

Pearson Edexcel GCSE (9–1)

History Resource Guide

Parallel Histories: Conflict in the Middle East, c1945–1995



In partnership



PARALLEL
HISTORIES

Pearson has partnered with **Parallel Histories** to create exciting new resources for young people to learn about the history of the Middle East, covering the Pearson Edexcel Conflict in the Middle East, c1945–95 GCSE (9–1) History topic.

Using Parallel Histories' innovative **dual narrative approach**, the new resources support teachers in confidently delivering this fascinating topic.

Read on to find out more details about the new resources and partnership

What support will there be?

How can you teach history when there is no shared consensus about what happened, why it happened or how events should be explained or interpreted? This is particularly problematic when a conflict is ongoing and still being experienced.

Rather than teaching a single view which tries to accommodate elements of both communities' views, a dual narrative approach presents students with two different historical perspectives. By engaging with both narratives, they learn how and why histories are constructed. The narratives are supported by a carefully selected group of sources that students can explore and interrogate to help them assess and argue about the two narratives.

The resources are being developed with input from a group of Pioneer schools to ensure they are easy for teachers to use in the classroom and suitable for a wide range of students.



“Don't shy away from competing narratives – seek them out, lay them side by side and challenge your students to immerse themselves in both and form their own judgement.”

- Parallel Histories



“ I think the Parallel Histories approach, encouraging investigation through inclusion of sources, makes so much sense both because it will enhance understanding of how the narratives have been formed and is fair to both perspectives.

A lot of information is imparted through the videos, but succinctly and precisely, and the video-PowerPoint combo means it's very clear... Students will find these accessible and authoritative. Teachers will love the fact that the PowerPoints are ready-made and that some monitoring of progress through automated marking is built in.

- Hugh, Lancaster (Pioneer School)



What is the dual narrative approach?

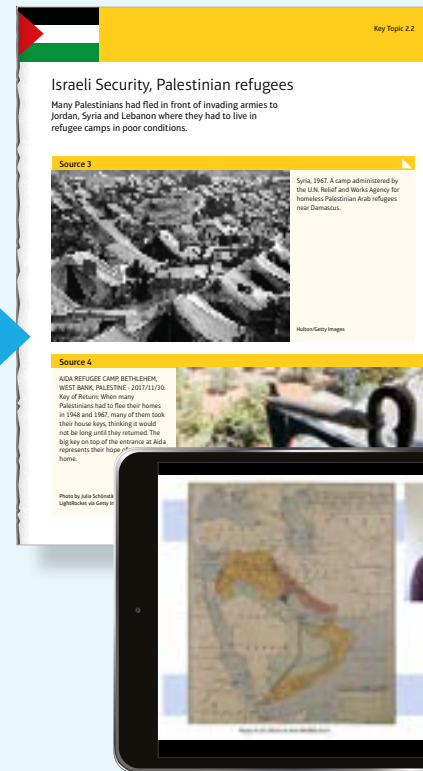
We're supporting the Conflict in the Middle East topic with dynamic new digital resources written by **Parallel Histories** and delivered through Pearson's **ActiveLearn** platform.

Resources are organised into an ebook which can be accessed by both teachers and students – from here, all teaching and learning resources can be launched.

Sources supporting each narrative are arranged side-by-side

A carefully curated selection of 10-12 sources per unit related to both narratives, which help students engage with the challenging issues in this topic.

Editable PowerPoint lesson presentations containing learning objectives, enquiry questions, activities and exam support.



An auto-marked knowledge quiz at the end of each unit to check understanding and aid revision.


A glossary to help students learn all the key vocabulary and names.

The two different narratives are delivered through over 60 short videos, which explain events from an Israeli and Palestinian perspective separately.

Unit 3 example

Unit 3 Lesson 1

The British Withdrawal, the Creation of Israel, and the Nakba



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Conflict in the Middle East, c1945–1995

In partnership with Pearson

Ready-made lesson presentations containing lots of useful activities and links to the videos save on lesson preparation time.

Unit 3 Lesson 1

Narration

Click to see the videos

The end of World War II

Activity – Truth or lie?

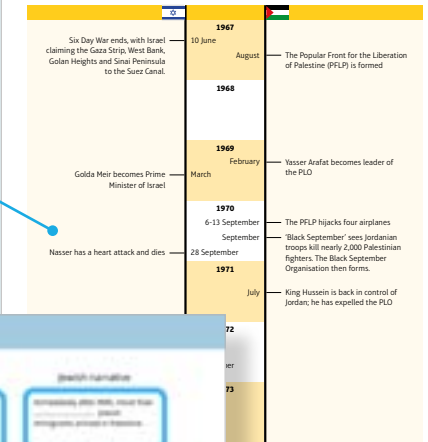
These statements will appear in both videos. When you hear the statement, put a **T** for True or an **F** for False. With the statements that are false, **annotate** the statement to make it true.

Statement	T/F	Make the False statement True
By 1945, 250,000 Jews had been forced from their homes and were now living across Europe in camps for displaced persons, with no homes to go back to.		
Zionists demanded the immediate creation of a Jewish state in Palestine, the lifting of the strict limit of 100 Jewish immigrants a month imposed by the British foreign secretary Ernest Bevin.		
Palestinians supported the plan to increase Jewish immigration at the end of the World War Two. They were sympathetic to the plight of European Jews.		
All the Arabs wanted was an independent state of their own between the Jordan and the Mediterranean in which a small Jewish community could live as a protected minority as it always had done.		

Dual narrative timelines show the important events from each perspective separately, but alongside each other.

Key Topic 2.2

Timeline of Events



1945: Six Day War ends, with Israel claiming the Gaza Strip, West Bank, Golan Heights and Sinai Peninsula to the Suez Canal.

1947: The Popular Front for the Liberation of Palestine (PFLP) is formed.

1950: Yasser Arafat becomes leader of the PLO.

1953: Golda Meir becomes Prime Minister of Israel.

1955: Nasser has a heart attack and dies.

1967: The PFLP hijacks four airplanes.

1970: 'Black September' sees Jordanian troops kill nearly 2,000 Palestinian fighters. The Black September Organisation then forms.

1971: King Hussein is back in control of Jordan; he has expelled the PLO.

Useful worksheets help deliver the activities.

Unit 3 Lesson 1

Activity – Truth or lie?



Activity 1: Arab migration / Jewish immigration

Activity 2: The British government set up a committee to investigate the situation in Palestine.

Activity 3: The United Nations passed a plan to divide Palestine into a Jewish state and an Arab state.

Activity 4: In 1948, the British government ended the mandate for Palestine and the Jewish state of Israel was declared.

All the units contain exam advice to help students understand how to apply the dual narrative content to the Period Study exam questions, with practice questions and example answers. In addition, Unit 12 contains dedicated exam advice for tackling each question, including advice on how to integrate the dual narrative approach to meet the requirements of the Edexcel exam.

What is coming, and when?

The course is designed to be deliverable within one 12-week term, where schools have 2 hours of lessons per week. Schools that have more teaching time available can use a wider selection of the activities, spend more time exploring the sources, or engage in wider reading.

The course will have 12 Units, each comprising of 2 lessons

Unit	Lesson	Available
1	Introduction to the dual narrative approach and pre-1900 background	September 2022
2	Background: 1900–1945	September 2022
3	The British withdrawal and the creation of Israel	September 2022
4	Aftermath of the 1948–49 war	January 2023
5	Increased tension, 1955–63	January 2023
6	The Six Day War, 1967	January 2023
7	Aftermath of the 1967 War	September 2022
8	Israel and Egypt, 1967–73	January 2023
9	Diplomatic negotiations	January 2023
10	The Palestinian issue	January 2023
11	Attempts at a solution	January 2023
12	Overview and exam practice	January 2023

Next Steps

When will the resources be available?

Early units will be published at the **start of September 2022**.

The remaining content will be added in **January 2023**.

Prices start from £38.89

**50% DISCOUNT
available on
subscriptions
purchased
before Easter
2023!**

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for the Pearson Edexcel
GCSE (9-1) qualification too!



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*Pearson's paid-for resources, as well as other endorsed resources, are not a prerequisite for the delivery of Pearson Edexcel specifications