

Engaged Learning Project

Title of Project: Palestine/Israeli Conflict

Subject(s): Social Studies

Grade Level(s): 7th

Abstract:

The student will represent one of the parties (Hamas, PLO, and Kadima) involved in the Israeli Palestine Conflict. The class will be divided into 5 groups each with one of the 7 different parties represented. The students will research their group and have an understanding of their groups' point of view in regards to the conflict. Each student will take part in representing their group in a debate and committee meeting regarding the issue with other members involved. The hope is at the end of the meeting, the committee will come to a resolution to the issue. Each of the groups will be creating a Weebly page. This Weebly page will include subpages for each of the parties involved with background information and their viewpoint on the conflict. After completing the debate and coming to a resolution to the conflict, the group will include the resolution on their Weebly page. The group will also create a video to outline their resolution to the Palestine/Israeli Conflict. These videos will be published publically and sent to the United Nations Foundations as well as other students around the world.

Learner Description/Context:

The project will take place in 7th grade Social Studies class at Holcomb Bridge Middle School in Alpharetta Georgia. The school is a Title 1 Lighthouse School to Watch with a very culturally diverse population. There are students from over 30 countries attending with the majority of the students being: 30 % Hispanic, 30 % African American and 30% Caucasian. The students will technology in the class room including desktops, laptops and iPad to complete the project. Since we are a diversified school culturally we could have access to individuals who could share knowledge on the topic with our students. At the same time due to this diversity we have to be understanding of others view points and opinions on the issue. Each student will need to understand this is simulation and student's own personal view point on the issue may not be the same as the party they are representing. Seeing this is a real world issue students will understand their research and outcomes could play a role in the global community. Students are able to review historical information and current reports see the impact this conflict plays in the global community. Students will be gaining knowledge through multiple sources using different types of media and print in their research. Going through the debate and committee meetings students are able to further expand their knowledge and critical thinking skills by listening to each other and engaging in debate and resolution. Learners will be assessed through formal and informal assessments which include: debate, research and creation of party Weebly page, the group Weebly page and video

Time Frame:

The class will be working on this task for seven whole class periods. The students will spend several days researching, two days in debate and developing resolutions and two days publishing their resolution and reflecting on the process.

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Standards Assessed:

Georgia GPS

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

- b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East)

Common Core Standards Literacy Standards for Writing in History/Social Studies, Science, and Technical Subjects Grades 6-8 (WHST) –Text Types and PurposesL6-8WHST

1: Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d: Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

National Technology Standards for Students (NETS-S)

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- c. Use models and simulations to explore complex systems and issues

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

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b. Select and use applications effectively and productively

Learner Objectives/Higher Order Thinking:

At the end of the project, the student will understand how work with others to collaboration and find resolution to real world issues. Students must use higher levels of Bloom taxonomy by analyzing and applying information they have researched to provide sound reasoning in their point of view. Working in a collaborative group, they must evaluate all viewpoints and come to a decision. The group will then produce a website and video which reflect their solution.

Indicators of Engaged Learning

Standards Based: Incorporates Georgia Performance and Common Core Standards.

Authentic/Meaningful: Student participates in a simulation (debate) on a real world conflict taking on role of a party involved. They work in groups and try to find a resolution to this issue. The students will produce project to display their results.

Collaborative: Students work collectively to find a solution to an issue, understand different perspectives and understand diversity.

Performance-based: Student take part in a performance based assessment in the simulation. They are also assessed based upon their performance in creating a Weebly and video.

Seamless/Ongoing: Students are assessed throughout the learning process including: research, Weebly creation, debate, and video creation.

Challenging: Students are require gaining knowledge, analyzing information, applying the knowledge in the debate and evaluate the knowledge for a resolution to a problem.

Multi-disciplinary: Students will be required to read in-depth material on the issue and write a resolution to a problem. The students will further use these skills during their Weebly and video creation along with communicating with other students.

Producer: Students will create a Weebly and video which will rest their group's option and solution to the conflict. These products will be share for others to view their solution and have real world meaning.

Explorer: Students will explorer a topic which is outside of their community. The students will look outside of their viewpoint and reflect on other viewpoints.

Teacher: Students will share and /or teach their knowledge on the party they were assigned to in participating in the debate. In creating the Weebly and video, student will also be teaching others who are not familiar with the issue.

Culturally responsive: Students will be culturally responsive in understanding there are different perspectives and feelings on this topic and are able to be sensitive to these perspectives while taking part in this project. Students will seek out experts on the topic to receive their expertise. Students will also share their resolution with students around the globe in a culturally responsive manner.

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The “hook” or Introduction:

The teacher would pose the following question to the class:

What if your older brother or sister who moved away from home for several years moved back home and said they were taking the room you had been sleeping in? What would you do? How would you feel?

After the class gives viewpoint and the teacher discusses the Palestine / Israeli Conflict and how it relates in regards to losing your home/territory

Enduring Understanding:

At the end of project unit the student will understand that

- Nationalism plays an important role in the development of countries.
- Diverse religions influence the character of a region.
- Conflict often erupts over control of resources, land, and people

Essential Questions:

How did European partitioning of the Middle East lead to regional conflict?

Why was Israel established?

Why is conflict likely when two or more religious factions occupy the same region?

Why does the United States maintain a strong presence in the Middle East?

Process:

Day One:

The class will go over the introduction to the lesson including the hook activity. Learners will be heterogeneously grouped students working collaboratively in groups of 7. Each group member will be assigned to a different party involved in the conflict. Using technology in the classroom the students will research the party in which they are assigned. The students will be using websites furnished to them on the Holcomb Bridge Middle School Media Center web site.

Day Two and Three:

Learners will continue to research their assigned party and create a sub-page for their party on their groups Weebly page. This research will include the history of the party, where they reside, party slogan and viewpoint/stance on the conflict.

Day 4:

There will be a break on this day to have discussion with experts on the subject either in person or via Skype.

Day 5:

Each assigned group will partake in a moderated debate giving each party's viewpoint and working to a peaceful solution to the conflict.

Day 6:

The group will finish up debating if need. The group will then begin creating a written resolution to the conflict.

Day 7 and 8:

Each group will work together and complete the following task: post resolution to group Weebly site, creating a video with their group stance and post to class YouTube Channel and their Weebly page, and sending their group Weebly site to global classrooms and the United Nations Foundation for feedback.

The student will be completing research so they can participate in the debate on the Palestine Israeli Conflict. The student must complete valid research to provide realistic opinion and viewpoints on their

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assigned party during a debate. The students must be able to give facts from credible sources, and connect them with their stance on the topic and to make a sound, logical, argument that could convince someone that their stance is correct. At the end of the debate, the hope is the group will find some type of peaceful resolution to the conflict. The students will create products, Weebly and videos to share their results with other students and organizations.

Product:

The students groups will produce a Weebly site which will include description of all the parties involved in the conflict and the resolution which their group formed after the end of debate. Each group will also create a video detailing their resolution. The videos will be published on the class's YouTube Channel and also sent to the United Nations Foundation. The product will be meaningful to the students because it will represent their group's resolution to a real world conflict. The students will share their resolutions with the United Nations Foundation which is a branch of the world peace organization and with students around the world. The students will use technology throughout the process including completing research and creating web site. They will communicate using technology through Skype and educational email site. They will then create videos using software and publish to a website.

Technology Use:

Students will use various types of computers in the classroom to complete their research. Each group will create a website using Weebly to publish their group's information and resolution. The class will also hold a Skype session with a member of United Nations Foundation to discuss the conflict. The class will also contact international classrooms through a global education network to receive different viewpoints from students from other countries. The students will create videos with their group's viewpoint; s using the application Splice. The videos will be published on the class's YouTube Channel.

Assessments:

The students will assess in several ways during this project both individual and group. Individual students will assess through their creation on their assigned parties section of the Weebly project. This includes having all the correct information about parties including viewpoint. The student will also be assessed individually during the group debate in how well they were able to convey their party's viewpoint with information to back up their argument and work to a resolution. Part of this assessment student must suspend their own biases for the sake of making the debate as realistic as possible. The groups will be assessed on their completed Weebly with their resolution and their video about their resolution.

References and Supporting Material:

Jewish Virtual Library. (n.d.). <http://www.jewishvirtuallibrary.org/jsource/myths/mf18.html>

Back to Basics in Palestine. (2012, March 8). *Foreign Policy Journal*, 3. Retrieved from

<http://www.foreignpolicyjournal.com/2012/03/08/back-to-basics-in-palestine-redefining-our-relationship-to-a-peoples-struggle/>

Yale Law School Avalon Project. (n.d.). http://avalon.law.yale.edu/20th_century/balfour.asp

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Hamas. (2013, July 8). *New York Times*. Retrieved from

<http://topics.nytimes.com/top/reference/timestopics/organizations/h/hamas/index.html?inline=nyt-org>

Awesome Library (<http://www.awesomelibrary.org/MiddleEastConflict.html>)

Kathy Schrock Guide (<http://www.schrockguide.net/assessment-and-rubrics.html>)

Mid east News (<http://mideastweb.org/nutshell.htm>)

Holcomb Bridge Middle School Media Center (<http://hbmsmediacenter.wikispaces.com/>)

Rubrics and Assignment Materials:

See Attachments

Palestinian - Israeli Project

The purpose of this project is to persuade your audience to support your position in terms of what kind of political state should exist in Israel/Palestine.

You are going to represent one (of seven groups) that has a unique point-of-view about what kind of political state should exist in Israel/Palestine. You will need to thoroughly study your assigned group and their point-of-view, so that you will be able to garner our support for the type of political state you want for Israel/Palestine. To get started, you have been provided with information about your group and a timeline of key events. To receive maximum credit, you are encouraged to gather more information outside of what you have been given. Please adhere to the checkpoints schedule to keep you on task and to also use the attached rubric to make sure you meet all requirements of this project. Good Luck!!!!

How may I present my project? Your group will be creating a Weebly page. You are individually responsible for creating the page for your assigned party.

Project Checkpoints:
Your Weebly Sub Page must include

Banner:

- Title of your assigned group _____
- Symbol that represents your assigned group _____
- Slogan - phrase to represent your group _____

Persuasiveness:

- 3 major points _____
- Why we should support _____
- Call to action _____
- EQ _____

Essential Question (EQ):

Why is conflict likely when two or more religious groups occupy the same region? This question and your response must be posted somewhere on your page.

Total Project Scoring

Assessment	Points Received	Total Possible
Weebly Sub Page		100
Debate		20
Group Weebly Page		50
Group Video		20
Total		190

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Performance Assessment Rubric for Unit 7
Weebly Sub Page

Subject: Social Studies

Rubric maximum point total = 84
 Neatness, Grammar, Punctuation point total = 16
 Total Points _____/100

The Standard	Does not meet standard 0-3pts	Approaching standard 4-6pts	Meets standard 7-10pts	Exceeds standard 11-14pts
SS7H2 Explain historical reasons for establishment of modern state of Israel in 1948	Little to no evidence of title, symbol, or slogan that represents assigned group	Some evidence of title, symbol, or slogan that represents assigned group	Clearly identifies title, symbol, or slogan that represents assigned group	Creatively identifies title, symbol, or slogan that represents assigned group
SS7H2 b. Explain historical reasons for establishment of modern state of Israel in 1948; including religious connection, anti-Semitism, & Zionism	Little or no evidence of political state	Attempts to recognize a political state	Accurately recognizes a political state	Sophisticated analysis of reasons for political state
SS7H2 c. Describe how land & religion are reasons for continuing conflict	Little or no persuasive evidence as to why political state should exist	Attempts to persuade why political state should exist	Clearly states why political state should exist (3 major points)	Persuasive (3 major points) analysis as to why political state should exist w/ current info.
SS7H2 c. Describe how land & religion are reasons for continuing conflict	Little or no evidence as to why support should be given to assigned group	Attempts to explain why support should be given to assigned group	Fully explains why support should be given to assigned group	Persuasively explains why support should be given to assigned group w/ current info.
SS7H2 b. Explain historical reasons for establishment of modern state of Israel in 1948; including religious connection, anti-Semitism, & Zionism	Little or no evidence of a call to action on behalf of assigned group	Attempts a call to action on behalf of assigned group	Clearly states a call to action on behalf of assigned group	Clearly states a call to action on behalf of assigned group w/ current info.
SS7H2 b. Explain historical reasons for establishment of modern state of Israel in 1948; including religious connection, anti-Semitism, & Zionism	Little or no evidence of essential question	Attempts to answer essential question	Thoroughly answers essential question	Thoroughly answers essential question, using examples w/ current info.

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Debate Rubric

	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Used Research	Poor No facts were used and the research was done on opinion.	Fair Only a few facts were used and it was mostly based upon opinion.	Good Stats and information was cited, but some sources were missed.	Excellent Stats were used and sources were cited for all stats.
Understanding of Topic	Poor Research and speech show little or no topic understanding.	Fair Research and speech show a moderate level of topic understanding.	Good Research and speech show a good level of topic understanding.	Excellent Research and speech show a high level of topic understanding.
Organization & Teamwork	Poor Some group member completes their role. Teacher must redirect team frequently.	Fair Most group members complete their role. Team works together with some teacher redirection.	Good Each group member completes his/her role. Team works together with little teacher redirection.	Excellent Each group member completes his/her role. Team works together with no teacher redirection
Debate Expectations	Poor Does not meet debate expectations or must be reminded 5 or more times.	Fair Meets most debate expectations with 3-4 reminders.	Good Meets all debate expectations with 1-2 reminders.	Excellent Speaks only when directed by moderator. Listens carefully to all others speaking. Is polite and respectful to opposing team. Is supportive to teammates.
Speech	Poor Voice is not loud, clear, confident, or expressive. Makes no eye contact with audience.	Fair Voice is sometimes loud, clear, confident, and expressive. Makes little eye contact with audience.	Good Voice is mostly loud, clear, confident, and expressive. Makes some eye contact with audience.	Excellent Voice is loud, clear, confident, and expressive. Makes eye contact with audience.
Total				/20

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 Evaluation Rubric for Video Production
 Levels of Performance

Dimensions of Performance	Below Standard Score: 1	Satisfactory Score: 2	Accomplished Score: 3	Excellent Score: 4
Planning Research, Storyboarding, and Rehearsal	Students need help to research and write a script. The storyboard does not match the final production. Some group members have roles and some perform very few tasks. Some video vocabulary and floor language is used during rehearsals. Students need to be reminded to stay on task	Students need help to research and write a script. There is a storyboard that is adhered to during production. Most group members have roles and use some video vocabulary and floor language during rehearsals. Students need to be reminded to stay on task.	Students research and write a compelling and creative script. The storyboard is drawn carefully with shot compositions included. All group members have their land use video vocabulary and floor language during rehearsals.	Students research independently and write a compelling and creative script. The storyboard is drawn carefully with set design and shot compositions included. All group members define their roles and use video vocabulary and floor language during rehearsals.
Content	The project has a focus but may stray from it at times. There is an organizational structure, though it may not be carried through in a consistent manner. There may be factual errors or inconsistencies, but they are relatively minor. Less than adequate evidence of student learning and efforts are reflected in student's project.	There is focus that is maintained throughout the project. The project presents information in an accurate and organized manner that can be understood by the intended audience. Adequate evidenced of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.	The project has a clear focus related to the chosen topic and one or more of the following elements; reflects broad research and application of critical thinking skills; shows notable insight or understanding of the topic. Excellent evidence of student learning and efforts are reflected in student's project.
Layout/ Design	Either lack of preparation or illogical sequence. Transitions are choppy or distract the viewer. Titles are not present or distract from the overall video. Does not have a storyboard.	Adequate preparation and sequence is shown. Transitions are adequate. Titles are present. If storyboard is present, it shows the project in a broad outline.	Sequence of project components is clear and evident. Transitions provide easy movement from one scene to another. Titles are used and add to the video's flow. Storyboard shows general	Organization of presentation is excellent. Transitions add to the viewer's understanding of the topic. Titles are added to enhance understanding. Storyboard shows progression.

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			outline.	
Technical Elements	<p>The camera work is choppy and the scenes are blurry or panning is too fast. Sound and visual files contain significant distortion. Transitions are awkward between scenes. Titles are illegible. Technical difficulties seriously interfere with the viewer's ability to see, hear, or understand content.</p>	<p>The camera work may be choppy or panning is too fast. Sound and visual files may have some distortion but it doesn't distract the viewer. There are some technical problems, but the viewer is able to follow the presentation.</p>	<p>The camera work is generally smooth and the focus is usually crisp. Sound and visual files are mostly distortion free. Transitions provide a smooth movement between scenes. Titles are mostly legible. There are few technical problems.</p>	<p>The camera work is smooth and the focus is crisp. Sound and visual files are distortion free. Transitions are timed for smooth movement between scenes. Titles are legible. There are few technical problems, and none of a serious nature.</p>
Collaboration	<p>Obvious that the presentation was created by one person</p> <p>Students make poor choices for group members. The group is unable to complete the video in a timely fashion</p>	<p>Presentation a result of a group effort, but only some members contributed</p> <p>Students select group members according to social desires. Some students in the group participate actively. Few students excel in the activities</p>	<p>Students worked together and were assigned different roles</p> <p>Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Most students excel in the activities</p>	<p>Effective teamwork. The final product represents something that would have been impossible to accomplish working alone.</p> <p>Students select group members based on good working relationships. All students in the group participate actively 100% of the time. Each student excels in every activity</p>

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Group Weebly Page

You will be evaluated as a group on your group work and your final website presentation. This presentation will show what you have learned through your reading and researching

Group Weebly	Exceeds 10 pts	Above 8 pts	Meets 7 pts	Below 4 pts
Home Page	Exceeds Home page is inviting, colorful and not distracting. There are at least 3 other pages to navigate to from your home page. Your purpose of your page is clear to viewers.	Above Home page is inviting, colorful and not distracting. There are at least 3 other pages to navigate to from your home page. Your purpose of your page is clear to viewers.	Meets Home page is okay and could use a little bit of work.	Below Home page is not inviting. It lacks color or is distracting. It has less than 3 pages to navigate to. Purpose of page is unclear to viewers.
Visual/Organization	Exceeds Uses graphics on each page. Fonts, Colors, and Headings are consistent and do flow. Pages are not cluttered. Pages have proportioned information on them. Pages are self explanatory to an outside visitor.	Above Uses graphics on at least 2 pages. Fonts, Colors, and Headings are consistent and do flow. Pages are not cluttered. Pages have proportioned information on them. Pages are self explanatory.	Meets Pages are mostly organized and visually meet requirements. They are easily understood.	Below Use of graphics, fonts, color choices and headings are not consistent and or do not flow. Pages are cluttered and/or are lacking information. Pages are not easily understood.
Content	Exceeds The webpage contains 100% of the information that was required in the assignment.	Above The webpage contains 90% of the information that was required in the assignment.	Meets The webpage contains 80% of the information that was required in the assignment.	Below The webpage contains 70% of the information that was required in the assignment.
a	Exceeds There are no spelling or grammar mistakes on the webpage. An APA reference list is submitted with 5 or more links.	Above There are 1 - 2 spelling or grammar mistakes on the webpage. An APA reference list is submitted with 4 links.	Meets There are 3 - 4 spelling or grammar mistakes on the webpage. An APA reference is submitted with 3 links.	Below There are 5 - 6 spelling or grammar mistakes on the webpage. A reference list is submitted, but is not in APA style or has fewer than 3 links.
Group Dynamics	Exceeds Group members show a very mature work ethic. The assignments were completed. Everyone contributed equally to the project	Above Group members remain on task and complete the assignments with compromises, discussions and sometimes voting	Meets Group members for the most part were working well together. Completed most of the assignments.	Below Group members are not always on task, not able to get assignments and researching done.
Total /50				