

Gagnon – Practicum II Israeli-Palestinian Conflict Lesson

Grade: 9	Subject: Global Studies
Materials: Physical or digital copy of graphic organizers, writing utensil, expo markers, chromebooks.	Technology Needed: Chromebooks, access to <i>The Perspectives</i> webpage on the Israeli-Palestinian Conflict
Instructional Strategies: <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) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	Guided Practices and Concrete Application: <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) Explain:
Standard(s) 12.2 – Explain historical changes related to religions and ideologies. 12.3 – Analyze the effects of different political systems on people. 12.4 – Analyze the influence of social, cultural, and economic developments on individuals. 12.5 – Analyze causes and effects of global events in the past using primary and/or secondary sources. 12.6 Explain how past events connect to the present.	Differentiation Below Proficiency: These students will be paired with emerging proficiency students and, along with the whole class, will need to write down at least two words from their reading that they do not understand. This added scaffolding can be helpful for the higher proficiency students in knowing more obscure vocabulary, but this also gives below proficiency students the opportunity to learn more basic vocabulary that they already should know as a 9 th grader.
Objective(s) – Students will be able to explain the causes, events, and effects of the Israeli-Palestinian Conflict. Bloom’s Taxonomy Cognitive Level: 2 – Understanding	Above Proficiency: These students will be paired together so that, when sharing their findings with the rest of the class, a very clear understanding of the reading section can be reported to the class, who then can expand their notes accordingly. Approaching/Emerging Proficiency: These students will be paired together to help them work together to reach higher levels of learning or they will be grouped with a below proficiency student to help raise them to the emerging proficiency level. Modalities/Learning Preferences: Students will be given the choice to either take notes on their Chromebook or on a hard copy of the graphic organizer. They will work collaboratively with their partner, but also will need to do their own individual work to know the gist of their section of the webpage. I will use direct instruction at the beginning and interspersed throughout, since students will need some frontloading on topics such as nationalism and the initial background of the Israeli-Palestinian Conflict. I will also show a map of Israel and Palestine to generally orient the class regarding the location of conflict, but also to help the visual learners to better understand the content.
Classroom Management- (grouping(s), movement/transitions, etc.) Students will “partner up” with one other person (or two others if there is an odd number) for the majority of the activities in the class period. This is crucial for them to have a clear distinction between the two perspectives being studied. Students will be given explicit instructions as to what they will need to do for each activity and when they should do it. I will have the instructions on my Google Slides presentation so that they are able to reference them if any questions arise. If the students begin to chatter or get off topic, I will tell them to “come back to me” and wait for them to quiet down and pay attention.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) For this lesson, students need to be able to read their whole section and get the gist of its meaning, which will likely require them to inquire about some unfamiliar vocabulary. This is necessary because the class will be using a kind of jigsaw method to teach everyone else about the portion of the story they read. If they do not do their job, the rest of the class will not get vital pieces of information that will link the story together. Students will have the choice whether to use the digital or hard copy of the graphic organizer. Students need to know that they are trying to get inside the minds of the people who have a certain perspective on the matter. They may disagree with the stance of the people they are reading about, but they must report their perspective fairly and accurately if the exercise is to be fruitful.

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Minutes	Procedures		
5	<p>Set-up/Prep: Make sure that there is a sufficient number of copies of the graphic organizer printed. Load the Google Slides presentation.</p>		
4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Briefly introduce the Essential Question for the day: What is the Israeli-Palestinian Conflict? Ask students about their experience from the previous day (their Socratic seminar about religious conflict with school holidays), and maybe ask that a couple students share their ideas that they came up with in the seminar. Suggest that indeed, there is hardly ever one way to view any issue, especially those that involve religious conflict. Both sides have strong arguments that they can legitimately back up. These points of view are known as “perspectives.” Seeing both sides of a story is crucial for understanding the history and current conflicts, whether they are on a personal, local, or large scale.</p>		
7	<p>Explain: (concepts, procedures, vocabulary, etc.) Describe what nationalism is – “better than you” mentality. Then describe the origins of the conflict and how nationalism played a role (Zionism).</p>		
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Instruct students to partner up with someone near them. They will each look at a different perspective. Give students the link to The Perspectives page. Designate which of the five reading sections each pair will read. Stress again that each student will only read one perspective in their assigned section:</p> <ul style="list-style-type: none"> • Balfour Declaration: British Promise Jewish Home • UN Partitions Palestine into Two States • The Six Day War • The First Palestinian Intifada Erupts • Israel Unilaterally Withdraws from Gaza <p>They will first have 2 minutes to read their section, getting the gist and looking for words that they do not know. Bring whole class back together to discuss vocabulary. Then give students 5 minutes to read section more in depth and then explain that perspective to their partner.</p>		
20	<p>Review (wrap up and transition to next activity): Chronologically, students will share their findings with the whole class. I will ask students that are below proficiency to share first and then ask the students who are above proficiency to share anything else they found, filling in the gaps that the others may have had. Be sure to remind students to be taking notes on their classmates’ work. Then: Current event Students will then have 5 minutes to write, in four sentences, the answer to the essential question: “What is the Israeli-Palestinian Conflict?” in their journals on their Chromebooks.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will have to write down the words that they do not know on the graphic organizer and share what they do not know. Students will need to present their section of information that they read with the remainder of the class.</p> <p>Consideration for Back-up Plan:</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson: Students will write the answer to the essential question, “What is the Israeli-Palestinian Conflict?” in their Chromebook journals.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students will design a one-pager containing information about modern religious conflicts.</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Students will have to write down the words that they do not know on the graphic organizer and share what they do not know. Students will need to present their section of information that they read with the remainder of the class.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will write the answer to the essential question, “What is the Israeli-Palestinian Conflict?” in their Chromebook journals.</p> <p>If applicable- overall unit, chapter, concept, etc.: Students will design a one-pager containing information about modern religious conflicts.</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I think that this lesson went really well. Students seemed to enjoy using the <i>Perspectives</i> website and using the graphic organizer to take their notes. Using a form of the jigsaw method was useful since it would have taken at least the whole class period to read everything I wanted to cover in the lesson. One thing that I would edit in the future is the flow of each separate activity. It seemed at some points that the students were confused as to how everything related to the lesson as a whole. I think there was great value in allowing time for vocabulary words to be explained, but this should have been managed better. Additionally, I should have spent more time connecting their different readings together into a more cohesive whole.</p>			