a stand against illegal Israeli settlements?

Extension question

Should illegal Israeli settlement building in the West Bank continue? Why or why not?

Use what you have learnt in this lesson to justify your answer

Lesson 17

What are the consequences of Israel's annexation of East Jerusalem for Palestinians?



By the end of this lesson, you 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

Keywords

Annexation

East Jerusalem

Eviction

Separation Wall

Israel's annexation of East Jerusalem

After occupying East Jerusalem in 1967, Israel **annexed** East Jerusalem in 1980. Annexation is the forcible acquisition (taking control) of land

This was **illegal under international law** because after 1967, East Jerusalem was occupied territory and under international law, you cannot make occupied territory your own

Thus Israel's annexation of East Jerusalem was condemned by **UN Security Council Resolution 478** in 1980

Questions

What had happened in 1967?

Was Israel's annexation of East Jerusalem in 1980 legal? Why/why not?

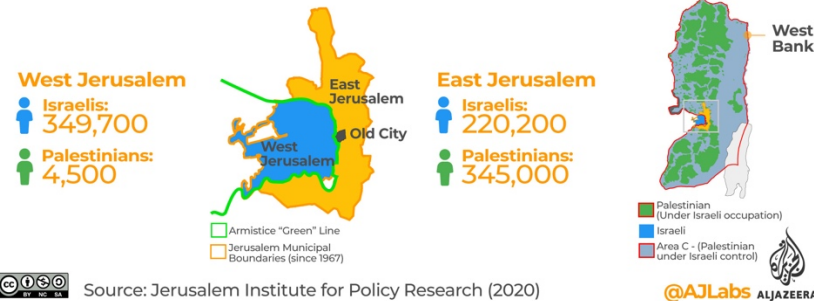
What is the difference between occupation and annexation?

Jerusalem – the divided city

2020

Jerusalem - the divided city

West Jerusalem has been Israeli territory since 1948 with Jews in the majority.
East Jerusalem is Palestinian majority and was occupied by Israel in 1967.



What are some of the differences between East and West Jerusalem?

What are the consequences of Israel's annexation of East Jerusalem for Palestinians?

There are two main consequences:

1. Evictions and home demolitions
2. Restricted movement

Evictions and home demolitions

Eviction: when someone is forced to leave a house or piece of land

Home demolition: the destruction of a home

In East Jerusalem, Palestinians face evictions and home demolitions to make way for illegal Israeli settlements. **Since 1967, Israel has demolished 1000 Palestinian homes in East Jerusalem.** Since 1948, Israel has demolished over 100,000 Palestinian homes

#SaveSheikhJarrah

Sheikh Jarrah is a neighbourhood in East Jerusalem. In May 2021, Palestinian families in Sheikh Jarrah faced evictions from their homes to make way for illegal Israeli settlers. **#SaveSheikhJarrah** started trending on social media. It soon made international headlines

The events in Sheikh Jarrah led to the **2021 Israel-Palestine Crisis**. Between 6th May and 21st May 2021, over 250 Palestinians were killed, half of them civilians. In Gaza, Israel bombed civilians and has been accused of war crimes

This shows that what happens in East Jerusalem matters. It impacts all of Palestine and Israel

Israeli war crimes

A war crime is the **breaking of one of the laws of war**. The laws of war were introduced after the atrocities of World War Two (eg. the Holocaust)

War crimes include the deliberate and unprovoked destruction of communities, **devastation beyond military necessity** and the **ill-treatment, torture or murder of civilians living under occupation**

War crimes are among the gravest crimes in international law. They are so serious that there is no time limit for when someone can be punished for committing them

Questions

Why has Israel been accused of war crimes for its attacks on Gaza in May 2021? Have you come across any other examples of war crimes in Palestine-Israel?

Question

How would you feel if you were Palestinian and lived in East Jerusalem?

Restricted movement

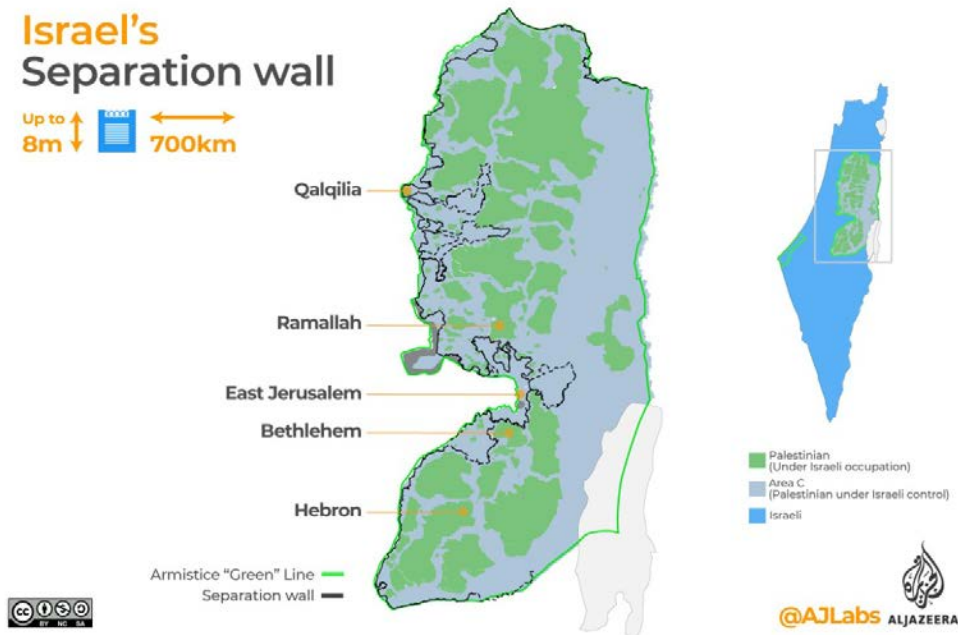


During the Second Intifada (2000-2005), Israel built a **Separation Wall** along its border with the occupied West Bank. Israel started building the wall for security reasons, but has since been criticised for using the wall to take more Palestinian land

The Separation Wall is 6-8 metres high and when finally completed it will be over 700km in length

The Wall **severely impacts the freedom of movement of Palestinians**

The Separation Wall



The consequences of the Separation Wall

The Wall has **severely damaged** Palestinian agriculture, towns and villages. **225** water sources have been taken from the Palestinians by the route of the Wall. The Wall is meant to run along the Green Line of 1949, but at times it penetrates up to **16km** into Palestinian land. This means that around **300,000** Palestinians have been cut off from their communities by the Wall. They are trapped between the Wall and the Green Line

The Wall in East Jerusalem

The Wall runs around Israeli settlements and **cuts East Jerusalem off from the rest of the occupied West Bank**. This means it is almost impossible for Palestinians in East Jerusalem to travel to other parts of occupied Palestine to see family and friends

The Separation Wall has many different names: Israelis call it the Security Wall but Palestinians call it the Separation Wall, Apartheid Wall or Racial Segregation Wall

The Wall and international law

In 2004, the International Court of Justice stated that the Apartheid Wall was 'contrary to international law' and called on Israel to 'cease forthwith the works of construction of the Wall' and 'dismantle forthwith the structure therein situated'

Questions

What is the Separation Wall?

What impact does the Separation Wall have on the freedom of movement of Palestinians in East Jerusalem?

Born unequal

BORN UNEQUAL EAST JERUSALEM

 <p>NOA</p> <p>JEWISH CITIZEN OF ISRAEL BORN IN EAST JERUSALEM (SETTLEMENT)</p>	 <p>ZEID</p> <p>PALESTINIAN RESIDENT BORN IN EAST JERUSALEM</p>
IS MY LEGAL STATUS IN JERUSALEM SECURE?	
YES You're an Israeli citizen and it's government policy to maintain a Jewish majority in the city	NO Just like foreigners who move to Israel, you're a resident, a conditional and revocable status. You can apply for citizenship, but you're unlikely to get it
CAN I MOVE ABROAD FOR A FEW YEARS AND COME BACK?	
YES Whenever you decide to move back to Jerusalem, you'll be welcome	MAYBE NOT You can leave, but if you stay away too long, your residency could be revoked, leaving you without legal status
WILL I KEEP MY LEGAL STATUS IF I MOVE TO OTHER PARTS OF THE WEST BANK?	
YES You can move to an Israeli settlement in the West Bank. Your legal status is secure, regardless of where you live	MAYBE NOT If Israeli authorities determine that you no longer "maintain a connection" to Jerusalem, you might lose your residency
CAN I EASILY MOVE TO A NEW HOME IN EAST JERUSALEM?	
YES You should have no problem moving into a settlement	MAYBE NOT It's virtually impossible to obtain a building permit, and built-up Palestinian areas are already overcrowded



VISUALIZING PALESTINE

The individuals depicted above are fictional representations for illustrative purposes only
SOURCES: HRW (2021), A Threshold Crossed
WWW.VISUALIZINGPALESTINE.ORG

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visualizing_palestine
fb.me/visualizingpalestine

APR 2021



Questions

1. How is life different for illegal Israeli settlers and Palestinians in East Jerusalem?
2. Is this fair?
3. How does this make you feel?

Lesson 18

How does life differ for Palestinians and Israelis inside Israel?



By the end of this lesson, you should be able to:

Describe the population of Israel

Explain why some Palestinians live in Israel

Explain how life differs for Palestinians and Israelis inside Israel

Keywords

Green Line

Israeli Arab

Discrimination

Apartheid

Keywords wordsearch

Green Line

Israeli Arab

Discrimination

Apartheid

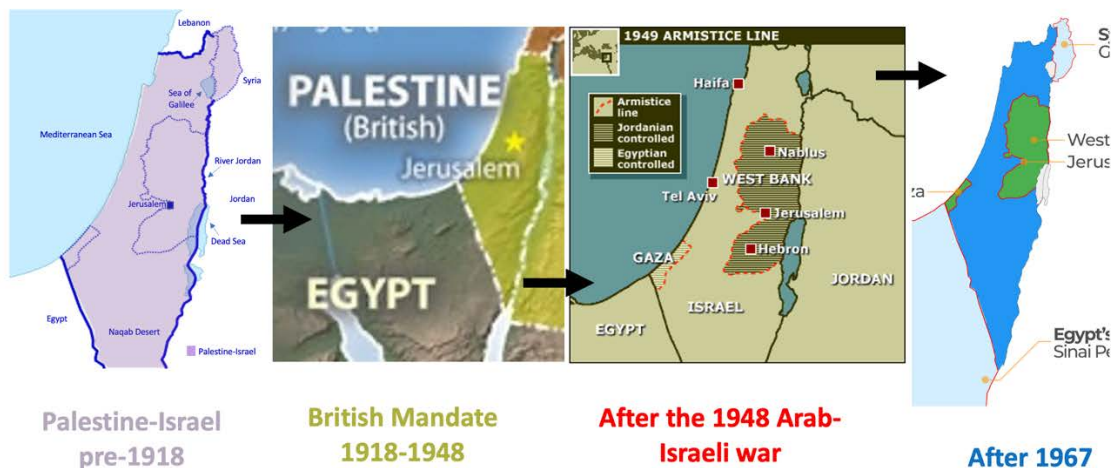
L A X B K Q E L H L Q C D K Y
 G D B O Z E D K B Q X Q Z J J
 B V I A I V C J F C S A O D Q
 C O G S W S Y L W R L P A B A
 V R F R C X R S G I T E O J P
 L P L K G R G A U X S G Y I A
 I I L B P R I Y E W T Q V H R
 N V P V M H E M N L X A K J T
 R E F Q B O M E I G I B A C H
 U L D S K L S L N N L A P A E
 F I K C C E N W X L A Z R R I
 L V R S V M Z P H C I T W A D
 T L X G J M P L H Z Q N I U B
 X J I I U A T H W E M H E O U
 L G K J O O P B J O M U G A N

Question

Have you come across any of today's keywords before? If so, where?

What do we mean by Israel?

Since the early 1900s, the map of Palestine-Israel has shifted, as we have seen in previous lessons:



Haifa is an example of a place in Israel with a mixed Palestinian and Israeli population

1. Can you locate Haifa on these maps?
2. Historically, has Haifa been in Palestine or Israel?

A short history of Palestine-Israel up to the present: summary

Before 1918, all of Palestine-Israel was part of the **Ottoman Empire**. This was a large empire that spanned from South-eastern Europe and Western Asia to North Africa

In 1914, the First World War began. The Ottoman Empire joined the First World War on the side of the Central powers including Germany. This meant that when the Central powers were defeated in 1918, there was no obvious government to govern the land that used to be the Ottoman Empire, including Palestine-Israel

The newly-formed League of Nations discussed the problem and came up with the idea of the **Mandates system**. This was the idea that the territories of the former Ottoman Empire, including Palestine-Israel, would be governed by the victorious powers of WWI until they were considered ready to govern themselves. So **Palestine-Israel became a British Mandate**

The Mandates were meant to be fairer than colonies because the governing power was responsible to the League of Nations, an international organisation created after the First World War with the primary aim of avoiding another world war

However, the British Mandate for Palestine **didn't go to plan**. In fact, it was a **disaster**. Britain had made contradictory promises to the Palestinians who lived there and to the Jews

In 1948, Britain left Palestine-Israel and the **Nakba** (Arabic for 'catastrophe') occurred. This involved large-scale attacks by Zionists aimed at expelling Palestinians from their towns and villages to build a future Jewish state in Palestine-Israel. It is an example of ethnic cleansing: the systematic forced removal of an ethnic, racial or religious group (the Palestinians) from a particular area (Palestine)

Eventually it was decided that Egypt would govern **Gaza** and the **West Bank** would be governed by Jordan

Tensions between Israelis who lived in the new state of Israel and Palestinians (750,000 of whom had lost their homes during the Nakba) were **extremely high** in the years that followed

Most importantly, **in 1967 Israeli occupied** (invaded and took control of) **Gaza and the West Bank**. Israel also **illegally annexed East Jerusalem in 1980**

This is why we talk about the occupied Palestinian territories of the West Bank and Gaza today. Palestinians are still living under Israeli occupation!

Map of Palestine-Israel today

Palestine-Israel today:



The population of Israel

Today, 9 million people live in Israel. 80% are Israeli and 20% are Palestinian

Some Palestinians live in Israel because **before 1948, what we now call Israel was all Palestine**. In the Nakba of 1948, 750,000 Palestinians were forced to leave their homes, but some Palestinians remained in the new state of Israel

The Palestinians who live in Israel are sometimes referred to as "Israeli Arabs", but many do not like this as it **denies their Palestinian identity and separates Palestinian and Arab identity**

Can you match **green** with **blue**?

9 million

7.2 million

1.8 million

Nakba

"Israeli Arab"

A term used to describe Palestinians who live in Israel

Israelis living in Israel

Palestinians living in Israel

The population of Israel

Arabic for "catastrophe", when 750,000 Palestinians (half of the Palestinian population) were forced to leave their homes and became refugees in 1948

Question

What can you remember about the Nakba? What was it and when did it happen?

The Nakba

The Nakba was an example of **ethnic cleansing**: the systematic forced removal of an ethnic, racial or religious group (the Palestinians) from a particular area (Palestine)

It involved **large-scale attacks** aimed at **expelling Palestinians** from their towns and villages to build a future Jewish state

530 Palestinian villages and cities were destroyed

15,000 Palestinians were killed in a series of mass atrocities, including **over 70 massacres**

750,000 Palestinians (half of the Palestinian population) were forced to leave their homes and became **refugees**

Palestinians in Israel

Discrimination: *the unfair treatment of someone based on their race, age or another characteristic*

What are some examples of discrimination?

Under Israeli policies, Palestinians living in Israel live separate lives to Israelis. They are treated legally, politically, economically and socially as **second-class citizens**

Israel maintains **over 65 laws** that discriminate against Palestinians

Since 2018, Arabic has been removed as an **official language** of Israel

Palestinians in Israel have poor access to **education, jobs and services**. They face discrimination in all of these areas, including **health**. This is a very real problem. Palestinians make up **20%** of the population of Israel, but they only receive **1.7%** of the budget for local councils

Palestinians also face significant disadvantages when it comes to **housing, construction and land development**

This makes life for Palestinians in Israel very difficult

Activity

Use this information to create a spider diagram of **life for Palestinians in Israel**. Consider grouping the information into themes, for example 'legal', 'economic' & 'social' aspects of life



Question

How would it feel to be Palestinian in Israel?
Has anything surprised you?

Apartheid



Apartheid: a policy or system of separation based on race

Apartheid is usually associated with discrimination in South Africa but it is also used to describe Israeli policy towards Palestinians

In 2021, international NGO Human Rights Watch and Israeli NGO B'Tselem said that Israel is committing the crime of apartheid

Exam-style question

Explain two consequences of being Palestinian and living in Israel [8 marks]

Questions

1. Describe the population of Israel
2. Why do some Palestinians live in Israel?
3. How does life differ for Palestinians and Israelis inside Israel?

Lesson 19

What comparisons can be drawn between Palestine-Israel and elsewhere?



By the end of this lesson, you 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

Keywords activity

1. Use the glossary at the back of your book to pick 3 keywords that characterise the situation in Palestine-Israel
2. Are there any other words that you could use to characterise the situation in Palestine-Israel?

Keywords

Racism: hostility, prejudice or discrimination against someone based on their race

Discrimination
Occupation
Settlements
Ethnic cleansing
Apartheid

Activity

Pick 1 or 2 of the keywords above and write a few sentences explaining why this can be used to summarise the situation in Palestine-Israel

Why is it helpful to draw comparisons?

Comparison is a valuable tool. It brings to light similarities and differences and can help us to understand a situation better. Comparison can also help us to find solutions to problems

Similarities and differences activity

Read through the two case studies below:

Case Study 1: Apartheid in South Africa

Case Study 2: The Srebrenica Genocide

Using what you already know about Palestine-Israel and its history, what **similarities** and **differences** can you see with events in South Africa and Srebrenica?

Case Study 1: Apartheid in South Africa



South African apartheid lasted from 1948 until the 1990s. Under apartheid, white and non-white South Africans had to live in **separate areas**. Contact between the two groups was very limited and non-white South Africans had to carry **documents** to prove that they were allowed in certain areas. Millions of non-white South Africans were **forcibly displaced** from their homes during the apartheid era

When it comes to Palestine, as we saw last lesson, leading international human rights organisations now agree that Israel is committing the crime of apartheid against the Palestinians. Across Israel and the occupied Palestinian territories there is a system of separation based on race. This includes discriminatory laws, policies and practices

Using this information, fill in this table in your book:

Similarities between Palestine-Israel and South Africa	Differences between Palestine-Israel and South Africa

Case Study 2: The Srebrenica Genocide



Srebrenica is a town in Bosnia and Herzegovina in southeastern Europe. The Srebrenica Genocide took place between 1992 and 1995 in the wider context of the Bosnian War. The Srebrenica Genocide was the first genocide in Europe since World War Two

In 1995, **8000 Bosnian Muslim men** were killed and 30,000 Bosnians faced systematic forced removal from their homes. Like with the Nakba of 1948, this is an example of **ethnic cleansing** - the systematic forced removal of an ethnic, racial or religious group from a particular area

During the Nakba, 15,000 Palestinians were killed in a series of mass atrocities, including more than 70 massacres. 750,000 Palestinians were forced to leave their

homes - half of the Palestinian population. Today there is an 'ongoing Nakba' as Palestinians continue to be forced out of their homes by Israeli apartheid policies

Using this information, fill in this table in your book:

Similarities between Palestine-Israel and the Srebrenica Genocide	Differences between Palestine-Israel and the Srebrenica Genocide

What other comparisons can be drawn with Palestine-Israel?

The Rwandan Genocide: between April and July 1994 in the context of the Rwandan Civil War, 800,000 individuals (mostly Tutsis) were killed in around 100 days. This is another example of **ethnic cleansing**

Parallels between the situations of Palestinians and Black Americans.

Black Americans and Palestinian citizens of Israel are...

- three times more likely** to live in poverty than White Americans and Jewish Israelis
- one third less likely** to gain a college education than White Americans and Jewish Israelis
- significantly more likely** to be unemployed than White Americans and Jewish Israelis

On average, Black Americans and Palestinian citizens of Israel receive **one quarter less** annual income than White Americans and Jewish Israelis

Can you think of any other comparisons that can be drawn?

Debate activity

*Key question: Can the situation in Palestine-Israel be compared to elsewhere or is it **exceptional**? (Exceptional: unusual, not typical)*

In this debate you will either be '**comparable**' or '**exceptional**'. Spend a few minutes preparing your argument

Note down any good points made by the other side

Questions

What was the best point you made?

What was the best point made by the opposing side?

Which side had a stronger argument?

Do you think Palestine-Israel is comparable to other places or exceptional? Why?

Extension activity

Write one paragraph answering this question. Remember to justify your answer.

Is the situation in Palestine-Israel exceptional?

Lesson 20

What should be done about the situation in Palestine-Israel?



By the end of this lesson, you 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

Chapter 1 Recap

What did we cover in Chapter 1?

A collage of historical images and documents related to the history of Palestine-Israel. It includes a map of the region showing the Mediterranean Sea, Sea of Galilee, River Jordan, Jordan, Dead Sea, Naqab Desert, and the borders of Syria, Egypt, and Palestine-Israel. Other elements include a newspaper clipping, a photograph of soldiers in uniform, a portrait of a man with a beard, a cartoon titled 'TOWER OF BABEL', and various historical documents and maps.

Chapter 2 Recap



Chapter 3 Recap



Timeline of events in Palestine-Israel

1800s: Palestine becomes modernised as part of the Ottoman Empire

1897: The Zionist movement emerges and holds its first congress

1914-1918: The Ottoman Empire falls apart during WWI

2nd November 1917: Balfour promises British support for a 'national home' for Jews in Palestine

Early 1920s: Britain is given a 'Mandate' to govern Palestine by the League of Nations

November 1947: Britain is to leave Palestine and the UN votes that Palestine will be partitioned into Israel and Palestine

1948: The Nakba takes place and 750,000 Palestinians are forced to leave their homes

14th May 1948: The state of Israel is established, and the rest of Palestine is now governed by Jordan and Egypt

1967: A six-day war takes place between Israel, Egypt, Jordan and Syria. As a result, Israel occupies all of historic Palestine

1980: Israel illegally annexes East Jerusalem

1987-1993: A massive uprising of Palestinians against Israeli occupation takes place, known as the First Intifada

1993 & 1995: Israel and the PLO agree to work together to achieve peace in the Oslo Accords but they fail

2000-2005: Another massive Palestinian uprising occurs, known as the Second Intifada

2007: Following the 2006 Palestine election, Israel imposes an air, land and sea blockade on Gaza

2021 -2022: Leading international human rights organisations report that Israel is committing the crime of apartheid against Palestinians

Questions

What is missing from this timeline?

Hint: what has happened in Gaza since 2007?

What is the most significant event(s) on this timeline? Why?

The changing maps of Palestine-Israel



Activity

Using the information above, describe 2-3 **differences** between Palestine-Israel in the **past** and **today**.

Why have these changes occurred?

Write a paragraph describing and explaining each change you have identified.

Activity: True or false?

In Lesson 1, you wrote 'true' or 'false' under each of these statements.

If you did the same again now, how would your answers be different? Why?

Write down each of these statements. Underneath each statement, write a sentence or two about whether your answer would be similar or different to before.

“The Palestine-Israel issue has been raging for centuries!”

“Palestine was an ‘empty land’ in the nineteenth century!”

“Zionism is just another word for Judaism!”

“The Palestine-Israel issue is all about religion!”

“The Palestine-Israel issue is unique... you can’t compare it with anything else!”

Activity: Myth vs. reality

Can you match the **myth** with the **reality**?

“The Palestine-Israel issue has been raging for centuries!”

“Palestine was an ‘empty land’ in the nineteenth century!”

“Zionism is just another word for Judaism!”

“The Palestine-Israel issue is all about religion!”

“The Palestine-Israel issue is unique... you can’t compare it with anything else!”

There are religious differences between most Jews and Palestinians, but the main issue is the **land**

We can draw comparisons with **apartheid** in South Africa and **ethnic cleansing** in other places

Judaism and Zionism are not the same. Judaism is an ancient religion whereas Zionism is a 19th century political movement

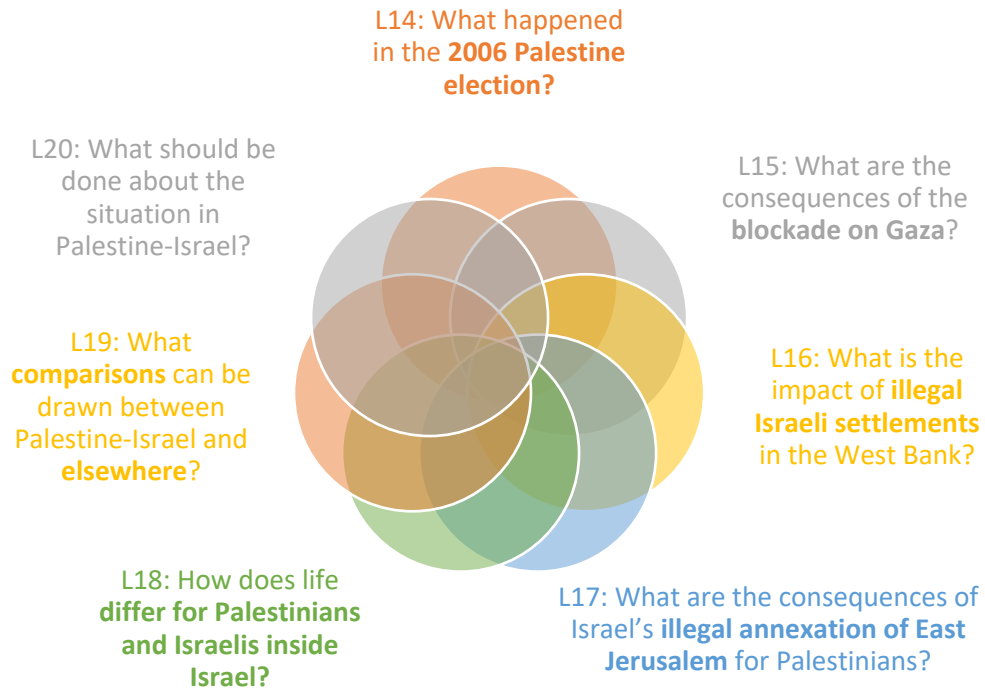
In the nineteenth century, Palestine experienced **modernisation** and was **flourishing**

The Palestine-Israel issue started with the rise of nationalism in the **late 1800s and early 1900s**, for example Zionism

Questions

1. What are the main barriers to peace, justice and equality in Palestine-Israel?
2. What can be done to reduce these barriers?
3. What should we do about the situation in Palestine-Israel?

Chapter III Exam-Style Questions



Explain two consequences of illegal Israeli settlements in the West Bank **(8 marks)**

Write a narrative account analysing the key events that led to Israel imposing a blockade on Gaza in June 2007 **(8 marks)**

Explain two of the following:

- The consequences of the blockade on Gaza
- How life differs for Palestinians and Israelis inside Israel
- The value of comparison when discussing Palestine-Israel (with reference to apartheid) **(16 marks)**

Chapter III
Glossary
(colour-coded to match lesson)

2006 Palestine election: a vote in January 2006 to elect the next Palestinian Legislative Council

Annexation: the forcible acquisition (taking control) of land

Apartheid: a policy or system of separation based on race

Blockade: when land is sealed off to prevent people or goods from entering or leaving

Colonialism: when one country asserts territorial or economic dominance over another, for example the Ottoman Empire (Lesson 1) or the British Empire (Lesson 4)

Discrimination: the unfair treatment of someone based on their race, age or another characteristic

East Jerusalem: the eastern half of Jerusalem

Enclave: land entirely surrounded by the land or sea of another country (for example Lesotho)

Eviction: when someone is forced to leave a house or piece of land

Fourth Geneva Convention: an agreement about how civilians should be treated in war zones, from 1950

Gaza: a Palestinian enclave on the Mediterranean coast, which borders Egypt and Israel

Hamas: an Islamic Palestinian nationalist party

Humanitarian crisis: when the health, wellbeing or safety of a large group of people is seriously threatened

Illegal Israeli settlement: the establishment of an Israeli community on Palestinian land, which violates the Fourth Geneva Convention

International law: laws on the relationships between countries

Ismail Haniyeh: Hamas's spokesperson

Israeli Arab: a Palestinian who lives in Israel

Israeli settler: someone with Israeli citizenship who makes a home on Palestinian land

Izz al-Din al-Qassam Brigades: the military wing of Hamas

Racism: hostility, prejudice or discrimination against someone based on their race

Separation Wall: a 6-8m high wall built by Israel that runs along the border between Israel and the occupied West Bank