

SUGGESTED LESSON PLAN

SECTION C

150 minutes if all the slides are used.

Resource for Citizenship, PHSE, General Studies , Religious Studies

This PowerPoint gives a simple outline of the issues and of the two conflicting narratives and claims. For a more concise shorter version, see Section A) KS4. For more in-depth study, see Sections I – VIII.

Aims

To introduce the students to the Arab-Israel Conflict, giving them both sides of the story, both narratives, so that they may have a greater understanding of the issues involved when it is referred to in the media.

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Show slide 2

Activity 1

Ask students to complete the following interactive map of the Middle East and North Africa..

Drag the country's name onto the map. There is no score nor time limit, but rather this exercise is a learning tool. Don't be afraid to make an error, and once you finish the puzzle, you will be far more educated about this very intense part of our world.

(Click on the Link Below)

http://www.rethinkingschools.org/just_fun/games/mapgame.html

Slides 3 – 6

These can be omitted, or alternative, can be summarised in your own words.

Show slides 7 - 8

The answer to the question on slide 7 is on slide 8.

Activity 2

Ask the students to look at the map on the right, and to discuss in pairs what they think of the border.

Do they think it looks like a permanent border?

Is it defensible?

Why is Israel reluctant to withdraw totally without negotiations?

Show slides 9 - 11

Activity 3

Obviously without doing extensive research it would be difficult to determine which version is historically correct, but the students can be asked to think about how and why two such opposing views and claims can be believed.

Activity 4

Ask the students to discuss in pairs the questions:

- Do you think it will be possible to reach a compromise which reconciles these opposing historical claims?
- Do you think it is ever possible for people to renounce deeply-held religious beliefs?
- Fatah has been engaged in peace talks with Israel, but as this Charter has never been revoked, do you think Fatah will make peace?
- Israel has been involved in peace talks with Fatah. Is it understandable that it fears to make concessions when the PLO's charter has not been revoked?
- Or does Israel have another agenda?

Additional information: See slide 12 for other states created by 'colonial' Britain and France.

Show slides 14 – 17

Ask the students to give their opinion on Israel's diverse society.

Show slides 17 – 20

Fatah's stated aims on one hand, and the PLO Charter and Fatah education on the other appear to contradict each other. What do the students consider to be Fatah's true aims?

Show slides 21 – 24

This raises the issue of the 'Separation of Church and State' which most Western states adhere to. See question on slide 24 and discuss.

Show slides 25 – 26

What can be the reason for Iran's interest in the area?

Show slides 27 – 33

History. These slides can be omitted if less detail is required. For more detail of history, see Section I

Slides 31 – 32

Barrier/Fence/Wall

Additional information. Some examples of barriers and their aims:

Western Sahara/Morocco (drug smuggling)

USA/Mexico (illegal immigrants, drug smuggling)

Saudi-Arabia/ Yemen (illegal immigrants)

Pakistan/Afghanistan (anti –terror) Proposed

China/North Korea (illegal immigrants)

Egypt/Gaza (anti-terror, smuggling)

Berlin (keeping East Berliners in the East)

Israel/West Bank (prevent suicide bombers).

Activity 5

Ask the students to role play Palestinians affected by the barrier:

- 1) A farmer who is delayed getting to his fields; a school or university student who has to walk a long way out of his or her way get to school; an office worker who has to drive miles out of his way and to wait in a queue to get to work.
- 2) Israelis before the barrier was constructed:
A mother whose child was blown up on a bus on the way to school; a teenager whose friend was killed by a suicide bomber while at a disco; a young person who lost a leg.

Show slides 34 – 41

4 core issues, claims and counter claims.

- Can Israel's security ever be reconciled with the right of the Palestinians to have their own state in the whole of the West Bank?
- Why do Fatah and Hamas want all the 4.5 million refugees and their descendents to live in Israel rather than in the proposed state of Palestine?
- There are over 50 Muslim states in the world. Is Israel wrong to ask to be recognised as the only Jewish state?
- How can the Palestinians' demand for a capital in East Jerusalem be reconciled with Israel's stated need to retain its holiest sites, which are situated in East Jerusalem?

A referendum in 1947 would have resulted and today would result, in a majority wanting Israel to retain control of an undivided city, as Jews have been a majority since records began in 1865. most Arab citizens of Jerusalem do not want the city to be re-divided.

Show slides 47 – 50

Homework

Remind the students of past events by looking at the timeline.

Read the suggested causes and solutions.

List them in the order you think is most fair to both sides and is most likely to succeed

Explain your reasons.

Outcome

The students will have a deeper understanding of this 100-year old conflict and the issues which divide the two sides, enabling them to appreciate why the conflict appears so intractable. They will now be able to go on to more in-depth study.