

# SUGGESTED LESSON PLAN

D. I d)

History 2011-2014

Regional Upheaval

100 minutes, including time for discussions

Resource for History, Politics, Conflict Resolution

This section outlines the major events in the region during this period: uprisings in a number of Muslim countries, named “The Arab Spring”, relations between Hamas in Gaza and Fatah on the West Bank, the rise of IS (ISIL, ISIS), and two Hamas-Israel wars, giving opinions of both sides.

## Aim

The students will gain more depth of understanding of recent events in the region, and will be able to reach their own decisions as events unfold further.

## Contents

Slide	Title
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2	Hamas-Fatah reconciliation agreement
3-4	The ‘Arab Spring’. Regional uprisings
5-6	Birth of IS
7-8	2 <sup>nd</sup> Israel-Hamas War ‘Pillar of Defence’ 2012
9	Israel’s attempts to avoid Gazan civilian casualties
10	Israel’s attempts to avoid Israeli civilian casualties
11-12	Growth of ISIS 2014
13	Hamas Fatah reconciliation
14-15	Start of 3 <sup>rd</sup> Hamas-Israel war
16-19	Conflicting views of numbers of civilian casualties Allow for class discussion or in groups on the question raised on the slide
20-21	Tunnels Discussion or short assignment: What would be the appropriate response to attack tunnels with exits within villages?
22-23	Destruction of buildings. Discuss: In view of fact that that international law forbids the use of civilian buildings as weapons storage, launching pads, etc, and that Hamas is accused of doing so (See D. IV Ethics of War), who is to blame for the deaths of civilians casualties in these cases?
24-5	Human shields
26	Shelters
26	Conflicting world views. Discussion: why the discrepancy?
28-9	Terms of peace talks
30	Truce
31-35	Additional information

## **Assignment**

Research international law on the use of human shields, which states that whoever uses its own civilians as human shields is responsible for their deaths, and that Israel gave warnings before attacking, who is responsible for the deaths of the Gazan civilians?

## **Discussions**

1. Ask the students to get into groups, and imagine they are citizens of Gaza. Ask them to tell each other how they feel about their borders being closed, and to suggest ways to open them.

### **2.**

- What is the proportional response to rocket attacks?
- Does Israel use more force than is necessary to achieve its goal – that of stopping rocket attacks?
- Should Israel
- Launch the same number of rockets at Gaza as are launched at Israel?
- Arrest, or if resisted, kill the organisers and operators?
- Reoccupy Gaza?
- Close the border in order to try to control the amount of weapons being smuggled in?
- Blanket bomb the area?
- Move Gazan civilians away from the launching area to further away from the border so that the militants can be attacked without endangering the civilian population?
- Open the borders and allow the people of Gaza full freedom to enter Israel at will, thus risking the possibility that weapons and murderers may come in?

For more information on this subject, (see **D. IV Ethics of War**)

## **Outcome**

The students will have gained more depth of understanding of recent events, and will be more able to reach their own decisions as events unfold further.