

# Middle East Conflict Israel vs Palestine

by Reviewer: Donna Pearson Reviewed on: 10/27/05 12:46 PM

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## Descriptive Data

### Name

### Class and Grade

Ninth Grade Global Education

### Topic

Israel vs Palestine Conflict

## Rationale

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Every person (especially kids) should be informed with the current events that unfold around everyday. The Israel vs Palestine conflict is one of the biggest and most important issues of our time. Can peace ever come to the middle east? My students will need to figure that out. To come up with a solution my students will need to be completely informed, I believe that doing this lesson will accomplish this.

## Standards

### National & State

- |            |   |
|------------|---|
| NCSS.1.9.a | ...enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;  |
| NCSS.1.9.d | ...challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality; |

NCSS.1.9.e	...guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
NCSS.1.9.h	...have learners illustrate how individual behaviors and decisions connect with global systems;
ND- K12.SS.12.1.EX.5	EX: Earliest Human, early communities, agricultural societies, emergence of civilizations, emergence of major religions, great empires (e.g., Roman and British), colonialism, imperialism, assimilation, acculturation, migration, revolutions (e.g., French), Reformation, technology, global conflict, human rights, hemispheric interactions, peace-keeping efforts
ND- K12.SS.12.9.3	> Understand the significance of major issues, events, and conflicts in tribal history.

## Objectives

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Please modify #2 ..... distinguish the difference between p.b. & truth...etc.

My students will be able to identify the source of the conflict between Israel and Palestine.

My students will be able to see beyond personal biases to decipher the truth.

My students will be able to analyze the information given to them and process it in to a viable peace plan.

## Assessment

### Formative

This is an assignment..... what tool will you use to determine a grade on homework or the possible solution to the problem? Revise!!! Remember that assessment is a determining of WHAT you wanted to achieve (objectives).

The assessment I will give them will also be included as homework. I will ask them to think of a viable solution for the conflict that will be due the next day. Knowing that one side will not be happy with what ever solution is given, I will suggest they choose one that has as little negative feedback to the side that doesn't fair as well.

## **Summative**

## **Authentic**

## **Rubric**

Rubric

## **Procedures**

### **Introduction**

I will be introducing the class about the conflict that is currently going on between Israel and Palestine. I will ask them what/if they know about the conflict.

### **Activity 1**

I would strongly suggest you clip your viewing to no more than 10-15 minutes MAX. 5-7 Minutes usually sticks with people and produces a much greater understanding. Additionally, would suggest you include some guideline for viewing (handout) to keep attention directed to those main points you mentioned.

I have a video in that I will show the class through United Streaming. The video is 47min long so I will not show the whole video as is. I will show the main points though.

### **Activity 2**

I will have a large group discussion about the video. What they thought about the video and the conflict and how they feel about the conflict.

## **Conclusion**

Assessment

## **Materials/Resources**

### **Audiovisual**

#### **United Streaming**

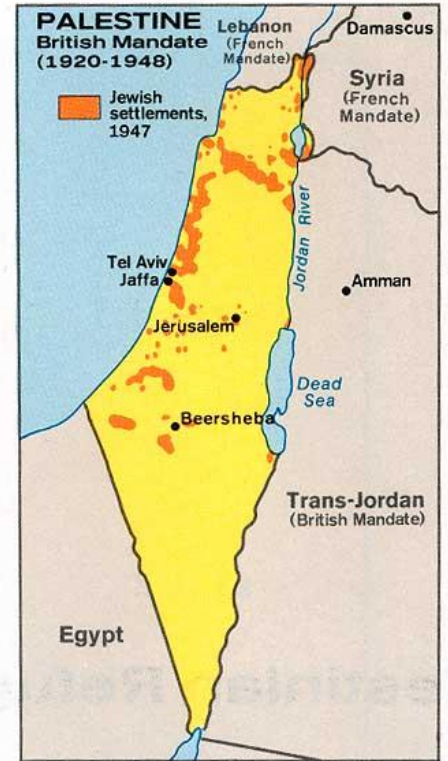
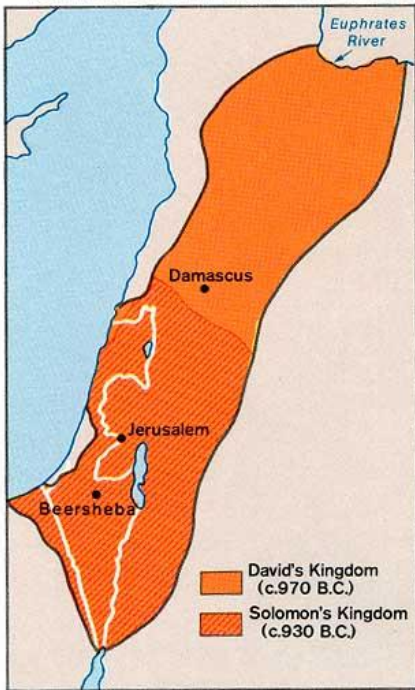
##### **Israel and Palestine: The Fight for Peace (unitedstreaming video)**

Can there be peace in the Middle East? The Oslo Peace Accords in 1993 brought a glimmer of hope to ending a decades-old dispute. Learn the obstacles that have prevented Israel and Palestine from compromise, including border disputes, refugees, settlers, terrorism, and years of distrust and bloodshed. We will only watch a little bit of this video

#### **Other**

Excellent maps.....students (especially visual learners) will enjoy this.

## ISRAEL in Biblical Times .....



*The Parliament of Israel proclaimed Jerusalem as its national capital in 1950. The US Government has not recognized this proclamation and its embassy remains in Tel Aviv-Yafo.*

Beautiful Map of the region and the reason for conflict

# Reflection/Comments

## Thoughts regarding the Lesson

Check sentence structure.

This lesson can and will be affective for my students because it shall inform them in a current event that has an effect on all the lives of the world's citizens. If I make my students at least informed than I know I will have done my job, and I know that this lesson will do that an allow them to think outside the box.

## Suggestions for Revision

If I were to revise anything in this leson it would be the video. I would want to use a shorter video than that given to me. It is long, but very informative. If they could have shorten it down a little bit I would be happy. Also I would like to think that these students have a lot of prior knowledge which may not be the case. That is something I would like to know.

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