

## US History Israeli and Palestine Care Lesson Plan

Grade: 7 <sup>th</sup> Grade (12 – 13 years old)		Subject: Civics & Government / Social Studies	
Materials: Notebook, Laptop, Pencil		Technology Needed: Research Laptops	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list)	
<b>Standard(s)</b> “US.6_12.1 Analyze primary and secondary sources with attention to reliability, impact, and purpose” (Baesler, 2019, p.32). “US.6_12.2 Examine the impact of multiple perspectives on social, political, and cultural development” (Baesler, 2019, p.32).		<b>Differentiation</b> <b>Below Proficiency:</b>  Students with below proficiency needs will be paired with students above proficiency needs in the debate groups to allow students with below proficiency needs the ability to research and debate with aid from those with above proficiency needs. Those below proficiency will be able to draw connections and analysis with the help from above proficiency group members.  <b>Above Proficiency:</b>  Students with above proficiency needs will be paired with students below proficiency needs in the debate groups to allow students with above proficiency needs the ability to research and debate more extensively while providing aid to those with below proficiency needs. Those above proficiency will be able to draw connections and analysis allowing them to share insight with their group.  <b>Approaching/Emerging Proficiency:</b>  Students with emerging proficiency needs will be paired with students below and above proficiency needs in the debate groups to allow students with emerging proficiency needs the ability to research and debate moderately while providing aid to those with below proficiency needs. Those emerging proficiency will be able to draw connections and analysis while also gaining insight from the above proficiency group members.	
<b>Objective(s)</b> 1. Students will analyze the Israeli, and Palestinian claims to the Holy land through guiding research questions regarding various articles provided in a google document.  2. Students will construct the debatable arguments to indicate Israeli and Palestinian perspectives in a graphic organizer building Literacy and Cooperation and supported by primary and secondary source documents (Beal & Bolick, 2013, p. 135-136).  3. Students will assess the Israeli and Palestinian claims to the Holy Land and Jerusalem through Cooperation and Communication within groups.		<b>Modalities/Learning Preferences: Technology Integration, Audio Learning (Direct Instructions), Visual Learning (Questions &amp; Graphic Organizer), Collaborative Learning (Groups)</b>	
<b>Bloom’s Taxonomy Cognitive Level: Evaluation, Synthesis, Analysis</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Upon entering the room each student will get a laptop. The Class will be divided into 4 rows, each research group will be simply made from the rows which already have below, above and emerging proficient students within them. Each Student will then choose which point of view they wish to argue for and against. The Israeli and Palestinian claims will each have one side of the room and elect a spokesperson per question who will meet in the middle.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will begin the day with their normal warm up to engage students; this will open up interest prior to group discussion. The Behavior Expectation is that students will enter class on time and be seated by the time the bell rings. Currently normal classroom procedures include raising one’s hand to ask a question and remaining in the seat following oral and written instructions.	
<b>Minutes</b>	<b>Procedures</b>		
15-25 Minutes	Set-up/Prep: Set-Up and Prep includes creating a digital shared Google Document of the different articles about Israeli (List 1-7) and Palestinian (8-14) as view below for student to research. Additionally, Set-Up and Prep will include printing out and preparing a list of guiding questions and a graphic organizer to assist the students in their research while prompting which questions they should ask and find the answers to (Questions below research sites).		

## US History Israeli and Palestine Care Lesson Plan

1. <https://ethicalfocus.org/the-israel-palestinian-conflict-each-sides-contrasting-narratives/>
2. [https://www.istor.org/stable/466176?seq=1#metadata\\_info\\_tab\\_contents](https://www.istor.org/stable/466176?seq=1#metadata_info_tab_contents)
3. <https://standpointmag.co.uk/category/topic/israel/>
4. <https://standpointmag.co.uk/issues/september-2018/features-september-2018-jonathan-neumann-jeremy-corbyn-antisemitism/>
5. <https://reformjudaism.org/israeli-perspective-israeli-memorial-and-independence-day>
6. <https://www.jewishvirtuallibrary.org/israeli-attitudes-about-the-united-states-of-america>
7. <https://www.theperspective.com/subjective-timeline/politics/the-israeli-palestinian-conflict/>
8. <https://www.politico.com/story/2011/05/a-palestinian-perspective-055506>
9. <https://eu.boell.org/en/2018/07/31/eu-and-jerusalem-palestinian-perspective>
10. [https://www.international.gc.ca/cil-cai/country\\_insights-apercus\\_pays/ci-ic\\_ps.aspx?lang=eng](https://www.international.gc.ca/cil-cai/country_insights-apercus_pays/ci-ic_ps.aspx?lang=eng)
11. <https://www.myjewishlearning.com/article/palestinian-israeli-relations/>
12. <https://www.afsc.org/resource/palestinian-refugees-and-right-return>
13. <https://www.vox.com/2018/11/20/18080086/israel-palestine-global-opinion>
14. <https://mepc.org/journal/concept-paper-palestinian-refugee-problem-and-right-return>

### Guiding Questions During Research:

1. What claims do the Israeli's have?  
\_\_\_\_\_
2. Why is the land distribution how it currently is?  
\_\_\_\_\_
3. What aspects of the resource claims create disbutes?  
\_\_\_\_\_
4. What is Jerusalem's controversial positions?  
\_\_\_\_\_
5. Why is this plan more advantageous than the opposing side?  
\_\_\_\_\_
6. What is your top three points with explanation to why your claim should be implemented?  
\_\_\_\_\_
7. What are any moral implications in the Palestines and Israelis controlling the area?  
\_\_\_\_\_
8. What is the top objective of your ethnic group implementing the claim and explain why?  
\_\_\_\_\_

## US History Israeli and Palestine Care Lesson Plan

	<p style="text-align: center;"><i>Graphic Organizer: Class Debate</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="height: 50px; vertical-align: top;">Issue:</td> </tr> <tr> <td style="width: 50%; height: 40px; vertical-align: top;">Side 1:</td> <td style="width: 50%; height: 40px; vertical-align: top;">Side 2:</td> </tr> <tr> <td style="height: 80px; vertical-align: top;">Arguments:</td> <td style="height: 80px; vertical-align: top;">Arguments:</td> </tr> <tr> <td style="height: 40px; vertical-align: top;">Evidence:</td> <td style="height: 40px; vertical-align: top;">Evidence:</td> </tr> <tr> <td colspan="2" style="height: 40px; vertical-align: top;">Conclusion:</td> </tr> </table>	Issue:		Side 1:	Side 2:	Arguments:	Arguments:	Evidence:	Evidence:	Conclusion:	
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Arguments:	Arguments:										
Evidence:	Evidence:										
Conclusion:											
<b>2 – 3 Minutes</b>	<p><b>Engage:</b> (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)          Students will be given the following picture (<a href="https://tinyurl.com/scwabq7">https://tinyurl.com/scwabq7</a>) and must correctly guess what the colors represent and what the meaning of the image is. This will lead into the topic of “Israeli and Palestinian Conflict.”</p>										
<b>10 Minutes</b>	<p><b>Explain:</b> (concepts, procedures, vocabulary, etc.)</p> <p>I will begin the research project by explaining that to be educated in World Issues, a student must look carefully at the main points as each topic may have Pros and Cons attached. I will then pass out the Guiding Research Questions and write out on the board how to create a Bubble Graphic Organizer for Notes (with one circle in the middle and extending lines to more circles demonstrating the central ideas, subpoints and sub-subpoints). I will define that you do not need to be a Pro-Israeli or Pro-Palestinian to agree with their respective claims. I will also note to students to cite which article they derive specific points from. This is going to test Literacy and Bias or Contradictory Points.</p>										
<b>80 Minutes</b>	<p><b>Explore:</b> (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>(40 minutes for Research &amp; 40 Minutes for Debate) Students will embark in their research demonstrating and citing material to support their opinion and research topics regarding Israeli and Palestinian Claims to Jerusalem and the Holy Land. This informational and argumentative inquiry will help students gain insightful connections and perspectives to develop fact-based opinions. The teacher will walk around the classroom to answer questions about the guided inquiry and prompt students to dig deeper and question the sources. Students will then be put into row-based groups and discuss their perspectives and findings. Each Student in the group will fill out one issue they find intriguing in reference to the claims. They will then complete the different perspectives and chose which side they wish to be on. After the Pods or Row Groups discuss, the Israeli and Palestinian sides will form and have a different spokesperson per issue brought forth by the teacher who acts as a mediator. The political debate will include an introduction, topics including: violence, mandated evacuation, what claims one has to the Holy Land, what is the purpose of reclaiming the Holy Land and how the other sides claim can be refuted with one rebuttal per section.</p>										

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5 Minutes	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Students will return to seats and asked what one specific interesting fact they is learned including one fact they may have not expected or one fact that made them rethink conflict, even in the U.S.</p>	
<p><b>Formative Assessment: (linked to objectives)</b>                  Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Formative assessments including prompting inquiry throughout the research project/notes and the research questions that students will answer along with their notes for the debate.</p> <p>Consideration for Back-up Plan: If a printer malfunction happens, Student can be asked and shown how to generate their own debate format.</p>	<p><b>Summative Assessment (linked back to objectives)</b>                  End of lesson:</p> <p>Students will be assessed on their ability to collaborate, respond and argue their informational points based on the research done.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>I chose Literacy Skills and Contradictory Viewpoint as these intertwine important debate and research skills to help students learn how to detail and support informed decisions when supporting a candidate as an informed citizen. This connects to the North Dakota State Standard "US.6_12.1 Analyze primary and secondary sources with attention to reliability, impact, and purpose" as this not only builds the investigation skills of the student and also informs them of the role and responsibilities we have as voters in the world issues, the exercise also helps equipped them with building their own political perspective to further understand what they believe and question the basis of their values. This is important for 12-13-year-old students as they will be asked throughout High School and Life why they believe what they believe, but also 12-13 years old is when the build the mental compacity to ask higher level questions involving the government. Likewise, this age group can make connections between their vote and the overall picture, while also recognizing their family views. Ultimately, this lesson plan embodies, <i>Teaching social studies in the middle and secondary schools</i> practical advice, "Effective social studies instruction encourages student to both develop and apply skills" (Beal &amp; Bolick, 2013, p. 132). Ultimately, this is teaching students to build skills in learning about Health Care, but ultimately become better citizens and learn how they can become better citizens by developing research and debate or cooperative skills. Although I ultimately was unable to teach this lesson, I imagine this is the sentiment and understanding that would be acknowledged by students ensuring their ability to successfully adopt this into their strategy.</p>		

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### Resources

Beal, C. & Bolick, C.M. (2013). Teaching social studies in middle and secondary schools.

(6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

United States, Congress, North Dakota Department of Public Instruction, and Kirsten Baesler. "North Dakota Social Studies Content Standards." *North Dakota Social Studies Content Standards*, North Dakota Department of Public Instruction, 2019.

[www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/Final%20Social\\_Studies\\_Content%20Standards\\_Rev\\_11\\_12\\_19%20.pdf](http://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/Final%20Social_Studies_Content%20Standards_Rev_11_12_19%20.pdf).