

## TGC Fellow Unit Template \*

**Prepared by:** Stephen Blan

**School/Location:** Kerr Middle School/Burleson, TX

**Subject:** World Cultures

**Grade:** 6

**Unit Title:** Arab/Israeli Conflict

**Time Needed:** 20 Days

**Unit Summary:** Students will learn about Judaism, Christianity, Islam, and the Arab/Israeli Conflict. Specifically they will learn about the similarities and differences in the three religions, the religious influence on the Arab/Israeli Conflict, the key events leading to the creation of the state of Israel and the current situation, the current conditions in which many Palestinians and Jews are living, and the actions of some people who are seeking to bring peace to the region. They will research the basic beliefs of the religions, participate in a “seemingly fictionalized” debate, create a digital timeline of key events in the conflict, watch documentaries about the impact of the conflict on children in the region, address their own perceptions of Muslims, analyze political cartoons, and research peacemaking groups on both sides.

### Stage 1 Desired Results

**ESTABLISHED GOALS:**

**Social Studies Objectives - Texas Standards (TEKS)**

- G1. Compare and contrast Judaism, Christianity, and Islam.
- G2. Defend a position on the Arab/Israeli Conflict.
- G3. Trace how the current Arab/Israeli Conflict has resulted from key historic events.
- G4. Compare and contrast the lives of children in Israel/Palestine to their own.
- G5. Explain what some people are doing to bring peace to the region.

**ELA Objectives – TEKS**

- G6. Compare/Contrast the viewpoints of 2 different people/groups writing for the same purpose.
- G7. Identify bias in various forms of media and text.

**Technology Objectives – TEKS**

- G8. Acquire and analyze content from digital resources.
- G9. Use digital media to communicate their perspective and learning.

**GLOBAL COMPETENCY:**

- Investigate the world
- Recognize perspectives

*Transfer*

*Students will be able to independently use their learning to...(real world purpose)*

- T1. Recognize perspectives
- T2. Compare and contrast different perspectives
- T3. Defend their opinion
- T4. Identify bias
- T5. Use technology to communicate ideas

*Meaning*

**UNDERSTANDINGS**

*Students will understand that...*

- U1. Religion has a profound impact on people’s perspectives.
- U2. Western countries have contributed to the conflict.
- U3. There are multiple perspectives on some of the same events in the conflict.
- U4. People on both sides of the conflict are working towards peace.

**ESSENTIAL QUESTIONS**

- E1. What are the differences and similarities between Judaism, Christianity, and Islam?
- E2. What role did western countries play in the Arab-Israeli Conflict?
- E3. What are some of the multiple perspectives on the Arab-Israeli Conflict?
- E4. What are people doing to help bring peace to the region?

*Acquisition*

*Students will know... (Content)*

- K1. Basic beliefs of Jews, Christians, and Muslims.
- K2. The claims of both Jews and Palestinians to the land.
- K3. The major events of the Arab/Israeli Conflict.
- K4. The current situation in which Palestinians and Jews are living.

*Students will be able to... (Skills)*

- S1. Identify different perspectives.
- S2. Defend their opinion both orally and in written form.
- S3. Empathize with both sides of the Arab/Israeli Conflict.
- S4. Analyze political cartoons.
- S5. Create a political cartoon collage for both sides using Google Draw (or Glogster or another better tech tool – suggestions?)

<b>ESTABLISHED GOALS:</b>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...(real world purpose)</i>	
	<ul style="list-style-type: none"> <li>T1. Recognize perspectives</li> <li>T2. Compare and contrast different perspectives</li> <li>T3. Defend their opinion</li> <li>T4. Identify bias</li> <li>T5. Use technology to communicate ideas</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>U1. Religion has a profound impact on people’s perspectives.</li> <li>U2. Western countries have contributed to the conflict.</li> <li>U3. There are multiple perspectives on some of the same events in the conflict.</li> <li>U4. People on both sides of the conflict are working towards peace.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>E1. What are the differences and similarities between Judaism, Christianity, and Islam?</li> <li>E2. What role did western countries play in the Arab-Israeli Conflict?</li> <li>E3. What are some of the multiple perspectives on the Arab-Israeli Conflict?</li> <li>E4. What are people doing to help bring peace to the region?</li> </ul>
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Assessment **OF** Learning: (ex: performance task, project, final paper)

1. Religion Thinglink – Students create one Thinglink for each of the three religions (total of 3). Rubric will set expectations for content.
2. Jeds/Pads Debate
3. Compare/Contrast short essay or video after Promises (students choose their method of learning demonstration)
4. Political Cartoon Collage – students create a collage with cartoons supporting each side of the conflict

1. Accurate content regarding each of the three religions
2. Accurately defend the perspective of their assigned group
3. Accurately communicate the similarities and differences between Palestinian and Israeli children, as well as themselves
4. Accurately identify the perspective of political cartoons by placing them in student created pro-Israel and pro-Palestinian digital collages

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*Week One:* Introduce Judaism, Christianity, and Islam. Students create religions ThingLink.

*Week Two:* Students participate in a “fictionalized” Jeds/Pads debate. Then, students learn the historical background of the conflict and create a digital timeline with a partner.

*Week Three:* Students learn about the conflict through *Promises* and compare/contrast children on both sides by writing an essay or creating a video.

*Week Four:* Students learn about current situation of settlements in Palestinian Territories by watching *My Neighbourhood* and reading excerpts from the graphic novel “How to Understand Israel in 60 Days or Less.” Then they will research different groups seeking to bring peace on both sides. Students will finish the unit by analyzing political cartoons and creating cartoon collages.

*\*adapted from Understanding by Design Model*