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| lesson 16  what is the impact of illegal israeli settlements in the west bank? | |
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| **info** Clock with solid fill 1 hr  Pyramid with levels with solid fill GCSE  Link with solid fill International Relations, Debating | | | **LEARNING OBJECTIVES** By the end of this lesson, students 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 | | | **structure**Introduce learning objectives16a. Keywords activityRecap16b. Illegal Israeli settlements in the West BankWhy do people choose to settle in the occupied West Bank?The illegallity of settlements16c. Fill in the blanksThe impact on PalestiniansCase Study: Hebron16d. DebateHomeworkPlenary | | |
| **RESOURCES**  * **PPT** * **Activities:** * 16a. Keywords activity * 16b. Illegal Israeli settlements in the West Bank * 16c. Fill in the blanks * 16d. Debate * 16c Answer * 16 HW * **Textbook** | | | **lesson DETAILS**Introduce learning objectives (4 mins) In small groups, students to guess the topic of today’s lesson using the pictures: people, building, homes, illegally – illegal Israeli settlements in the West Bank 16a. Keywords activity (6 mins) Again in small groups, students to cut out the keywords and definitions cards and match keywords with correct definitions, like dominoes. Extension question available for students/groups who finish early: have you come across any of these keywords before? In what context? Students might rememeber ‘settlements’ and ‘West Bank’ from previous lessons. Answers available on slide 6 to go through as a class. Then invite students to cut their cards along the brown line and stick matching keywords and definitions together into glossary Recap (3 mins) Students to work with person next to them to recap the location of the West Bank using the map of historic Palestine-Israel from Lesson 1. What happened to the West Bank in 1948 and 1967? Explain that all of historic Palestine-Israel had been part of Mandate Palestine under British control until the Nakba of 1948, and then the West Bank fell under Jordanian control from 1949 until 1967. In the Six Day War of June 1967, Israel occupied (invaded and took control) of the West Bank. This is when settlements started to be built, so this is important context for today’s lesson 16b. Illegal Israeli settlements in the West Bank (3 mins) Sheet 16b provides basic facts on illegal Israeli settlements: what they are and how many (as of May 2021). Working independently, students to identify two or three things they want to know about illegal Israeli settlements. Suggestions: who lives there? Why? What does ‘illegal’ mean in this context? Encourage students to share their questions as part of a whole class discussion. What is the most common question from students? Option to write key questions on board and return to these for plenary at the end of the lesson Why do people choose to settle in the occupied West Bank? (6 mins) After explaining that there are a number of reasons why people choose to live in illegal Israeli settlements in the occupied West Bank, encourage students to create a spider diagram and sort the motives on slide 10 into political, economic, social and religious reasons. Students likely to find that some motives can fit into multiple categories. Indeed, extension activity available - students can answer the questions ‘Are any of these reasons linked? How?’ in their books. Students can also start to consider which of these reasons is most appealing or convincing to them – will link to 16d Debate activity later in lesson The illegallity of settlements (6 mins) Take some time to talk through the illegallity of settlements. Article 49 of the Fourth Geneva Convention states that a country must not move its population into a territory it occupies. In 1967, Israel occupied the West Bank and Israel still occupies the West Bank today. It is therefore illegal for Israel to move Israeli citizens into the West Bank. Give students some time to read through the information on slide 11 and then invite them to answer the question on the slide in their books: why are settlements illegal under international law? If students find this concept challening, option to invite answers from the class for students to hear alternative explanations and to clear up any misunderstandings. Slide 12 covers the UN’s position on Israeli settlements – students to copy and fill out the table charting UN Resolutions condemning Israeli settlements on Palestinian land. Answers available on slide 12 to run through as a class 16c. Fill in the blanks (6 mins) Students to fill in the blanks using the words provided and then exchange their completed worksheet with the person sitting next to them. Answers availale on slide 13 to run through as a whole class activity The impact on Palestinians (7 mins) In small groups, students to study the photograph of an illegal Israeli settlement on slide 15 and consider the impact this might have on Palestinians living locally: who lived here before? eg. during the British Mandate and more recently? Palestinians (option to link to myth of Palestine as an ‘empty land’ from Lesson 1) How would they feel about this development? How would the presence of this settlement change the dynamics of the local community? Would there be tension between Palestinians and illegal Israeli settlers? Why? Show students the map of illegal Israeli settlements and note their **spread across the West Bank.** Run through the impacts on Palestinians on slide 16 and invite students to address the question ‘Is this fair?’ with the person sitting next to them. Main impacts to note: loss of land; home demolitions; settler violence; **breaking up the land of a future Palestinian state**; roads. Students to reach a conclusion and then share their conclusion with another pair. Students to reflect on the similarities/differences between their answers. Why have you reached similar/different conclusions? Question on slide 17 can be used as the basis for a whole class discussion or students can discuss in small groups, depending on time available Case Study: Hebron (7 mins) Introduce Hebron as an important case study for illegal Israeli settlements. Explain basic information: geographical location (south West Bank); population; a microcosm of the occupation with high tension. Introduce the concept of checkpoints here: have you come across this term before? Where? Have you ever passed through a checkpoint? Definition and images available on slide 19. Encourage students to add the definition to their glossaries. Video available on slide 20 on life in Hebron. Students to answer the questions. Answers available on slide 16d. Debate (7 mins) Students to debate for or against Israeli settlements; in pairs, students to be assigned either ‘support’ or ‘opposition’. Students to be given a few minutes to prepare their argument before they join with another pair and have a debate. If time, option for ‘forced debate’ where students then take opposing side. Encourage students to use their notes from this and previous lessons to support their arguments. If time, students can note down the best arguments made by their opponents, to be shared with rest of class in whole class discussion afterwards. Encourage students to reflect on the debate: Was it difficult? Did both sides have anything in common? Food for thought available on slide 23: covers Ben and Jerry’s decision not to renew its license in the occupied West Bank in 2021 due to moral objection to Illegal Israeli settlements Homework (2 mins) Students to consider whether or not illegal Israeli settlement building in the West Bank should be allowed to continue. Students to use their notes from today’s lesson to support their argument Plenary (3 mins) Working in pairs, students to identify 3 things they have learnt today about illegal Israeli settlements in the West Bank. Images available on slide 25 for visual scaffolding **for non-specialists** Amnesty International article on settlements and international law:  <https://www.amnesty.org/en/latest/campaigns/2019/01/chapter-3-israeli-settlements-and-international-law/>  Useful video on increasing number of illegal settlements in the West Bank (possible addition to lesson):  <https://www.youtube.com/watch?v=KXgzXkh35Jc&feature=emb_logo>  Ben and Jerry’s statement on not selling products in occupied West Bank:  <https://www.benjerry.com/about-us/media-center/opt-statement>  Life in Hebron, Good Morning Europe video (used in lesson): <https://www.youtube.com/watch?v=cYSTf5rWyu4> | | |