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|  lesson 18 how does life differ for palestinians and israelis inside israel? |
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| **info**Clock with solid fill 1 hrPyramid with levels with solid fill GCSELink with solid fill Politics, Citizenship | **LEARNING OBJECTIVES**By the end of this lesson, students 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
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| **KEYWORDS*** Green Line
* Israeli Arab
* Discrimination
* Apartheid
 | **structure**Introduce learning objectives Starter activity18a. Keywords wordsearch18b. Israel’s borders today18c. Palestine-Israel today18d. Matching activity18e. Palestinians in IsraelApartheidPlenaryHomework setting |
| **RESOURCES*** **PPT**
* **Activities:**
* 18a. Keywords wordsearch
* 18b. Israel’s borders today
* 18c. Palestine-Israel today
* 18d. Matching activity
* 18e. Palestinians in Israel
* 18 HW
* **Textbook**
 | **lesson DETAILS**Introduce learning objectives (3 mins)Starter activity (5 mins)Students to start today by sharing the results of their homework with the person sitting next to them. What did they want to know more about at the end of last lesson? Why were they interested in this? How did they use the internet to find out more about this topic? Was there a certain website that you found particularly useful? Did the results surprise you? Why/why not? After a couple of minutes, bring this back to a whole class discussion. If any students looked into life for Palestinians in Israel or apartheid, encourage them to share their findings with the rest of the class 18a. Keywords wordsearch (5 mins)Activity here for students to find today’s four keywords in the wordsearch: Green Line, Israeli Arab, Discrimination & Apartheid. Once they have located these four words, students to match the keywords (green) with the definitions (blue). If this proves difficult, students can start with ‘Green Line’ keyword as they will have covered the definition of this in an earlier lesson. If they struggle to remember the definition of Green Line, there is the option to use their glossaries to recap the definition. Students might associate ‘apartheid’ with South Africa, but explain that this is not always the case. We will come back to this later in lesson 18b. Israel’s borders today (10 mins)Use slide 6 to explain how the map of Palestine-Israel has changed from before 1918 to the present day. Short history recapping these changes available in textbook. Encourage students to locate Haifa on these maps: a good example of a now-Israeli city which was part of Palestine before 1948 and has a mixed Palestinian and Israeli population today. Students to then complete activity 18b in pairs on the borders of Israel and Palestine today. Students to identify the West Bank and Gaza as occupied Palestinian territory. Extension activity available to identify the surrounding countries of Lebanon, Egypt, Jordan and Syria 18c. Palestine-Israel today (3 mins)Recapping what has just been established in activity 18b, students to identify Israel in orange and the occupied Palestinian territories of the West Bank and Gaza in blue. Encourage students to stick this sheet into their books 18d. Matching activity (8 mins)Explain to students that 9 million people live in Israel, 20% of whom are Palestinian. Is this more than you expected? This is because in the Nakba of 1948, although 750,000 Palestinians became refugees, some Palestinians remained and now live within the borders of Israel. These individuals are sometimes referred to as ‘Israel Arabs’, but many do not like this as it denies their Palestinian identity. 18d is a matching activity on the population of Israel and slide 11 offers a recap of the Nakba from Lesson 718e. Palestinians in Israel (12 mins)Students to use the information in 18e to create a spider diagram of life for Palestinians in Israel. Encourage students to read through all the information first, underlining key parts, and then think about grouping the information into themes for their spider diagram, for example ‘legal’, ‘economic’ and ‘social’ aspects of life. Alternatively, students could group the information into ‘law’, ‘education’, ‘health’. Students to then think about what it is like to be Palestinian in Israel: video available on slide 13 for students to watch, leading into group discussion. After whole class feedback on group discussion, encourage students to answer the following question in their books, working independently: ‘What is it like to be Palestinian in Israel?’ Apartheid (8 mins)Start by asking students what the word ‘apartheid’ means to them. Have you come across this term before? In what context? What does it mean? Recap the definition of apartheid (a policy or system of separation based on race) and explain that although usually associated with South Africa, the term apartheid is increasingly used to describe Israel’s policy towards Palestinians. Video available by Human Rights Watch on apartheid in Israel on slide 16. Slide 18 shows that some Israelis are starting to speak out against Israeli occupation and apartheid: why is this important? If time, students to discuss this question in small groupsPlenary (3 mins)In small groups, students to list 3 things they have learnt today about life for Palestinians in Israel. Why are there Palestinians living in Israel? (Because Israel used to be Palestine) How many Palestinians live in Israel? (1.8m) What is apartheid? How many Israeli laws discriminate against Palestinians? (65+)Homework setting (3 mins)Students to answer the following exam-style question: Explain **two** consequences of being Palestinian and living in Israel [8]**for non-specialists**Amnesty International report including life for Palestinians in Israel:<https://www.amnesty.org/en/location/middle-east-and-north-africa/israel-and-occupied-palestinian-territories/report-israel-and-occupied-palestinian-territories/> Human Rights Watch report on apartheid in Palestine-Israel: <https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution>Life in Israel’s mixed cities (used in lesson):<https://www.youtube.com/watch?v=8RVoPZPKxLY>Crimes of apartheid and persecution in Israel (used in lesson):<https://www.youtube.com/watch?time_continue=180&v=6TLe4J7Dvd0&feature=emb_logo> Israelis speaking out against apartheid (used in lesson):<https://www.youtube.com/watch?v=7FoRt7jkvCU&feature=emb_logo> B’Tselem (Israeli NGO) report on apartheid in Palestine-Israel: <https://www.btselem.org/publications/fulltext/202101_this_is_apartheid> |