

**Britain's Broken Promises:  
The Roots of the Israeli and Palestinian Conflict**

**Overview**

Students will learn about British control over Palestine after World War I and how it influenced the Israel-Palestine situation in the modern Middle East. The material will be introduced through a timeline activity and followed by a PowerPoint that covers many of the post-WWI British policies. The lesson culminates in a letter-writing project where students have to support a position based upon information learned.

**Grade**

9

**NC Essential Standards for World History**

- WH.1.1: Interpret data presented in time lines and create time lines
- WH.1.3: Consider multiple perspectives of various peoples in the past
- WH.5.3: Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment
- WH.7.3: Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war

**Materials**

- "Steps Toward Peace in Israel and Palestine" Timeline (excerpt attached)
- History of Israel/Palestine Timeline Questions and Answer Key, attached
- Drawing paper or chart paper
- Colored pencils or crayons (optional)
- "Britain's Broken Promises" PowerPoint, available in the Database of K-12 Resources (in PDF format)
  - To view this PDF as a projectable presentation, save the file, click "View" in the top menu bar of the file, and select "Full Screen Mode"
  - To request an editable PPT version of this presentation, send a request to [cnorris@unc.edu](mailto:cnorris@unc.edu)
- Britain's Broken Promises, note sheet attached
- "Letter to the London Times" letter assignment and biographies attached

**Essential Questions**

- What role did the British play in the current troubles in the Middle East?
- Why did some people support the creation of a Jewish homeland in the Middle East?
- Why did some people oppose the creation of a Jewish homeland in the Middle East?
- What are some solutions to the violence in the Middle East?
- Why is the Middle East such an important area for Jews, Christians, and Muslims?

## Duration

- 90 minutes for lesson and letter project description (can be broken up over two days)
- 30 minutes to present letters

## Student Preparation

Students should have a basic understanding of the Middle East up until World War I and European colonialism.

## Procedure

### Israeli-Palestinian Conflict – What Do You Know?

1. As a warm-up, write the term “Israeli-Palestinian Conflict” on the board. Have the students take out a piece of notebook paper and create a KWL chart in which they respond to the first two columns: What do you know about the “Israeli-Palestinian Conflict?” and “What do you want to know about the “Israeli-Palestinian Conflict?” Choose a few students to share their answers and write those on the board. Tell the students to keep the KWL charts in their notebook because they will use them later when they return to fill out the third column, noting what they learned.

### Learning About Israel & Palestine with a Timeline

2. Tell the students that in order to understand the present situation in Israel and Palestine, they must study the history of the area. Project or copy and handout pages one and two of the attached “Steps Toward Peace in Israel and Palestine” timeline. (Pages three and four will not be used with students but are provided for teacher reference.) Tell students (either individually or in partners) to spend a few minutes skimming the timeline. Ask them to pay particular attention to the various groups that have controlled the area over the past 3,000 years. While they are analyzing, pass out the attached “History of Israel/Palestine Timeline Questions to Consider” for completion.

### Creating an Illustrated Timeline

3. Once the students have had time to complete the questions, review the answers as a class. Tell the students that they are going to be creating an illustrated timeline of their own based upon the information they just reviewed. Provide students with a sheet of blank art paper and explain that the timeline should include the following information:
    - 5 events they think are important from *before* Common Era (B.C.E.)
    - 10 events they think are important *during* Common Era (C.E.)
    - A symbol or drawing illustrating each event noted.
    - Be artistically creative but accurate in the dates and events you note.
  4. Teachers may also want to provide colored pencils or markers. Give students around 20 minutes to complete the timeline. (Teachers can also extend this assignment into homework time if students do not finish.)
- **Alternative Timeline Assignment:** Divide the students into groups, giving each group poster paper and markers. Cut the timeline into sections and give a different section to each group. The groups must recreate the timeline on the poster paper and include illustrations. When all the

groups are finished, place the timeline in chronological order on the wall. The class can then review the timeline using a gallery walk.

5. After completing the timeline activity, review/discuss:
  - What are some trends you noticed about the history of Palestine? (*violent, many different groups have ruled the area, important area for three major monotheistic religions*)
  - What have you noticed about the history of the Jewish people? (*Marked by persecution – Babylonians, Romans, European Christians, modern Arabs*)
  - How did Britain’s control of the area lead to a modern state of Israel? (*Balfour Declaration supports creation of Jewish state*)
6. Depending on the pace of your class, the remainder of this lesson may need to be completed during a second day of instruction. If so, as a warm up on Day 2, put the following words on the board and have the students define them using their textbooks (otherwise, continue on to Step 6.)
  - **Zionism** - Political movement founded in the late 19<sup>th</sup> century that stated the need for a Jewish homeland in Palestine
  - **Diaspora** - the movement, migration, or scattering of a people away from an established or ancestral homeland
  - **Pogrom** – an organized massacre, esp. of Jews.
  - **Mandate** - a commission given to a nation to administer the government and affairs of a former Turkish territory or German colony.

#### **The British Mandate of Palestine - PowerPoint Overview**

7. Tell students they will be examining the roots of the Israeli-Palestinian conflict. Special attention will be paid to the influence British colonial practices after the First World War and the current conflict today.
8. Go through the PowerPoint and have students take notes on the attached Britain’s Broken Promises handouts. Ensure time for class discussion of the questions included in the PowerPoint:
  - What was the major religion in Britain? (*Christianity*)
  - Why do you think the Arabs decided to work with the British Christians instead of Turkish Muslims? (*They wanted their independence from the Ottomans*)
  - Why do you think that confusion over Palestine will have a great impact after WWI? (*The British felt that Palestine was not part of the land given to Arabs, and therefore they have no claim. The Arabs felt that the British betrayed them by “stealing” land that is theirs.*)
  - What modern day country on the map is shaded dark purple? (*Israel*)
  - Do you think that Jewish people should have a claim to their ancestral homelands? Why or why not?
  - What are some problems with outsiders drawing borders without any input from the people who live there? (*Ethnic tensions, economic inequality, violence*)

#### **Letters to the London Times**

9. After completing the PowerPoint, pass out the attached “Letters to the London Times” assignment sheets. (When photocopying the assignment sheets, place the “Letter to the London Times” directions (attached) on one side; on the other side photocopy one of the attached

biographies.) Make sure that you have an equal number of each of the biographies copied and randomly pass them out to the students. Review the instructions for the “Letters to London Times” assignment. Explain to students that on the back of their assignment sheet, they will find a biography of TE Lawrence, Arthur Balfour, Chaim Weitzman, or Mufti Haj Amin. Using information from the biography handout, timeline, textbook and PowerPoint presentation, they will write a letter to the London Times arguing for the British government to support their historical figures’ stance on the Palestinian issue. Go through each of the letter requirements as noted on the handout:

- Month, Date, Year
- The first paragraph should be a short explanation of who you are.
- The second paragraph should be the first reason you support your position. Be sure to include supporting facts.
- The third paragraph should be the second reason you support your position. Be sure to include supporting facts.
- The fourth paragraph should be a conclusion and summary of your position.
- In at least one of the paragraphs, include your reaction to one of the following events, which were covered in the PowerPoint:
  - Hussein-McMahon Correspondence
  - Sykes-Picot Agreement
  - Balfour Declaration
  - British Mandates
  - White Paper of 1939
- Be sure to sign your name at the end.
- Check all spelling, punctuation and grammar before turning it in!

10. Let students know when their letters are due and allow students to get started. Students should finish for homework.

### **Presenting Letters in Class**

11. On the due date of the letters, create groups of four that contain one of each historical figure: TE Lawrence, Arthur Balfour, Chaim Weitzman, and Mufti Haj Amin. Have the students read their letters aloud to their group members so that they can learn about one another’s perspectives.

12. After completing the reading, bring the class back together for a group discussion. Pose the following questions:

- What similarities and differences became evident as you listened to each person’s letter?
- Who’s responsible for much of the violence in “Palestine” today? Why?
- What could the British have done, if anything, to prevent the tension between Jews and Arabs in Palestine?
- What do you think the solution to the violence is? Why?

### **Additional Activities**

- Have the students research the UN partition plan after WWII and explain why it was rejected.
- Research the various attempts at peace that have been made between the Israelis and Palestinians and explain in what ways they were successful and in what ways they failed.

- Compare colonialism in Africa to colonialism in the Middle East, answering questions such as: What are some of the similar results that are seen in both areas today? What are some of the different results that are seen in both areas today?

### **Resources**

- The Complete Idiot's Guide to the Middle East by Mitchell G. Bard.
- Mideast Web <http://www.mideastweb.org>
- McMahon-Hussein Correspondence: [http://en.wikipedia.org/wiki/McMahon-Hussein\\_Correspondence](http://en.wikipedia.org/wiki/McMahon-Hussein_Correspondence)
- British Mandate of Palestine: [http://en.wikipedia.org/wiki/British\\_Mandate\\_of\\_Palestine](http://en.wikipedia.org/wiki/British_Mandate_of_Palestine)
- Balfour Declaration: [http://en.wikipedia.org/wiki/Balfour\\_Declaration\\_of\\_1917](http://en.wikipedia.org/wiki/Balfour_Declaration_of_1917)



## TIMELINE

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### B.C.E.

- ca. 1300–931 The Hebrew tribes and the Philistines migrate into Canaan. The Hebrew tribes defeat the Canaanites and, after a struggle, the Philistines. The kingdom of Israel is established with Saul as the first king. King David establishes Jerusalem as the capital and King Solomon builds the first Temple there.
- ca. 931 The kingdom splits into the Northern Kingdom (Israel) and the Southern Kingdom (Judah).
- ca. 721 The Northern Kingdom falls to Assyria.
- ca. 587/586 The Southern Kingdom falls to Babylon, which destroys the Temple and takes many of the people into exile.
- ca. 539 The Babylonian Empire falls to the Persian Empire. Persian emperor Cyrus allows some Jews to return from exile.
- ca. 520–515 The temple in Jerusalem is rebuilt as the Second Temple.
- ca. 331 Alexander the Great defeats the Persian Empire. Following his death, the land is subject to rule by Egypt and Syria.
- ca. 166–160 The Maccabees lead a revolt against the ruling Syrian Hellenists because of restrictions on the practice of Judaism, the desecration of the Temple, and the imposition of Greek religion.
- ca. 142 The Hasmoneans (Maccabees) begin a period of Jewish rule with varying degrees of autonomy at various times depending on relationships with other powers.
- ca. 63–61 The Romans conquer Jerusalem.
- ca. 20 Herod begins improvements on the Temple in Jerusalem
- ca. 4 Jesus is born. His crucifixion by Rome takes place between 31 and 33 C.E.

### C.E.

- 66–73 The First Jewish Revolt against Rome takes place. Jerusalem and the Second Temple are destroyed in 70.
- 133–135 The Second Jewish Revolt against Rome occurs. Roman forces crush the rebellion. The emperor Hadrian renames the province Syria Judea as Syria Palaestina and forbids Jews to dwell in Jerusalem.
- 313 Emperor Constantine recognizes Christianity as the official religion of the Roman Empire. Throughout the period of the Roman Empire, Jews are periodically subjected to varying degrees of persecution.
- 570 The prophet Mohammed is born.
- ca. 638 Muslims from the Arabian Peninsula conquer Jerusalem. Caliph Omar provides the Christians of Jerusalem with a covenant guaranteeing their protection and allows Jews to return to Jerusalem.
- 705 The Dome of the Rock mosque is completed by Caliph Abd al-Malik ibn Marwan.
- 715 The Al-Aqsa Mosque is built by Caliph Walid.
- 1071 The Seljuk Turks invade and capture Jerusalem.
- 1096 Participants in the First Crusade massacre Jews as they pass through several European cities. Over the next centuries Jews face persecution to varying degrees in various European countries including restrictive laws, pogroms, and expulsions.
- 1099 The Crusaders conquer Jerusalem, killing many Jewish and Moslem inhabitants and expelling surviving Jews.
- 1187 The Muslims, under Saladin, conquer Jerusalem.





## TIMELINE

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- 1291 The Crusaders are evicted from Palestine.
- 1517 The Ottoman Empire conquers Palestine. Small Jewish communities flourish.
- 1537–1541 Under Suleiman the Magnificent, walls are built around Jerusalem.
- 1843 The first writings of modern Zionism appear.
- 1856 The Ottoman Empire requires people to register land and pay taxes.
- 1860 The first modern Jewish settlement outside the walls of Jerusalem, Mishkenot Sha'ananim, is built.
- 1878 The first Zionist settlement, Petah Tikvah, is built.
- 1897 The First Zionist Congress meets in Basel, Switzerland.
- 1908 The first Arabic newspaper in Haifa, *al-Karmil*, popularizes opposition to selling land to Zionists.
- 1909 The first kibbutz, Degania, is founded. Tel Aviv is founded as a Hebrew-speaking Jewish city. Hashomer, the first Jewish self-defense organization, is founded.
- 1914 World War I begins. The Ottoman Empire enters the war on the side of Germany.
- 1916 The Sykes-Picot Agreement divides the Ottoman lands into French and British spheres of influence.
- 1917 Britain signs the Balfour Declaration supporting the “establishment of the Jewish national home . . . and safeguarding the civil and religious rights of all the inhabitants of Palestine.”
- 1918 World War I ends, bringing the defeat of the Ottoman Empire.
- 1919 The first Palestinian Congress advocates the incorporation of Palestine into greater Syria.
- 1920 The League of Nations divides the lands of the Ottoman Empire into entities called mandates that are intended to lead to the creation of nation states. Britain accepts the mandate for Palestine. The Haganah is organized for Jewish self-defense.
- 1933 Hitler rises to power in Germany.
- 1936–1939 While previous incidents of violence have occurred, the Arab Revolt is the first major outbreak of Arab-Jewish hostilities.
- 1939–1945 The Holocaust takes place during World War II. Jewish migration into Palestine increases.
- 1942 Zionist leaders meet to discuss postwar plans with the aim of founding a Jewish commonwealth.
- 1944 Arab leaders meet to discuss postwar plans for independence and ways to prevent the implementation of Jewish control over Palestine.
- 1945 The Palestinians receive representation in the newly formed League of Arab States.
- 1947 The UN General Assembly passes Resolution 181, which would partition Palestine into Jewish and Arab states and establish Greater Jerusalem as an international city. The Jewish state would receive 56.47 percent of the land of the Palestine Mandate, the Arab state about 43.53 percent. Numerous skirmishes, road ambushes, riots, and bombings take place organized by both Jews and Palestinians.
- 1948 Violence escalates. The British mandate ends. Israel declares statehood on May 14. Egypt, Syria, Iraq, Lebanon, Jordan, and Saudi Arabia declare war on Israel. The war results in a divided Jerusalem and some 650,000 to 750,000 Palestinian refugees. The UN General Assembly passes Resolution 194 calling for the cessation of hostilities and establishing the Right of Return for refugees who wish to live in peace.





## TIMELINE

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- 1949–1950 At the end of the war, Israel holds about 78 percent of the territory of the Palestine Mandate. The Green Line, set at the 1949 armistice, establishes the borders between Israel and the Arab lands. Jordan annexes East Jerusalem and the West Bank. Egypt controls the Gaza Strip. The UN Relief and Works Agency is established to care for the Palestinian refugees until they can return to their homes.
- 1950 Israel enacts the Law of Return stating that every Jew has the right to become a citizen.
- 1964 The Palestine Liberation Organization (PLO) is established. At the time, its aim is to destroy Israel. Leaders of the Arab states largely control the PLO which operates out of the Gaza Strip.
- 1967 The Six-Day War occurs. Israel conquers the Gaza Strip, the West Bank, East Jerusalem, the Sinai, and the Golan Heights, creating additional Palestinian refugees. The PLO moves its headquarters to Jordan. The UN Security Council passes Resolution 242, which calls for Israeli withdrawal and establishes the “land for peace” principle.
- 1968–1969 Fatah gains formal control of the PLO and Yassir Arafat becomes chair of the PLO.
- 1969–1970 The War of Attrition takes place between Egypt and Israel. Jordan moves against the PLO, whose members flee to Lebanon. Israel begins the policy of establishing settlements.
- 1973 Egypt and Syria attack Israel, beginning the Yom Kippur War. Israel pushes back both armies.
- 1974 The Arab League declares the PLO to be the only legitimate representative of the Palestinian people. The UN recognizes the Palestinians’ right to sovereignty and grants observer status to the PLO.
- 1978 Egypt and Israel agree to the Camp David Accords, which create peace, provide for the return of the Sinai to Egypt in exchange for recognition of Israel, and set a framework for settling the Israeli-Palestinian conflict. Israel invades Lebanon, occupying its southern border in response to the violence of the PLO.
- 1980 Israel declares Jerusalem its eternal, undivided capital, affirming the annexation of East Jerusalem.
- 1981 Israel annexes the Golan Heights.
- 1982 Israel invades Lebanon a second time, laying siege to Beirut. The PLO moves its headquarters to Tunis.
- 1985 The Israeli government orders the withdrawal of its troops from most of Lebanon.
- 1987 An *Intifada*, a Palestinian popular uprising, begins in Gaza and spreads to the West Bank. Stone-throwing Palestinian teens attack Israeli soldiers.
- 1988 The PLO accepts UN Security Council Resolutions 242 and 338, implicitly recognizing Israel. The United States opens dialogue with the PLO. The Hamas Islamic Brotherhood is founded with a charter based on the forged anti-Semitic Protocols of the Elders of Zion and advocating the destruction of Israel.
- 1992 President George H. W. Bush’s administration holds up ten billion dollars in U.S. loan guarantees to Israel (fiscal years 1993 to 1997) in an attempt to limit Israeli settlement building.
- 1993 Israel and the PLO sign the Oslo Declaration of Principles, which provide for mutual recognition. The PLO renounces violence and the use of terrorism and agrees to revise the PLO Charter to remove chapters referring to the destruction of Israel.
- 1994 The Palestinian National Authority (PNA) is established in Gaza and the West Bank. The PLO and Yassir Arafat arrive in Gaza. Jordan and Israel sign a peace treaty.
- 1995 The Oslo Accords establish three areas of control in the West Bank: Area A under Palestinian control, Area B under Palestinian civilian control and Israeli security control, and Area C under exclusive Israeli control. Prime Minister Rabin is assassinated in Tel Aviv.
- 1997 Israel and the PLO sign the Hebron Protocol dividing the city of Hebron. Israel starts building a settlement, Har Homa, on a hill overlooking East Jerusalem resulting in widespread protests. Israel imposes closures on Palestinian communities in the West Bank and Gaza.





## TIMELINE

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- 2000 Israeli Prime Minister Ehud Barak, Palestinian Chairman Yassir Arafat, and U.S. President Bill Clinton meet at Camp David in a failed attempt to negotiate a settlement on final status issues. The Al-Aqsa Intifada begins following a visit to the Temple Mount/Haram al-Sharif by Israeli opposition leader Ariel Sharon. The violence escalates rapidly and continues, involving rock-throwing, machine gun and mortar fire, suicide bombings, and road ambushes.
- 2002 In retaliation for a series of suicide bombings, the Israeli army reoccupies Palestinian areas. Yassir Arafat is placed under house arrest. Saudi Crown Prince Abdullah proposes a peace plan, endorsed by the Arab League, which promises recognition of Israel for ending the occupation. The UN Security Council passes Resolution 1397 affirming a two-state solution. President George W. Bush declares a vision for a “viable Palestinian state next to a secure Israel.” Israel begins construction of a security barrier in the West Bank.
- 2003 The United States, the European Union, the UN, and Russia release the Road Map to Peace, which contains a process to guide Israelis and Palestinians toward peace. Israelis and Palestinians acting as individuals, and not as representatives of any government, release the Geneva Initiative, containing a vision for a two-state peace.
- 2004 The International Court of Justice (ICJ) rules that the Israeli security barrier violates international law. The UN General Assembly votes to order Israel to dismantle the barrier. Israel announces that it will ignore the ruling but changes the barrier route according to rulings of the Israeli High Court. Yassir Arafat dies.
- 2005 Mahmoud Abbas is elected president of the PNA. Israeli settlers and troops evacuate Gaza Strip and four settlements in West Bank. Ariel Sharon quits Likud Party to form a new party Kadima.
- First months of 2006 Ariel Sharon suffers massive stroke and Deputy Prime Minister Ehud Olmert assumes power. Hamas, which is on the U.S. State Department’s list of terrorist organizations, wins majority in the Palestinian Legislative Council elections.

### SOURCES

- Jewish Virtual Library, *Timeline for the History of Judaism*, [www.jewishvirtuallibrary.org/jsource/History/timeline.html](http://www.jewishvirtuallibrary.org/jsource/History/timeline.html)
- MidEast Web, *Timeline of Palestinian Israeli History and the Israel-Arab Conflict*, [www.mideastweb.org/timeline.htm](http://www.mideastweb.org/timeline.htm)
- Churches for Middle East Peace, *Timeline of the Israeli-Arab Conflict*, [www.cmep.org/documents/Timeline.htm](http://www.cmep.org/documents/Timeline.htm)
- Palestine History, *Palestine Quick Timeline, 1900-2004*, [www.palestinehistory.com/qtime.htm](http://www.palestinehistory.com/qtime.htm)
- Palestine Remembered, *Palestinian History, A Chronology*, [www.palestineremembered.com/Acre/Palestine-Remembered/Story564.html](http://www.palestineremembered.com/Acre/Palestine-Remembered/Story564.html)



Name \_\_\_\_\_

Date \_\_\_\_\_

**History of Israel/Palestine Timeline  
Questions to Consider**

- 1) What are two important events that occurred between 931 & 1300?
  
- 2) What happened when Babylon conquered Judah?
  
- 3) What did the Romans do after the first Jewish Revolt?
  
- 4) What did the Romans do after the second Jewish Revolt?
  
- 5) What happened to the Jews when Muslims conquered Jerusalem?
  
- 6) What group massacred Jews throughout Europe on their way to fight in the Crusades?
  
- 7) When did the Ottomans conquer Palestine? When did they lose control over Palestine?
  
- 8) What was the Balfour Declaration?
  
- 9) Why did Britain gain control of Palestine?
  
- 10) What was resolution 181? When was the state of Israel officially founded?

**ANSWER KEY**  
**History of Israel/Palestine Timeline**  
**Questions to Consider**

1. What are two important events that occurred between 1300 and 931?  
**Kingdom of Israel is established**  
**David makes Jerusalem the capital**  
**Solomon builds the first temple in Jerusalem**
2. What happened when Babylon conquered Judah?  
**They destroyed Solomon's temple and sent many Jews into exile.**
3. What did the Romans do after the first Jewish Revolt?  
**Destroyed Jerusalem and the Second Temple**
4. What did the Romans do after the second Jewish Revolt?  
**Rename the province Syria Palaestina and expel Jews from Jerusalem**
5. What happened to the Jews when Muslims conquered Jerusalem?  
**They were allowed to return to Jerusalem**
6. What group massacred Jews throughout Europe on their way to fight in the Crusades?  
**Christian soldiers**
7. When did the Ottomans conquer Palestine? When did they lose control over Palestine?  
**1517 – 1920**
8. What was the Balfour Declaration?  
**A statement that supported the establishment of a Jewish national home in Palestine that safeguarded the rights of all inhabitants.**
9. Why did Britain gain control of Palestine?  
**Ottoman Empire was defeated during WWI and the League of Nations divided up the area giving Britain a Palestinian mandate.**
10. What was resolution 181? When was the state of Israel officially founded?  
**Partition of Palestine into Jewish and Arab states and established Jerusalem as an international city. May 14, 1948**

### Britain's Broken Promises Notes

#### Important Terms

- \_\_\_\_\_ - Political movement founded in the late 19<sup>th</sup> century that stated the need for a Jewish homeland in Palestine
- \_\_\_\_\_ - the movement, migration, or scattering of a people away from an established or ancestral homeland
- \_\_\_\_\_ – an organized massacre, esp. of Jews
- \_\_\_\_\_ - a commission given to a nation to administer the government and affairs of a former Turkish territory or German colony

#### Important Ethnic Differences

- It is important to remember that although the Ottomans were Muslims, they were of \_\_\_\_\_ ethnicity
- Many of the people they were ruling were Muslim \_\_\_\_\_ (Jordan, Saudi Arabia, Iraq, etc)

#### Hussein- McMahon Correspondence

- An exchange of letters (July 14, 1915 to January 30, 1916) during World War I between:
  - \_\_\_\_\_ ,  
aka \_\_\_\_\_ – the Sharif of Mecca
  - Sir \_\_\_\_\_ the British High Commissioner in Egypt
- Concerned the future political status of the Arab lands under the Ottoman Empire. **The Arab side was already looking toward a large \_\_\_\_\_ against the \_\_\_\_\_ and the British \_\_\_\_\_ the Arabs to revolt and thus hamper the Ottoman Empire.**
- Many Arab leaders agreed to work with the British against the Ottomans during WWI.
- Important Letter dated Oct 24, 1915
  - *I am authorized to give you the following pledges on behalf of the Government of Great Britain, and to reply as follows to your note: That subject to the modifications stated above, Great Britain is prepared to \_\_\_\_\_ and \_\_\_\_\_ the \_\_\_\_\_ of the Arabs in all the regions lying within the frontiers proposed by the Sharif of Mecca*

- One area that was not specifically discussed in the letters was \_\_\_\_\_.
- Many Arabs regarded Palestine as \_\_\_\_\_, not a \_\_\_\_\_ state or country.
- McMahon felt that he never promised Palestine to the Arabs:
  - **“I feel it my duty to state, and I do so definitely and emphatically, that it was not intended by me in giving this pledge to King Hussein to include Palestine in the area in which Arab independence was promised. I also had every reason to believe at the time that the fact that Palestine was not included in my pledge was well understood King Hussein.”**
- This confusion will have a great impact after WWI.

### Sykes-Picot Agreement

- 1916
- Secret agreement between \_\_\_\_\_ and \_\_\_\_\_ to divide up Ottoman Empire
- Some areas promised to Sherif Hussein were given to the French
- What modern day country on the map is shaded dark purple?  
\_\_\_\_\_

### Balfour Declaration

- 1917
- A statement of official British Policy that supported a  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- “Dear Lord Rothschild,  
I have much pleasure in conveying to you, on behalf of His Majesty's Government, the following declaration of sympathy with Jewish Zionist aspirations which has been submitted to, and approved by, the Cabinet:  
**‘His Majesty's Government view with favor the establishment in Palestine of a national home for the Jewish people, and will use their best endeavors to facilitate the achievement of this object, it being clearly understood that nothing shall be done which may prejudice the civil and religious rights of existing non-Jewish communities in Palestine, or the rights and political status enjoyed by Jews in any other country’.**  
I should be grateful if you would bring this declaration to the knowledge of the Zionist Federation.  
Yours sincerely  
Arthur James Balfour”

### Why a Jewish Homeland?

- Traditionally \_\_\_\_\_ people
- Faced anti-\_\_\_\_\_ violence in Europe and Russia
- Some Jews thought they would never truly be \_\_\_\_\_ and/or \_\_\_\_\_ without their own homeland
- Wave of 19<sup>th</sup> century \_\_\_\_\_

### Why Palestine?

- Biblical Jewish homeland
- Kingdom of Israel (1050 BCE to 930 BCE)
- Major historical events that forced Jews out of Israel
- \_\_\_\_\_ Captivity (586 BCE – 538 BCE)
  - Returned to Israel after \_\_\_\_\_
- \_\_\_\_\_ (70CE – 135CE)
  - Romans crushed a Jewish rebellion and sold many people into slavery

### Three Promises

- Hussein-McMahon Correspondence
  - \_\_\_\_\_
- Sykes-Picot Agreement
  - \_\_\_\_\_
- Balfour Declaration
  - \_\_\_\_\_

### Mandates

- Ottomans defeated
- The former Ottoman Empire is given to France and Britain under a \_\_\_\_\_ system.
- The idea was that the French and British would hold these areas until the people living in them were ready for \_\_\_\_\_
- The British and French redrew the Middle East map without any \_\_\_\_\_

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- Many Arabs were upset by the broken promises of the British and they rebelled.
  - To help offset Arab anger, the British made Faisal (Sherif Hussein's son) king of Iraq.
  - The British split the Palestinian mandate with the idea of giving part of it to the Zionists for a Jewish homeland.
  - They also wanted to pay back Abdullah, Faisal's brother, because he helped the British during WWI
  - The new country was called \_\_\_\_\_ –  
Abdullah was made king
  - Today it's called **Jordan**

### Jewish Immigration

- Jews kept \_\_\_\_\_ to Palestine after WWI hoping that the British would fulfill the Balfour Declaration
- Arabs became increasingly upset, they saw this as an  
\_\_\_\_\_

### Arab Riots and British Response

- Many Arabs staged violent riots opposing the creation of a Jewish state
- The British responded by issuing the "Churchill White Paper of 1922"
- This tried to calm Arab fears of a Jewish takeover
- Also tried to explain the partition of Palestine –
  - Palestine for  
\_\_\_\_\_
  - Transjordan for  
\_\_\_\_\_

### Jewish Response

- The British failed to protect \_\_\_\_\_ from \_\_\_\_\_ violence
- They responded by forming their own military organizations
  - \_\_\_\_\_

### Pouring Gas on a Fire

- Arabs continued to revolt
- More and more Jews began to fight back
- This just added gasoline to a burning fire

### 1939 White Paper

- As Jewish immigration increased in the 1930's due to anti-Semitic persecution in Europe, the Arabs increased their attacks.
- Britain issued another White Paper in 1939 which limited Jewish immigration and voided the Balfour Declaration.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

- This declaration appeased some Arabs, but many wanted \_\_\_\_\_  
\_\_\_\_\_.

- Jews all over the world were upset – promises were broken.
- Jews also had nowhere to go to flee Nazi persecution in Europe.

### WWII Starts

- WWII begins on September 1, 1939.
- The Palestinian question is put on hold by the British
- Many Jews continue to flee to Palestine in opposition to the 1939 White Paper

### Conclusions

- The British made \_\_\_\_\_
- The British ignored \_\_\_\_\_  
\_\_\_\_\_
- This fostered resentment between Arabs, Jews, and the British
- The British failed to \_\_\_\_\_ the area they controlled and \_\_\_\_\_ the inhabitants from \_\_\_\_\_.

### Letter to the London Times

**Directions:** You have been assigned a biography of TE Lawrence, Arthur Balfour, Chaim Weitzman, or Mufti Haj Amin. While reading your assigned biography, pay special attention to how the person felt about the Middle East region, Arabs, Jews, or Israel. Using information from the biography, timeline, textbook and PowerPoint presentation, you are to write a letter to the London Times arguing for the British government to support your stance on the Palestinian issue.

These are the items that should be included in your letter:

- Month, Date, Year
- The first paragraph should be a short explanation of who you are.
- The second paragraph should be the first reason you support your position. Be sure to include supporting facts.
- The third paragraph should be the second reason you support your position. Be sure to include supporting facts.
- The fourth paragraph should be a conclusion and a summary of your position.
- In at least one of the paragraphs, include your reaction to one of the following events:
  1. Hussein-McMahon Correspondence
  2. Sykes-Picot Agreement
  3. Balfour Declaration
  4. British Mandates
  5. White Paper of 1939
- Be sure to sign your name at the end.
- Check all spelling, punctuation and grammar before turning in!

**Letter to the London Times****TE Lawrence Biography**

Called Lawrence of Arabia (1888–1935), British adventurer, soldier, and author, who coalesced the Arab revolt against the Ottoman Empire during World War I. Lawrence was born on Aug. 15, 1888, in Tredoc, Wales, and educated at the University of Oxford. In 1910 he joined a British Museum archaeological expedition to the ancient Hittite city of Carchemish (now Karkami[scedil], Turkey), and he subsequently traveled in the Sinai, where he learned Arabic. He described his experiences in *The Wilderness of Zin* (1915).

At the outbreak of World War I in 1914, Lawrence joined the British Military Intelligence Service in Cairo. From there he was sent with a British relief column to the Arab prince Faisal (later King Faisal I of Iraq) in the Hejaz (now in Saudi Arabia). Lawrence then worked among the Arabs in revolt against Turkish rule and, having been accepted as their military adviser, unified their armed forces and led them against the Turks. In 1918 Lawrence and Faisal triumphantly entered Damascus before the arrival of the British army. Lawrence participated in the Paris Peace Conference in 1919, but was unsuccessful in his efforts to gain Arab independence. From 1921 to 1922 he was attached to the Middle East division of the British Colonial Office, but then resigned his post and enlisted in the Royal Air Force under the name of J. H. Ross in an attempt to escape the publicity he had been given. In 1923 he adopted the name T. E. Shaw and joined the tank corps. He rejoined the air force in 1925 and served as an enlisted man until 1935. On May 19 of that year, shortly after his discharge, he was killed in a motorcycle accident in Dorset.

Among Lawrence's books are *The Seven Pillars of Wisdom* (1926), an account of his adventures among the Arabs and considered a literary masterpiece, and a condensed version of the same book, *Revolt in the Desert* (1927).

A map of the Middle East that belonged to Lawrence has been put on exhibition at the Imperial War Museum in London. It was drafted by him and presented to Britain's War Cabinet in November 1918. The map provides an alternative to present-day borders in the region, apparently partly designed with the intention to marginalize the post-war role of France in the region by limiting its direct colonial control to today's Lebanon. It includes a separate state for the Armenians and groups the people of present-day Syria, Jordan and parts of Saudi Arabia in another state, based on tribal patterns and commercial routes.

Sources: <http://www.history.com>; <http://www.wikipedia.org>

**Letter to the London Times****Chaim Weizmann Biography**

(1874–1952), Russian-born chemist and Zionist leader, who became the first president (1949–52) of modern Israel.

Weizmann was born on Nov. 27, 1874, in Motol, Russia (now in Belarus), and was educated in Germany and Switzerland at the universities of Berlin and Fribourg. He became lecturer in chemistry at the University of Geneva in 1901 and reader in biochemistry at the University of Manchester in 1904. In 1910 he became a British subject. While director (1916–19) of the British admiralty laboratories, he was responsible for the discovery and development of a method for synthesizing acetone, used in explosives manufacturing.

During his student days, Weizmann had become interested in Zionism, and he was an early leader of the movement. He was instrumental in securing proclamation in 1917 by the British government of the Balfour Declaration, endorsing the establishment of a Jewish national home in Palestine. Weizmann was president (1921–29) of the World Zionist Organization, acting as a force for compromise between those who wanted immediate implementation of the declaration and the British and Arabs who resisted any such moves. From 1929 to 1931 and from 1935 to 1946 he held the office of president of the Jewish Agency for Palestine, a quasi-governmental organization under the British mandatory authorities; he thus exercised some political authority over Jewish residents of Palestine.

Weizmann moved to Palestine in 1934 and served also as director of the Daniel Sieff Research Institute at Rehovot and as president of the board of governors of the Hebrew University of Jerusalem. During World War II, he was honorary adviser to the British ministry of supply. In 1948 Weizmann was named president of the provisional government; the following year he became the first president of the new nation of Israel.

The Weizmann Institute of Science, incorporating the Sieff Institute, was founded at Rehovot in 1949, and Weizmann was appointed director. His research there, largely in agronomy, involved crop production and soil management and the development of new protein foodstuffs. His autobiography, *Trial and Error*, was published in 1949. He died in Rehovot on Nov. 9, 1952.

Source: <http://www.history.com>

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Letter to the London Times**

#### **Arthur Balfour Biography**

(1848–1930), British prime minister and Conservative party leader, born in Whittingehame, Scotland, on July 25, 1848.

Entering politics as a Unionist (Conservative), he represented first Hertford (1874–85) and then Manchester (1886–1905) in the House of Commons. He was made first lord of the treasury and government leader in the House of Commons in 1891, and upon the retirement of his uncle, the 3d marquess of Salisbury, in July 1902 he became prime minister. Dissensions within the Unionist party finally led to Balfour's resignation in December 1905, and in the general election the following month, the Unionists suffered a crushing defeat; Balfour himself lost his Manchester seat. He soon reentered Parliament, however, as representative for the City of London.

With other Unionist leaders, he discarded party differences at the outbreak of World War I, and he joined the first coalition cabinet of Prime Minister Herbert Henry Asquith in 1915 as first lord of the admiralty. When David Lloyd George became prime minister in December 1916, Balfour was transferred to the Foreign Office; there he was employed in enlisting the support of the U.S. for the Allied powers; in 1917 he headed the British War Mission sent to the U.S. In November of that year he issued the so-called Balfour Declaration, a statement to the effect that Great Britain would support the creation in Palestine of a national home for the Jewish people. After World War I he attended the peace conference (1919) at Versailles as a British representative. Later in 1919 he resigned his foreign secretary ship, remaining in the cabinet as lord president of the council. In 1920 he represented his country at the first assembly of the League of Nations; in 1921 he represented England at the Washington Conference. From 1925 until 1929 he was again lord president of the council.

In recognition of his services, Balfour was appointed chancellor of the University of Cambridge in 1919. In 1922 he was created 1st Earl of Balfour and Viscount Traprain of Whittingehame. He died at Woking, England, on March 19, 1930. Balfour's writings display the questioning philosophical bent of his mind. Among his works are *Essays and Addresses* (1893), *The Foundations of Belief* (1895), *Theism and Humanism* (1915), and *Theism and Thought* (1923).

Source: <http://www.history.com>

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Letter to the London Times**

#### **Mufti Haj Amin Biography**

**Mohammad Amin al-Husayni** (commonly (but less correctly) transliterated **al-Husseini**,<sup>[1]</sup> 1895/1897 - July 4 1974), a member of the al-Husayni clan of Jerusalem, was a Palestinian Arab nationalist and Muslim leader in the British Mandate of Palestine. From 1921 to 1948, he was the Grand Mufti of Jerusalem, and played a key role in opposition to Zionism.

As early as 1920, he was active in both opposing the British in order to secure the independence of Palestine as an Arab State and opposing Jewish immigration and the establishment of their National home in Palestine. His oppositional role peaked during the 1936-1939 Arab revolt in Palestine. In 1937, wanted by the British, he fled Palestine and took refuge successively in Lebanon, Iraq, Italy and finally Nazi Germany where he met Adolf Hitler in 1941. He asked Germany to oppose, as part of the Arab struggle for independence, the establishment of a Jewish national home in Palestine. During the 1948 Palestine War he represented the Arab Higher Committee and opposed both the 1947 UN Partition Plan and King Abdullah's ambitions for expanding Jordan by capturing Palestinian territory.

After the 1948 Palestine War and Palestinian exodus, his claims to leadership were devastated and, quickly sidelined successively by the Arab Nationalist Movement and the Palestine Liberation Organization, he lost most of his remaining political influence.<sup>[2]</sup> Al-Husayni died in Beirut, Lebanon in 1974.

Historians debate to what extent his fierce opposition to Zionism was grounded in nationalism or anti-Semitism or a combination of both.

Source: <http://www.wikipedia.org>