

**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:  
Glenda Cox and Karen Wagoner**

**Grade Level:  
7**

**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 – Israeli-Palestinian Conflict**  
**Text – Understanding the Holy Land**  
**Author – Mitch Frank**  
**Publisher/Date-Viking (Penguin Press), 2005**

Concepts	Themes
<ul style="list-style-type: none"> <li>• Conflict</li> <li>• Relationships</li> <li>• Identity</li> <li>• Ownership</li> <li>• Colonialism</li> </ul>	<p><b>This land is my land – and has been for many years.</b></p>
Issues or Debates	Problems or Challenges
<ul style="list-style-type: none"> <li>• Ownership of land</li> <li>• Turbulent history of region</li> <li>• Infusion of religion into conflict</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Political and religious extremism</b></li> <li>• <b>Outside influences in the region</b></li> <li>• <b>Effects of conflict on population</b></li> </ul>
Processes	Theories
<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Problem solving</li> <li>• Hypothesizing</li> <li>• Evaluating</li> <li>• Researching</li> <li>• Analyzing</li> </ul>	<ul style="list-style-type: none"> <li>• Chosen People and the divine right to the land</li> </ul>
Paradoxes	Assumptions or Perspectives
<ul style="list-style-type: none"> <li>• Fighting for peace</li> <li>• The only solution may be no solution.</li> <li>• God’s Chosen People continue to fight for their land.</li> <li>• The hub of the world’s three major religions is a hotbed of turmoil.</li> </ul>	<ul style="list-style-type: none"> <li>• Peace between Israelis and Palestinians is possible.</li> <li>• Violence is the only way to effect change.</li> </ul>

**Concept: Conflict**

**Topic: Israeli-Palestinian Conflict**

**Suggested Text Selection(s): Understanding the Holy Land, Frank Mitch**

**Look, Listen and Identify:**

**Intelligent Behaviors: Listening with understanding and empathy**

**Story Focus**

**Student Activities**

**NC Standards: Social Studies Goal 7, Objective 7.01, 7.02; Goal 12, Objective 12.01**

**Local Pacing Guide Timeline: 2 class periods**

**Thinking Skills Focus: Analyzing, Hypothesizing, Evaluating, Compare/Contrast, Problem Solving, Application, Synthesis**

**Topic Focus: Ownership**

**Concept Focus: Conflict**

**Overarching Generalizations: Conflict may never be resolved.**

**More Complex Generalizations (Two or more concepts):**

Conflict can involve a complex set of interwoven relationships between opposing forces.  
Conflict may allow for synthesis and change for all.

**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:**

- Origin of conflict
- Efforts at resolution
- Stakeholders
- Religious issues
- Impact on quality of life in conflict zone

**Suggested Vocabulary Words for Discussion:**

<b>NEED TO KNOW</b>	<b>GOOD TO KNOW</b>	<b>NICE TO KNOW</b>
<b>Palestine</b>		<b>Bible</b>
<b>Anti-Semitism</b>	<b>Arab Israelis</b>	<b>Hamas</b>
<b>Propaganda</b>	<b>Crusade</b>	<b>Zionism</b>
<b>Terrorism</b>	<b>Diaspora</b>	<b>Kneset</b>
<b>Islam</b>	<b>Gaza Strip</b>	<b>Intifada</b>
<b>Nationalism</b>	<b>Golan Heights</b>	<b>Fatah</b>
<b>Christianity</b>	<b>Hebrew</b>	<b>Martyr</b>
<b>Colonialism</b>	<b>Holy Land</b>	<b>Tanach</b>
<b>Judaism</b>	<b>West Bank</b>	<b>PLO</b>
		<b>Qur'an</b>

**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:**

**Students complete a “Three-Way Tie” vocabulary activity which is tiered to challenge both higher and lower ability students. Teacher selects three words from the list of vocabulary**

words and arranges them in a triangle. Students then connect the words with lines and explain the relationships between each word by writing along the lines. (Modified directions using Dr. Daniel R. Moriao’s Three-Way Tie vocabulary activity.) Tier 1 words (for higher ability students to use): Propaganda, Crusade, PLO. Tier 2 words (for lower ability students to use): Terrorism, Holy Land, Martyr.

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

### Six Facets of Understanding

<p><b>Facet 1 – EXPLANATION</b></p> <p>What has caused this conflict?</p> <p><b>Activity:</b> List the five reasons for conflict between people. Students talk to a partner and share responses. With that partner, students decide which of their conflicts would be the most difficult and the easiest to resolve. Groups share their responses. Teacher directs conversation to uncover the commonalities in the list of easiest to resolve and the commonalities in the list of most difficult to resolve.</p>
<p><b>Facet 2 - INTERPRETATION</b></p> <p>Should outside governments determine or influence who should own the land?</p> <p><b>Activity:</b> Teacher creates a role play activity in which two students find some money on the ground/floor. The students begin to argue about who owns the money. An administrator comes up on the argument and the administrator says that he/she will take the money to the office and decide who will get the money. The administrator returns and gives each student half of the paper money and tells the students to deal with it as best they can. Teacher leads class in a discussion of the pros and cons of this solution. Is this the best way to determine ownership? If not, what are alternatives? For the two students who found the money, what would their next step/s be given the solution.</p>
<p><b>Facet 3 - APPLICATION</b></p> <p>How does this conflict affect the rest of the world?</p> <p><b>Activity:</b> You have just overheard one of your very good friends saying unkind and untrue things about you to another group of students. You are upset about this and your relationship with that person is damaged. Brainstorm a list of ways to resolve this conflict and restore the relationship. In groups, students do a “Four-Two-One” activity sheet to determine the best solution to resolve the conflict. Students should be prepared to share their group’s best solution to the problem and why they chose that. Engage students in a conversation about the difficulty in finding one best solution.</p>

**Facet 4 - PERSPECTIVE**

Whose land is it?

**Activity:** Half the class will participate in a game of “Musical Chairs” while the other half takes notes on what they observe as students are eliminated from the game. Students are to observe the following: how students deal with being eliminated from the game, strategies students use to successfully sit in a chair when the music stops, and the final reactions of winner and loser at the end of the game. Eliminated students will write about how it feels to be eliminated and what they might have done to stay in the game. Class discussion follows on what both observers and game participants observed. What has been learned about wanting the same thing, being eliminated, and resolving conflict from this game? How might the rules of this game be modified so that there are no losers?

**Facet 5 – EMPATHY**

Why would a person feel compelled to join an extremist group?

**Activity:** Have students complete a journal entry/writing on the following prompt: Why would a person want to join a gang?

**Facet 6 – SELF-KNOWLEDGE**

What will happen to all stakeholders if we continue to fail in our efforts to achieve peace?

**Activity:** In groups, students discuss the following scenario: Many students are constantly talking during class every day and the teacher tells the class that if this does not stop, the entire class will receive a silent lunch period as punishment. Over the next three days, the teacher hears some talking and assigns five days of a silent lunch period for everyone although not every student was talking. The teacher then announces that he/she will continue to assign this punishment until all talking during class stops.

Groups of students must decide how this punishment would make them feel, if this punishment is fair, the effect it has on the entire class, and brainstorm alternative solutions.

**Read:**

# “Then” Task Rotation Learning Activities

## Grade 7

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

<p style="text-align: center;"><b>Mastery Learner (A)</b> <b>Sensing- Thinking</b></p> <p>Trace the migration of the Jewish people each time their country was conquered in the form of a timeline. What effect has this had on the current conflict over the rightful ownership of the land?</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p style="text-align: center;"><b>Interpersonal Learner (B)</b> <b>Sensing-Thinking</b></p> <p>You are either an Israeli or a Palestinian living in Israel. Write a letter or blog to a relative living in the USA in which you relate how the conflict has affected you and your family.</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>
<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>Prepare a PowerPoint presentation for the UN Secretary-General in which you analyze the effects that extremism has had on attempts to achieve peace in the region.</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>Speculate how the current Israeli-Palestinian conflict would be different had the French and British not interfered after World War I. Write a two-act play; in Act I show how the French and British interference affected the Holy Land and in Act II show how the Holy Land might look if the French and British hadn't interfered.</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>

# “Now” Task Rotation Learning Activities

## Grade 7

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**Real World Connections With Products:**

Analyze, Create, Evaluate, Apply, timeline, documentary, PowerPoint, letter, play

**Real World Applications:**

Diplomat, Journalist, Reporter, Historian, Informed Citizen, Playwright, Actor/Actress,

**Real World Terms:**

Migration, effect, conflict, people, extremism, conquer, interfere

**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:**

Conflict may never be resolved.

**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

Conflict can involve a complex set of interwoven relationships between opposing forces.  
Conflict may allow for synthesis and change for all.

**Essential Question**

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

What is the difference between a conflict and a war?

Is war a necessary agent to attain peace?

How will the resolution to this conflict and to other Middle Eastern conflicts affect your future?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

- Is conflict always a result of opposing forces?
- How does conflict affect relationships?
- Is religion a form of power over people?
- How does conflict affect the ability of humans live in peace with one another?

#### **Intelligent Behaviors:**

1. As a global community, what intelligent behaviors could we exhibit to help find a resolution to this conflict?
2. Which intelligent behaviors are not being demonstrated that contribute to continued conflict in the Holy Land?
3. In what way(s) can we demonstrate the following intelligent behaviors?
  - a. Thinking flexibly
  - b. Listening with understanding and empathy
  - c. Managing impulsivity
  - d. Applying past knowledge to new situations
4. Why is it important to remain open to continuous learning when it comes to conflict in the Holy Land?

#### **Literary Perspectives:**

##### **How is the Israeli-Palestinian conflict an example of people not learning from history?**

Who were the Israelis before there was a state of Israel?

Who were the Palestinians before they became known as Palestinians?

Who are the Israelis today and what do they want?

Who are the Palestinians today and what do they want?

When did the Israeli-Palestinian conflict become a war?

What is the importance of the Arab influence?

What is life like in the Occupied Territories?

Which leaders came closest to ending the conflict?

How has the rest of the world responded to the conflict?

What can you do about this?

**Student/Teacher Reflections**

**Task Rotation Learning Activities**

**Grade 7**

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#### **Student/Teacher Reflections**

**Concept: Conflict between Palestinians and Israelis**

**Topic: Extremist Organizations**

**Generalization(s): The rise of extremist organizations as a response to the Palestinian-Israeli conflict has made peace more difficult to achieve.**

**Essential Question(s): What is the role of extremist organizations and what is their effect on Palestinians and Israelis?**

### **Task Rotation Menu**

<b>Level</b>	<b>Mastery</b>	<b>Understanding</b>	<b>Self-Expressive</b>	<b>Interpersonal</b>
<b>1</b>	<b>Define extremism. Create a list of the current extremist groups in Palestine and Israel. Include current and past leaders, when organized, and beliefs.</b>	<b>Compare and contrast the PLO and Hamas. Use the graphic organizer provided by your teacher.</b>	<b>Create a Top Ten List of reasons to join an extremist organization.</b>	<b>You are either an Israeli or Palestinian living in or near the Gaza Strip. List 5 ways that your life has been affected by the unrest in this area. Rank them in order of importance from greatest to least.</b>
<b>2</b>	<b>Prepare a chart of extremist activities in Palestine and Israel during the 20<sup>th</sup> and 21<sup>st</sup> centuries.</b>	<b>Design a poster to attract new recruits to an extremist organization.</b>	<b>Hypothesize how events in the Middle East will affect the spread of extremism.</b>	<b>You are a thirteen year old living in or near the Gaza Strip. You are tired of all the unrest and are considering an extremist organization. In your journal write an entry in which you go through the mental process of making a decision.</b>

3	<p><b>You are a researcher for the UN. Present a report to the UN Security Council on the two most active current day extremist groups in and around the Gaza Strip. Include the leaders, number of followers, military power, and their most recent terrorist activities.</b></p>	<p><b>Debate: Do extremist organizations create more good than harm?</b></p>	<p><b>Prepare and deliver a speech in which you address potential recruits for your extremist organization.</b></p>	<p><b>You are a member of the International Red Cross stationed in the Gaza Strip. Create a blog about the work you are doing there and how you feel about the situation.</b></p>
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## **Overarching Generalizations:**

### **More Complex Generalizations (Two or more concepts):**

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### **Materials Needed for Task Rotation and/or Task Rotation Menu**

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### **MetaCognitive Discussion (Essential Questions):**

#### **(Whole Group)**

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1. As a global community, what intelligent behaviors could we exhibit to help find a resolution to this conflict?
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**Student/Teacher Reflections:**

**Student Reflections and Assessments  
“Then” Task Rotation Learning Experience  
Grade 7**

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

<b>Mastery Learner (A)</b> Sensing- Thinking	<b>Interpersonal Learner (B)</b> Sensing-Thinking
<ol style="list-style-type: none"> <li>Identify the most important events in the Israeli/Palestinian conflict beginning in 1917 and end with the British leaving in 1948.</li> <li>Create a map tracing the migration of the Jewish people each their country was conquered.</li> <li>Investigate each groups’ claim to being the rightful owner of the land.</li> </ol> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>	<p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>

<p><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <ol style="list-style-type: none"> <li>1. List the outside governments or groups of people who have contributed to the current conflict.</li> <li>2. Compare/contrast two of the following countries for their role in creating the conflict: France, Britain, US, Russia, Egypt, Babylonia, Roman Empire, Assyria, Greece.</li> <li>3. Which of the following countries had the greatest impact on the Israeli/Palestinians? France, Britain, US, Russia, Egypt, Babylonia, Roman Empire, Assyria, Greece.</li> </ol>	<p><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p>

## “Now” Task Rotation Learning Activities

### Grade 7

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<p style="text-align: center;"><b>Understanding Learner (C)</b> <b>Intuitive-Thinking</b></p> <p>1.</p> <p><b>3. You are the US Ambassador to the UN. The ambassador from Syria has just questioned the level of involvement of the US in the Israeli/Palestinian conflict. It is your job to respond to the Syrian ambassador. Explain and defend the US involvement in the conflict.</b></p>	<p style="text-align: center;"><b>Self-Expressive Learner (D)</b> <b>Intuitive-Feeling</b></p> <p>1. Write the terms for a new peace agreement between the Israelis and Palestinians.</p> <p>2. Predict the road blocks a new peace agreement would encounter. Justify your reasons.</p> <p>3. You are on the new Middle East Peace Accord team. Reflecting on all the failed attempts to resolve this conflict, help write the terms of the new agreement. Role-play the conference where you work out these details.</p> <p style="text-align: center;"><b>V _ L _ S _ M _ B _ P _ I _ N _</b></p>
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**Student/Teacher Reflections**

**Student Reflections and Assessments  
Task Rotation Learning Experience**

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**Real World Terms:**

Migration, effect, conflict, people, extremism, conquer, interfere

**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:**

Conflict may never be resolved.

**Overarching Generalizations:**

**More Complex Generalizations (Two or more concepts):**

Conflict can involve a complex set of interwoven relationships between opposing forces.  
Conflict may allow for synthesis and change for all.

**Essential Question**

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

What is the difference between a conflict and a war?

Is war a necessary agent to attain peace?

How will the resolution to this conflict and to other Middle Eastern conflicts affect your future?

**Materials Needed for Task Rotation and/or Task Rotation Menu**

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## **MetaCognitive Discussion (Essential Questions):**

### **(Whole Group)**

#### **Conceptual Perspectives:**

- Is conflict always a result of opposing forces?
- How does conflict affect relationships?
- Is religion a form of power over people?
- How does conflict affect the ability of humans live in peace with one another?

#### **Intelligent Behaviors:**

1. As a global community, what intelligent behaviors could we exhibit to help find a resolution to this conflict?
2. Which intelligent behaviors are not being demonstrated that contribute to continued conflict in the Holy Land?
3. In what way(s) can we demonstrate the following intelligent behaviors?
  - a. Thinking flexibly
  - b. Listening with understanding and empathy
  - c. Managing impulsivity
  - d. Applying past knowledge to new situations
4. Why is it important to remain open to continuous learning when it comes to conflict in the Holy Land?

#### **Literary Perspectives:**

##### **How is the Israeli-Palestinian conflict an example of people not learning from history?**

Who were the Israelis before there was a state of Israel?

Who were the Palestinians before they became known as Palestinians?

Who are the Israelis today and what do they want?

Who are the Palestinians today and what do they want?

When did the Israeli-Palestinian conflict become a war?

What is the importance of the Arab influence?

What is life like in the Occupied Territories?

Which leaders came closest to ending the conflict?

How has the rest of the world responded to the conflict?

What can you do about this?

**Student/Teacher Reflections:**

**Additional Support Materials:**

**Favorite Read-Alouds:**

**Finger Plays, Nursery Rhymes and Songs:**

**Video Clips: Appropriate United Streaming video clips**

**Paintings & Prints:**

## **Teacher Reflections**

### **Literary Selection**

**Date**

**School**

**Grade**

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

### **"Additional Comments**

# **APPENDIX**

## **A**

### **Additional Instructional Concept-Based Activities**