

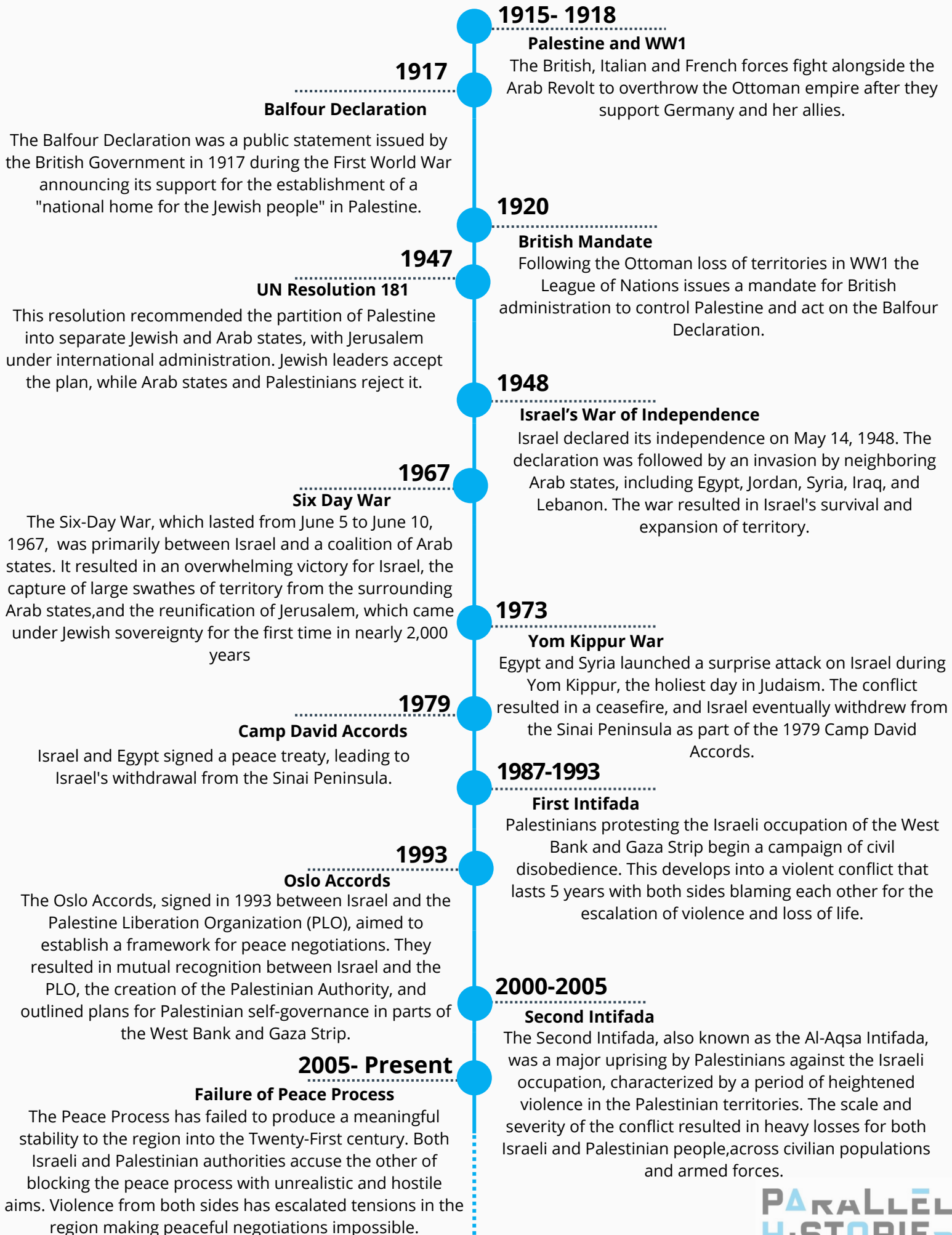
CONFLICT IN ISRAEL AND PALESTINE

Teacher Resource Pack



THE CONFLICT IN ISRAEL/PALESTINE

HISTORY OF THE CONFLICT IN THE TWENTIETH CENTURY



THE CONFLICT IN ISRAEL/PALESTINE

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 Six-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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THE CONFLICT IN ISRAEL/PALESTINE

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?

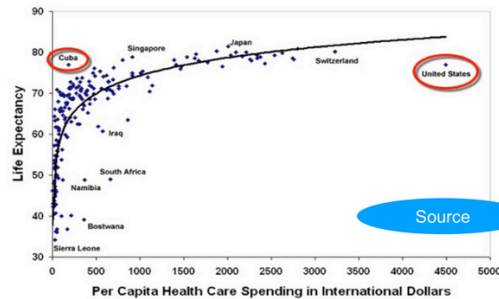
We know this may not be the topic you are studying, but the structure for your debate speech always stays the same. You need a mixture of historical knowledge, claim-making language and evidence.

Source 9: Extract from 'Fidel: A Biography of Fidel Castro', by P. G. Bourne, 1986

The accomplishments of the Cuban social programs are laudable and impressive. In thirty months, Fidel opened more classrooms than his predecessors had in thirty years...Six hundred miles of rural roads were built in the first six months of the revolution, water and sanitation schemes costing \$300 million were launched in the rural areas, and housing for the peasant population was constructed at a rate of over eight hundred per month. Children's nurseries and day-care centers were put up, as well as institutions for the handicapped and homes for the aged. The old mental hospital in Havana, a monument to inhumanity in the Batista era, was renovated, restaffed, and turned into a model institution equal to any in the world...

Source

Source 10: Graph of international life expectancies versus government money spent on healthcare



Source

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.

Claim

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!)

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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 cross-curricular 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 knowledgeable 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



NEXT STEPS AND FURTHER SUPPORT

- Parallel Histories full 6-8 week scheme of work can be found on our website here:
<https://parallelhistories.org.uk/>
- 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: <https://heyzine.com/flip-book/08bd276207.html>
- You can sign up for our free CPD on bringing controversial history into the classroom here:
<https://parallelhistories.org.uk/teacher-training/>
- You can explore free debating events and workshops for your pupils here: <https://parallelhistories.org.uk/school-debating/>



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