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| lesson 11  what were the causes and consequences of the first intifada? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill International Relations | | | **LEARNING OBJECTIVES** By the end of this lesson, students 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 | | | **structure**Introduce learning objectives11a. KeywordsRecapCauses of the First Intifada (slides 8-11)11b. Volcano activity11c. What happened during the First Intifada? (slides 13-15) The role of women  Consequences with list activity  11d. Debate  Plenary  Homework | | |
| **RESOURCES**  * **PPT** * **Activities:** * 11a. Keywords * 11b. Volcano activity * 11c. What happened during the First Intifada? * 11d. Debate * **Textbook** | | | **Lesson DETAILS**Introduce learning objectives (3 mins) 11a. Keywords (4 mins) *Students to cut out the cards and match each of the keywords in yellow with a definition in red and an image in orange. Ask students if they have come across the term ‘grassroots’ before. What about in the news? What does it mean? If students haven’t come across it before, what do they think it might mean? Emphasis here on the idea of a community coming together to take action. Once students have completed this task, run through the answers on slide 4 and ask students to stick the correctly matched cards into their glossaries*Recap (4 mins) *Working with a partner, students to recap Lesson 9 by answering the questions using the words provided on the slide: What were the consequences of the June 1967 War for the West Bank and Gaza? What did this mean for the daily lives of Palestinians in the West Bank and Gaza? Map available on slide 6 to help wit this. Important for students to remember that Israel occupied the West Bank and Gaza during the June 1967 War and did not relinquish control afterwards. Instead, settlements were established and Palestinians continued to lose their homes and land. Life became extremely difficult for the Palestinians – this is important context for the First Intifada* Causes of the First Intifada (slides 8-10) (5 mins) *Run through slides 8-10 on the causes of the First Intifada. Slides start with long-term and short-term causes and then cover trigger cause on 8th December 1987. Encourage students to reflect on this information in light of what Palestinians had already endured since 1948: what aspects of Palestinian lives are being impacted by the occupation? Quote from Benny Morris for students to reflect on. How does this make you feel? How do you think Palestinians felt in the 1980s?* 11b. Volcano activity (8 mins) *Students to use the volcano as a visual demonstration of the causes of the First Intifada. Option to fill in the worksheet and stick it into their books, or for students to draw their own volcano to complete. Encourage students to use information from previous lessons for long-term causes. Extension question available for students who finish early: which long-cause was the most significant? Why?* 11c. What happened during the First Intifada? (slides 13-15) (8 mins) *Students to answer several questions on the events of the First Intifada now. Run through information on slides 13-15, pausing on each slide to give students time to answer their questions. Emphasise that the First Intifada was a* ***community movement which was mostly peaceful, and that Palestinians used boycotts of Israel to non-violently raise their voices****. Explain that Israel’s violent response to the uprising was widely criticised by the international community*  The role of women (6 mins)  *Show trailer for Naila and the Uprising on slide 15 to encourage students to start thinking about the role of women in the First Intifada. Are you surprised by the role of women? Did you assume that this was a man’s movement? Why? Slide 16 offers some extra details on women’s roles. Emphasise that one third of the total Palestinian deaths were women. Students to then discuss why education and health was so important during this period: many schools shut during the Intifada and there continued to be extremely high unemployment. Also, Palestinians did not have access to the same health services as Israelis*  Consequences with list activity (6 mins)  *In small groups, students to summarise the consequences of the First Intifada. What was the human impact? How did the First Intifada affect the Palestinian and Israeli economies? What about international relations? Finally, how would the First Intifada have made you feel as a Palestinian? Explain that we will continue to address the consequences of the First Intifada in our next lesson on the Oslo Accords*  11d. Debate (10 mins)  *Students to be assigned a partner. Each pair to then be assigned either ‘support’ or ‘opposition’ to Israel’s occupation of the West Bank and Gaza. Students to use what they have learnt today along with previous knowledge to formulate their arguments. Pairs will then be matched up. Encourage students to note down the best arguments on both sides, and then bring this all together for a whole class discussion. If there is time, ‘forced debate’ technique could be used here, where students switch and argue the opposing side*  Plenary (3 mins)  *With someone they haven’t yet worked with today, students to answer the following questions: what was the trigger cause of the First Intifada? When did this happen? How long did the First Intifada last? What were three causes of the Intifada? What were three consequences of the Intifada? If time, students should jot these answers in their books as useful recap for the future*  Homework (3 mins)  *Students to use their notes from this lesson as well as the video on BBC Class Clips to answer the following questions: What was the significance of the First Intifada (1987-1993)? Encourage students to write one paragraph answering this question from the Israeli perspective, and another paragraph from the Palestinian perspective. Students should also reflect on what this video tells us about Yasser Arafat and the PLO: what does this video tell us about Yasser Arafat and the PLO? We will cover Arafat, the PLO and the Oslo Accords next lesson* **for non-specialists** ‘Stories From the Intifada’ Al Jazeera World Documentary:  <https://www.aljazeera.com/program/al-jazeera-world/2014/12/17/stories-from-the-intifada>  Video on significance of Intifada (for homework):  <https://www.bbc.co.uk/teach/class-clips-video/gcse-history-the-first-intifada-and-palestinian-consciousness/zdwptrd>  On women’s role in the Intifada - Naila and the Uprising:  <https://www.youtube.com/watch?v=zotlaEEnSZw>  More resources on women’s role in the First Intifada:  <https://justvision.org/nailaandtheuprising/resources>  ‘What you need to know about the 1987 Intifada’ PBS:  <https://www.pbs.org/wnet/women-war-and-peace/uncategorized/what-you-need-to-know-about-the-1987-intifada/> | | |