



Lesson Plan (45 minutes)

Gaza: How Did We Get Here?

Step 1: Lesson goals

Goals of This Lesson

Affective – Students will reflect on the relationship between historical context and current events

Behavioral – Students will be able to effectively communicate facts about Gaza within the context of social media

Cognitive – Students will be able to identify major events that affected the Gaza Strip between 1967 and the present day

Essential Questions/Big Ideas:

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| 1. How does history inform our understanding of current events? | 1. Current events do not exist in a vacuum. |
| 2. What factors contribute to the challenging conditions faced by both Gazans and Israelis today? | 2. Multiple factors, including economic hardship, security concerns, and religious beliefs, contribute to the current conflict between Hamas and Israel. |

Step 2: Learning Plan

Hook/Trigger: (3 minutes)

Write the word Gaza on the board and give students one minute to write all of their associations with Gaza on the board.

Then, go through the list and sort the associations into “facts” and “opinions”.

Explain that the current conflict between Israel and Hamas in Gaza is very complicated, and understanding the history of the region will give a better understanding of what is actually going on.

Learning Activity: (35 minutes)

- 1. Video:** Show an excerpt of the [Unpacked video](#) from 14:45 until the end (6 minutes)
- 2. Discussion: A complicated relationship (8 minutes)** In a 2007 election, Hamas won control over the Gaza Strip. Under Hamas’ rule, life for the average Gazan became increasingly more challenging. (You can watch this [video](#) to learn more about life in the Gaza Strip.)

How do you think these conditions impacted the relationship between the citizens of Gaza and its leadership? How might they impact the relationship between Gazans and Israel?

What changes do you think need to take place within Gaza in order for it to become a viable place to live in a post-October 7 world?
- 3. Learning Activity: Social media (12 minutes)** Rhetoric regarding Gaza and Israel on social media is filled with symbols and slogans expressing emotionally charged positions that often lack factual information. Design a fact sheet, reel, or other social media post that can educate viewers about the history of Gaza and the role that this history plays in the current conflict.

Reflection: (5 minutes)

Repeating history: “Those who don’t know history are doomed to repeat it” What is the meaning of this cliché in general? How might it apply to the situation in Gaza? In what ways has learning about the history of Gaza influenced your understanding of current events?

Step 3: Assessment

Checking for Understanding: (2 minutes)

3-2-1

What are three things you learned about Gaza in this lesson?

What are two things that surprised you?

What is one thing that you would like to learn more about?