

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
Funded by the US Department of Education
2004-2009**



Concept: Conflict

Topic: Understanding the Holy Land

By: Shannon Oakes and Kathy Putnam

Grade Level: 7

*** This unit will be merged with Karen Wagoner's and Glenda Cox's unit based upon the same book. The combination unit will be designed for use as a magnet middle school elective. Permission for the combination of our two units was granted by Dan Turner and Dr. Moirao.*

**The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – Understanding the Holy Land’s Continuing Impact upon World History
Text: – Understanding the Holy Land
Author – Mitch Frank

Concepts	Themes
Conflict Beliefs Values Traditions	Man’s Inhumanity to Man National Identity Homeland/Belonging
Issues or Debates	Problems or Challenges
Religious Principles vs. Man-made Laws Righting Historical Wrongs Belonging vs. Exile Beliefs vs. Rules	Peaceful Resolution/ War World Interference Worldwide Consequences
Processes	Theories
Problem Solving Decision Making	History Repeats Itself Conflict may never be resolved
Paradoxes	Assumptions or Perspectives
Religious beliefs kindle violence Fighting for peace “Holy Land” renowned for discord	Terrorist vs. Religious Idealist Rightful owner vs. Illegal Aliens Religious beliefs supersede civil law

Overarching Generalizations:
Conflict results from a sequence of events.
Conflict requires opposing forces.

More Complex Generalizations (Two or more concepts):
Conflict may never be resolved.
Conflict is a universal occurrence.

Directions for Teachers:

Display sentence strips with the generalizations. Discuss topics and vocabulary words needed to gain a deeper understanding of the conceptual lessons.

Suggested Topics for Discussion:

- 1) Origins of Judaism, Islam, and Christianity as they relate to the conflict in the Holy Land
- 2) How beliefs, values, and traditions affect the concept of “Homeland”
- 3) Parallels between the Holy Land and other countries that have experienced conflict due to religious beliefs.

Suggested Vocabulary Words for Discussion:

Throughout the unit, using our anchor book Understanding the Holy Land, the teacher will incorporate suggested key vocabulary from pages 139 – 146.

Key vocabulary may include the following:

Anti-semitism	Dome of the Rock	Martyr
B.C.E.	Fatah	Monotheism
C.E	Feday.	Muhammad
Camp David Accords	Gaza Strip	Nationalism
Cave of the Patriarchs	Golan Heights	Occupied Territories
Christianity	Gulf War I and II	Palestine
Cold War	Hamas	Propaganda
Colonialism	Al Haram Al Sharif	Al Qaeda
Crusade	Hebrew	Al Quds
Diaspora	Holocaust	Qur’an
	Holy Land	Torah
		Two state solution
		United Nations
		Zionism

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)

5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Vocabulary Extension:

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

Facet 1 – EXPLANATION
Step 3: Essential Questions: 1. Facet 1: Explanation: What makes a peaceful resolution of the Middle East conflict so difficult?
Facet 2 - INTERPRETATION
2. Facet 2: Interpretation What would peace in the Holy Land look like to a Palestinian? To a Jew? To you as a U.S. citizen?
Facet 3 - APPLICATION
3. Facet 3: Application There is a saying “if we don’t study history, then we are doomed to repeat it.” Evaluate the validity of this statement as it applies to the conflict in the Holy Land.
Facet 4 - PERSPECTIVE
4. Facet 4: Perspective: Why is it important for the countries of the world to work for a peaceful resolution in the Middle East?
Facet 5 – EMPATHY
5. Facet 5: Empathy What might it be like to give up your physical homeland? What sacrifices would you be willing to make to keep it?

Facet 6 – SELF-KNOWLEDGE

6. Facet 6: Self-knowledge

What historical events, beliefs, traditions, and customs determine who you are as a person?

Task Rotation Learning Activities

The following hook activity is implemented before the task rotations.

Hook Activity: The Hook Activity will allow students to experience a brief period of abrupt displacement and personal loss. In order to accomplish this, the teacher will do the following: 1) at the beginning of the unit, the teacher will order eight – ten students to grab their belongings in 20 seconds and relocate to a corner of the room. This corner should have no chairs, desks, or tables so the students are forced to stand and be quiet. The teacher then gives directions for the remaining students to choose a new seat where they would feel at home. The teacher offers no explanations and allows no discussion. Class then resumes as usual for the next three minutes. The teacher then allows the displaced students to return to their seats and asks everyone to write a point of view reflection. Uprooted students should partner with one of the students who chose a new location. They will then think, pair, share about their experience. Finally, a few of the groups can share their input with the entire class. After a few moments, the teacher will then lead the students into a brief discussion infusing the six facets of understanding and their accompanying essential questions.

Task Rotation

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Who – lives here? What are their religions? List – Bordering countries Bodies of water Geographic land features Create a timeline spanning 4000 B.C.E. – present (to be divided into 4 periods).</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>You and your partner will role play an interview between a Jewish and Palestinian friend. Interview questions should focus on a significant religious celebration. Include historical references and traditions.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Complete an open compare and contrast template comparing Judaism and Islam with regards to : Origin Beliefs Traditions Customs</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Imagine that your new classmate from either Palestine or Israel has invited you for dinner. Research the dietary customs and traditions. Create a possible menu and describe your anticipated response to their hospitality.</p> <p style="text-align: center; margin-top: 20px;">V _ L _ S _ M _ B _ P _ I _ N _</p>

Real World Connections With Products:

Real World Applications:

Real World Terms:

Connect all products in the unit to real world applications reflecting the concept, generalizations and topic. The above is an example of how this might be accomplished.

Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspectives:

Student/Teacher Reflections

**Task Rotation Learning Activities
Interdisciplinary Unit
Seventh Grade**

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking Science Component</p> <p>Whole Class: Research the genetic disorders common to the Middle Eastern populations.</p> <p>Tier 1: List some common disorders and describe their characteristics, symptoms, and prevalence.</p> <p>Tier 2: Choose 5 common disorders and create a spreadsheet specifying the following: Population, percentage of probability, approximate age for onset, causes if known, treatment, and medical management.</p> <p>Tier 3: You are a genetic counselor at UNC. You've been asked to present a presentation to a group of expectant parents . A large percentage of your audience will be of Middle Eastern descent. What are some of the most common questions you can predict may be asked from the group? Prepare a video, speech, or power point presentation.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking Language Arts Component</p> <p>Tier 1: Compile interviews, artifacts, and family anecdotes from an older relative. Include family events, beliefs, traditions, and customs. Research beliefs, traditions, and customs an Israeli or Palestinian student would consider significant. Create a treasure chest that includes 5 -7 artifacts relating to your history. Label and write a paragraph about each item.</p> <p>Tier 2: Create a Venn diagram comparing and contrasting similarities and differences between your personal history and an Israeli or Palestinian student.</p> <p>Tier 3: Using the following rating scale, rate your beliefs, traditions, and customs according to their importance in your life: 1= not important, 2 = somewhat important, 3= important, 4 = very important. Write a reflection about what you have learned about the significance of your personal history and how it makes you who you are.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
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<p align="center">Understanding Learner (C) Intuitive-Thinking Math Component</p>	<p align="center">Self-Expressive Learner (D) Intuitive-Feeling Language Arts Component</p>
<p>Whole Class: Examine the statistics identifying the Jewish, Muslim, and Christian population percentages of the region.</p> <p>Tier 1: Create a computer pie chart that illustrates the 3 major populations of the region.</p> <p>Tier 2: Design a math visual to represent the three population densities of the region. Summarize your findings in a paragraph.</p> <p>Tier 3: Evaluate the hardships you may encounter based upon the percentage of populations and the land distribution for each major religion.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Tier 1: Brainstorm some peace-making ideas to help the Middle East situation. Using these ideas, create a shape poem based upon the universal peace symbol.</p> <p>Tier 2: Metaphoric Expression SES Peace is our concept. Choose to create a bumper sticker, poster, slogan, rap, poem, song, commercial, painting to represent your metaphor.</p> <p>Tier 3: Hypothesize that peace has come to the Holy Land. Write a one act play, graphic story, or comic strip to illustrate what peace would look like to an eleven year old Israeli boy, a twelve year old Palestinian citizen, and an thirteen year old American citizen visiting Israel.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _</p>

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Concept Focus:

Overarching Generalizations:

More Complex Generalizations (Two or more concepts):

Essential Question(s):
(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Concept:

Topic:

Generalization(s):

Essential Question(s):

Task Rotation Menu

Level	Mastery	Understanding	Self-Expressive	Interpersonal
1				
2				
3				

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More Complex Generalizations (Two or more concepts):

Essential Question:

(Include concept and intelligent behavior that leads to deeper understanding of the concept through exploration of the generalization)

Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Student Reflections and Assessments
Task Rotation Learning Experience
Understanding the Holy Land: Culminating Assessments

<p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>Choose 2 of the following to complete:</p> <ol style="list-style-type: none"> 1) Identify 10 important people and/or groups that have been involved in conflicts in the Holy Land. Explain why these 10 are significant to the region. 2) Define and use the following vocabulary words in sentences (teacher’s choice). Arrange these words in chronological order according to the history of Israel. 3) Create a chart of 10 other historical conflicts in the world today. 4) Create a power point that identifies 10 of the following in the Holy Land: 1) significant people 2) events, 3) locations, 4) vocabulary. Create a lesson plan to teach this information to your classmates. <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>Create a response to the following questions to be shared in a panel discussion and submitted to your teacher. Your response should be 5-6 sentences long with support for your reasoning for FOUR of the following questions:</p> <ol style="list-style-type: none"> 1) What is your opinion about the current situation in the Holy Land? 2) What would you prefer – war or peaceful negotiations and why? 3) Given a choice, which would you choose from the perspective of either a Jew or an Arab: to remain in your homeland or relocate to a more peaceful community? 4) Share your thoughts about the likelihood of permanent peace in this region. <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>
<p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Using the following list, choose one event in the Holy Land that had a profound effect upon world events:</p> <ol style="list-style-type: none"> 1) 1900 BCE – 4 BCE 2) 66CE – 1516 CE 3) 1862 – 1932 4) 1933 – 1947 5) 1948 – 1967 6) 1969 – present <p>Imagine you are a history professor at UNC. Write an essay analyzing the importance of this event as it impacted world history at the time. Include essential vocabulary from our unit.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>	<p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>From the perspective of 1 of the following people, create a monologue explaining what you would do to resolve this age old conflict:</p> <ol style="list-style-type: none"> 1) a North Carolina resident 2) a U.N. diplomat 3) a member of the U.S. Armed Forces 4. a leader of 1 of the major world religions. <p>Identify the causes of the conflict and the effects of your solution upon Israel and the world.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

V_L_S_M_B_P_I_N__	
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Essential Question:

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Materials Needed for Task Rotation and/or Task Rotation Menu

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MetaCognitive Discussion (Essential Questions):

(Whole Group):

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections

Math Student Reflections and Assessments

Task Rotation Learning Experience

K-2

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

<p>Mastery Learner (A) Sensing- Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Interpersonal Learner (B) Sensing-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>
<p>Understanding Learner (C) Intuitive-Thinking</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>	<p>Self-Expressive Learner (D) Intuitive-Feeling</p> <p>V _ L _ S _ M _ B _ P _ I _ N _</p>

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MetaCognitive Discussion (Essential Questions):

(Whole Group)

Conceptual Perspectives:

Intelligent Behaviors:

Literary Perspective:

Student/Teacher Reflections:

Additional Support Materials:

Favorite Read-Alouds:

Finger Plays, Nursery Rhymes and Songs:

Video Clips:

Paintings & Prints:

“Additional Comments

APPENDIX

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Additional Instructional Concept-Based Activities