



# CONFLICT IN ISRAEL AND PALESTINE

## **Teacher Resource Pack**



HISTORY OF THE CONFLICT IN THE TWENTIETH CENTURY

#### 1917

#### **Balfour Declaration**

The Balfour Declaration was a public statement issued by the British Government in 1917 during the First World War announcing its support for the establishment of a "national home for the Jewish people" in Palestine.

#### 1947

#### **UN Resolution 181**

This resolution recommended the partition of Palestine into separate Jewish and Arab states, with Jerusalem under international administration. Jewish leaders accept the plan, while Arab states and Palestinians reject it.

#### 1967

#### Six Day War

The Six-Day War, which lasted from June 5 to June 10, 1967, was primarily between Israel and a coalition of Arab states. It resulted in an overwhelming victory for Israel, the capture of large swathes of territory from the surrounding Arab states, and the reunification of Jerusalem, which came under Jewish sovereignty for the first time in nearly 2,000 years

#### 1979

#### **Camp David Accords**

Israel and Egypt signed a peace treaty, leading to Israel's withdrawal from the Sinai Peninsula.

#### 1993

#### **Oslo Accords**

The Oslo Accords, signed in 1993 between Israel and the Palestine Liberation Organization (PLO), aimed to establish a framework for peace negotiations. They resulted in mutual recognition between Israel and the PLO, the creation of the Palestinian Authority, and outlined plans for Palestinian self-governance in parts of the West Bank and Gaza Strip.

#### 2005- Present

#### **Failure of Peace Process**

The Peace Process has failed to produce a meaningful stability to the region into the Twenty-First century. Both Israeli and Palestinian authorities accuse the other of blocking the peace process with unrealistic and hostile aims. Violence from both sides has escalated tensions in the region making peaceful negotiations impossible.

#### 1915-1918

#### **Palestine and WW1**

The British, Italian and French forces fight alongside the Arab Revolt to overthrow the Ottoman empire after they support Germany and her allies.

#### 1920

#### **British Mandate**

Following the Ottoman loss of territories in WW1 the League of Nations issues a mandate for British administration to control Palestine and act on the Balfour Declaration.

#### 1948

#### Israel's War of Independence

Israel declared its independence on May 14, 1948. The declaration was followed by an invasion by neighboring Arab states, including Egypt, Jordan, Syria, Iraq, and Lebanon. The war resulted in Israel's survival and expansion of territory.

#### 1973

#### **Yom Kippur War**

Egypt and Syria launched a surprise attack on Israel during Yom Kippur, the holiest day in Judaism. The conflict resulted in a ceasefire, and Israel eventually withdrew from the Sinai Peninsula as part of the 1979 Camp David Accords.

#### 1987-1993

#### First Intifada

Palestinians protesting the Israeli occupation of the West Bank and Gaza Strip begin a campaign of civil disobedience. This develops into a violent conflict that lasts 5 years with both sides blaming each other for the escalation of violence and loss of life.

#### 2000-2005

#### **Second Intifada**

The Second Intifada, also known as the Al-Aqsa Intifada, was a major uprising by Palestinians against the Israeli occupation, characterized by a period of heightened violence in the Palestinian territories. The scale and severity of the conflict resulted in heavy losses for both Israeli and Palestinian people, across civilian populations and armed forces.



### KEY WORDS AND DEFINITIONS

Key word	Definition	
Al Nakba	Also known as the Palestinian Catastrophe, the term used by Palestinians to refer to the events of 1948.	
Al Naksa	Means "setback" and relates to the defeat of the Arabs during the 1967 Day War.	
British Mandate	The legal authority to rule Palestine, given to Britain by the League of Nations in 1922	
Eretz Israel	Hebrew term meaning "Land of Israel"	
Fedayeen	An Arabic word meaning "those who sacrifice themselves". They carried out raids into Israel.	
Haganah	A Jewish defence force formed in the 1920s to protect Jewish settlements in Palestine	
Hamas	A Palestinian Islamic militant group. Set up in 1987.	
Holocaust	The murder of around six million Jews in Europe by the Nazis, 1933–45.	
IDF	Israeli Defence Forces. This includes the Israeli army, navy, and air force.	
Intifada	An Arabic word meaning "shaking off", used to refer to the Palestinian resistance against the Israeli occupation in the West Bank and Gaza in 1987-93.	
Irgun	A Jewish organisation formed to create a Jewish state by force.	
Islamic Jihad	A Palestinian Islamic militant group. Set up in 1981.	
Nationalise	The government taking over ownership of a company, industry or land.	
Partition	Dividing a region into separate states.	
PLO	Palestine Liberation Organisation. Set up in 1964.	
United Nations	The United Nations is an international organization whose stated purposes are to maintain international peace and security. Established 1945.	
Yom Kippur	Day of Atonement – the holiest day of the year in Judaism.	
Zionism	A movement that wanted a Jewish homeland established in Palestine.	



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STUDENT SKILLS TRACKER

#### **Suggested Skills/Targets:**

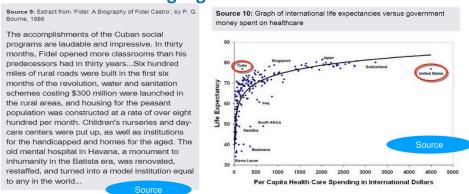
- Using lots of detail from the sources to support claims
- Making inferences/drawing information from sources
- Using persuasive language in my claim-writing
- Analysing the provenance of sources to support or critique a claim
- Using historical knowledge of the period in my arguments
- Linking the topic to other historical knowledge to add context
- Delivering my debate confidently and coherently
- Challenging the arguments of my opponents in rebuttals
- Defending my arguments well in rebuttals
- Explaining the differences between the two narratives
- Explaining how both narratives have been built and why some people have supported them
- Explaining how historical narratives are created, and viewed today

	What I did well	Even better if
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		



# MODEL SPEECH FOR A CLAIM TOPIC: SHOULD FIDEL CASTRO BE REMEMBERED AS A GREAT LEADER?

We know this may not be the topic you are studying, but the structure for your debate speech always stays the same. You need a mixture of historical knowledge, claim-making language and evidence.



Fidel Castro led a government that put the needs of Cubans above all else. He quickly implemented universal vaccination, rural health centers and urban polyclinics that offered free medical aid were opened up across the country, and infant mortality rates dropped. To this day, Cuba has one of the most effective health systems in the world in terms of health outcomes compared to government spending. Castro also built hundreds of miles of roads, houses, and schools. Cuba's water and sanitation systems were improved. Castro achieved all of this on a comparatively small government budget, demonstrating that he genuinely believed the priority of government should be the welfare of the people.

Fidel Castro's endless attempts to provide stability and economic security for his people demonstrate that he was in fact a great leader with the wellbeing of his people at the centre of his policies. Source 9 highlights that 'In 30 months Fidel opened more classrooms than his predecessors in 30 years' highlighting his determination to provide education for the Cuban youth. When compared to those who came before him it is evident that Castro fought to improve prospects for Cubans through access to education and equip them with skills for the future.

The source also emphasises the huge investment of Castro into infrastructure to support health and development of Cuban society. It states \$300m was injected into sanitation and housing schemes targeting peasants in rural areas were introduced, providing a better quality of life for those most in need. This evidently benefitted the Cuban people, as source 10 illustrates that not life expectancy in Cuba was greater than that of the USA, who constantly pointed to Castro as an economic failure. This is supported by statistical evidence from reputable and impartial bodies such University of Melbourne life expectancy data, a source which states fact and is untarnished by bias or subjectivity.

Castro even achieved this huge progress with less resources than the USA, and in the face of deliberate sabotage of his economy by American embargoes. Perhaps his government's aims to help those in need appeared laughable to a government like the USA who were driven by greed and a desire to misrepresent any successes linked to communism, but for the people he led they meant real change and progress. Castro is a great leader because the evidence points to a man determined to protect and nurture his nation; the very definition of what a great leader should aim to do.

My argument/claim explanation

Evidence from the sources that support my claim

Analysis of my source provenance

Link to other points/claims in the narrative (remember you are a team and can work together to see how your points link!)



# MODEL SPEECH FOR A CLAIM ENLARGED TEXT

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# Opportunities for including the history of Israel and Palestine in your curriculum using a dual-narrative approach

# KS3

Summer Term in Y9 4-8 Week Module

Parallel Histories
resources for studying
Israel/Palestine

## KS4

Edexcel GCSE or iGCSE Middle East option

Pearson resources for studying the Middle East GCSE unit

## KS5

Non-examined component

Parallel Histories
resources for NEA and
extended study

# **Pluses and Minuses of each approach**

- All students study the content which feeds into the GCSE unit
- Introduces historical concepts such as imperialism, colonialism,nationalism and The Cold War
- Develops the 'skills of the historian' such as source evaluation and evidence-led judgements
- Develops crosscurricular skills of oracy, debating and collaborative learning
- Summer term may be too late to inform GCSE choices

- ▼ Topic studied over 12+ weeks so explored in depth
- GCSE uptake rate will impact how many students cover the content
- The most interested and passionate historians in the school become very knowledgable on the topic. This can enable student-led learning programs for the rest of the school
- A-level uptake could limit reach of the topic in the school



# Curriculum Links to and from studying the History of Israel and Palestine

**BCE** 

#### **Themes and Concepts**

Origins of Christianity,
Judaism and Islam

**Growth of Empires** 

**Rise of Nationalism** 

WW1

**WW2** 

**Rise of Superpowers** 

Conflict in the Twentieth Century

**Key Topics** 

Ancient Civilisations
Islamic Golden Age
Crusades
Abbasid Rule
Conquest of Spain

Ottoman Empire
Mughal Empire
British Empire
Mongolian Empire

Pale of Russia Growth of Zionism Resistance to Empire

End of the Ottoman Empire
British Mandate for Palestine
Post-war Settlements and power
change
Ireland and Home Rule
Decline of Empire

Rise of Fascism
Persecution of Jews and The
Holocaust
Empire and WW2
Immigration and Windrush

Cold War
Changing Political Landscape
Gulf War

Conflict in Northern Ireland and 'The Troubles' 9/11 and 'The War on Terror' Ongoing Conflict in the Middle East





### **NEXT STEPS AND FURTHER SUPPORT**

 Parallel Histories full 6-8 week scheme of work can be found on our website here: <a href="https://parallelhistories.org.uk/">https://parallelhistories.org.uk/</a>

- Our Ebooks offer a choice of written or spoken text, twenty sources for analysis and classroom activities designed to prepare students for debate. A sample can be viewed here: <a href="https://heyzine.com/flip-book/08bd276207.html">https://heyzine.com/flip-book/08bd276207.html</a>
- You can sign up for our free CPD on bringing controversial history into the classroom here: <a href="https://parallelhistories.org.uk/teacher-training/">https://parallelhistories.org.uk/teacher-training/</a>
- You can explore free debating events and workshops for your pupils here: <a href="https://parallelhistories.org.uk/school-debating/">https://parallelhistories.org.uk/school-debating/</a>





If you have any further questions, or require any further support please email meredith@parallelhistories.org.uk

