

# ICI Lesson Plans



<p align="center"><b>Strand title</b></p> <p><b>Palestinian Olive Tree Heritage, Forced Famine, and Food Security</b></p>	<p><b>Grade: 7 - 12</b></p>
<p><b>Topic: Forced Famine and Gaza Blockade</b></p>	<p><b>Team Members:</b> Muhammad Vahed Uzma Ahmed</p>
<p><b>Key Concepts:</b></p> <p>A forced famine occurs when a group of people are strategically and intentionally prevented from cultivating and/or obtaining food, resulting in the eventual starvation of the people.</p> <p>Forced famine is caused by the actions of one government and the inaction of neighboring and other governments to stop it.</p> <p>Forced famine has been used historically as a weapon against people.</p>	<p><b>Lesson 2 of 2</b></p>
<p><b>Learning Objectives:</b></p> <p><b>Learners will be able to</b></p> <ul style="list-style-type: none"> <li>● Explore how there is a forced famine taking place in Palestine by exploring actions and inactions of various government entities.</li> <li>● Understand the impact of forced famine on communities, drawing parallels with the Irish famine and Gaza</li> </ul>	<p><b>Vocabulary - Key Terms</b></p> <p>Food security Blockade</p>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Identify policies that are causing the forced famine in Gaza in 2024</li> <li>● Highlight the actions of Sultan Abdul Majeed I in the Irish famine and compare the actions of neighboring counties.</li> </ul>	
<p><b>Cross-curricular links:</b></p> <p><b>History – Irish potato Famine</b></p>	
<p><b>Teaching Methods</b></p> <p><b>Part 1</b></p> <p>Watch the videos to understand what is causing the forced famine in Gaza:</p> <p>Al Jazeera – a general overview  <a href="https://www.youtube.com/watch?v=6nlq5RxKkSU&amp;t=130s">https://www.youtube.com/watch?v=6nlq5RxKkSU&amp;t=130s</a></p> <p>CBS – details of the effect on children  <a href="https://www.youtube.com/watch?v=VqDLtvF1qUk&amp;t=268s">https://www.youtube.com/watch?v=VqDLtvF1qUk&amp;t=268s</a></p>	

## Discussion questions:

1. Why are the people in Gaza hungry?
2. What is the cause of the starvation amongst the 2.2 million people in Gaza?
3. What is meant by “starvation as a weapon of war”?
4. What is “collective punishment?”
5. Do you think there is collective punishment occurring in Gaza? What is your evidence for or against this? How do you believe not having enough food is affecting people? What do you think are the challenges they face due to hunger?
6. How can the starvation in Gaza end?

## Part 2

**The Irish potato famine:** Watch the video and discuss the similarities and differences between the Irish potato famine and the famine in Gaza in 2024.

<https://www.youtube.com/watch?v=M8Rbj7H0eX4>

**Help from the Sultan Abdul Majeed 1:** Watch the video and answer the following questions:

<https://www.youtube.com/watch?v=TQgAgecflqA>

1. How did Sultan Abdul Majeed I assist the people of Ireland during the famine?  
Explore the ways in which Sultan Abdul Majeed I provided aid and support to the people of Ireland during their famine.
2. What were Queen Victoria's reasons for attempting to halt aid from the Uthmani Khilafah to Ireland?  
Investigate the motivations behind Queen Victoria's efforts to stop the assistance provided by the Uthmani Khilafah to Ireland during the famine.
3. What insights can other governments and especially Muslim governments gain from Sultan Abdul Majeed I's actions during the Irish famine?  
Reflect on the lessons that other governments and Muslim governments can draw from Sultan Abdul Majeed I's responses and initiatives during the Irish famine. How might his approach inform contemporary leadership in the crisis in Palestine?

## Part 3

1. Are there any countries still trading with Israel and why?
2. How does trade with Israel impact the ability of surrounding countries to help Gaza?
3. Do you think the war could end if other countries stopped trading with Israel? Why or why not?  
Consider whether a collective decision by the world's governments to stop trading with Israel could help stop the war.

Watch the video and discuss the following:

<https://www.youtube.com/watch?v=AEXU1s8U01s>

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1. Why do you think the Palestinian people are confused about what the US government is doing?
2. How are the US government's actions similar or different from surrounding governments when it comes to dealing with the hunger problems in Gaza?

## Conclusion:

- The lesson looked at how the blockade of Gaza has led to a forced famine.
- The analysis looked at Sultan Abdul Majeed's aid to the people of Ireland during the potato famine.
- A comparison was made between his actions and the current leadership of neighboring and other countries.
- It also explored the possibility of ending the blockade by stopping trade with Israel.

## Activity:

1. Write a letter to government leaders to advise them of their responsibility to end the war in Palestine and provide food to end the famine. Include the hadith you learned in Lesson 1 of this topic when writing to Muslim government officials, and use similar emphasis when writing to non-Muslim government officials.
2. Make your own plaque inspired by the Drogheda that was made to commemorate the aid sent by Sultan Abdul Majeed I.

## Qur'an and Sunnah links:

### Surah Mumtahina: 8 -9

*“Allah does not forbid you from dealing kindly and fairly with those who have neither fought nor driven you out of your homes. Surely Allah loves those who are fair. Allah only forbids you from befriending those who have fought you for `your` faith, driven you out of your homes, or supported `others` in doing so. And whoever takes them as friends, then it is they who are the `true` wrongdoers.”*

## Assessments:

Formative Assessment

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## Resources and Materials:

PPT Slides 19 - 38

### Part 2 – Sultan Murad

<https://www.dailysabah.com/history/2020/02/16/ireland-remembers-how-19th-century-aid-from-ottoman-sultan-changed-fate-of-thousands>

## Additional notes: