**Middle East Peace Debate**

**Middle East**

Revise test with student answers from debate

Revise articles/directions with fresh eyes

Export student OneNote pages

**Patterson**

(W) Means on website

Underline what should be said to the class

If there is a blue word click on it while holding down “ctrl”

**Standards:** SS.7.13. Identify social, political, and economic factors that can influence our thoughts andbehavior**.** SS.7.14. Examine what causes inequalities and how they exist within a society.

**District Suggested Language:** SS.7.13 Identify factors that influence our thoughts and behaviors. SS.7.14 Examine the causes of inequality within a society.

**Callanan Specific:** Students will identify the (social, political, and economic) issues that prevent the Israelis and Palestinians from getting along. Students will examine how these issues result in inequality. **Overview:** Students will learn about the social, political, and economic issues that prevent the Israelis and Palestinians from getting along. As a culminating activity, students will have a peace summit to come up with a plan based on evidence to end the conflict. A small group of students in each class have been asked to adopt radical views to challenge more moderate viewpoints in the debate.

For this unit, I usually use an online program called Microsoft OneNote that allows me to post links, questions, and have a virtual place for students to answer questions. (This program is very similar to Google classrooms.) I’m including a brief of descriptions of each issues/category that students learn about along with the resources and videos that they use on the following pages.

There are a total of ten steps or issues for students to study. Some of these steps take 15 minutes to complete, some take several days. It is natural for students who are more disciplined to create separation from their peers. This is okay. Students can participate in the debate without completing all of the steps.

|  |  |
| --- | --- |
| **Steps** | **Description** |
| Maps of the Region | Create series of maps showing border changes |
| Creation of Israel | History of Israel’s creation |
| Six Day War | History of Six Day War |
| Standard of Living | Use data to compare quality of life |
| Imbalance of Power | Compare militaries/tactics of Israel/Palestine |
| Settlements | Examine why settlements are controversial |
| Flags | Identify ideas behind each country’s flag |
| Propaganda Video | Create 30 second video for debate |
| Arguing for Israelis | Debate prep for Israelis |
| Arguing for Palestinians | Debate prep for Palestinians |
| Assessment | Summative Assessment |

**Maps of the Region**

Students will create a series of political maps that track changes in who controlled land in this area of the Middle East.

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Each table/group will need to create a series of maps that show how the borders between Israel and Palestine have changed overtime. This will help us understand what has happened between the two countries.

It is recommended that you use the same colors for all of your maps. Israel should always be the same color. Palestine should always be the same color.

For each map on your paper, you will need a brief explanation of why those borders exist. This require some research and reading. Was there a war? Was there some sort of agreement? There is an example map up front.

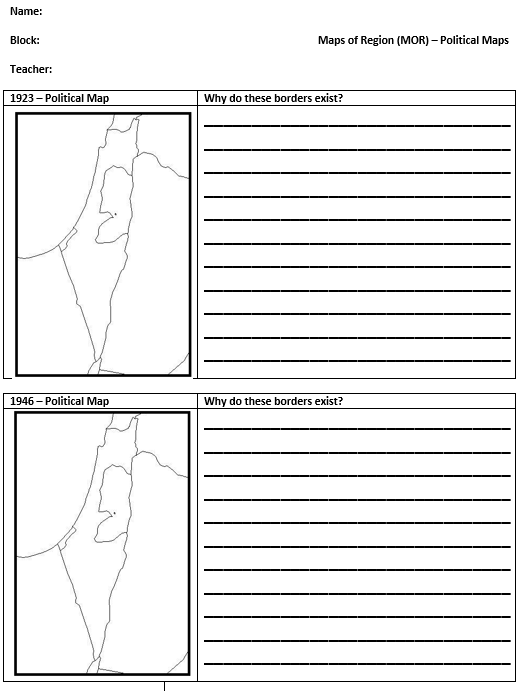
**1946 -** Search on Google: Palestine Israel 1946

**1947 -** Search on Google: Palestine Israel 1947

**1967 -** Search on Google: Israel Palestine Map 1967

**Today** - Search on Google: Israel Palestine Map Today

When your group is finished with your maps, turn the maps in to the back bin and write your names on the board.



Maps are in Palestine\_Israsel\_Conflict\_Documents on the Weebly.

**Creation of Israel**

**Readings**

Read document A also called *The Creation of Israel.* On OneNote, answer the following questions. Make sure to include text evidence in your answers.

* Why do Arabs (Palestinians) and Israelis not get along?

TYPE ANSWER HERE

* Why did Jews want to move to Palestine? Who colonized/controlled the area that became Israel/Palestine? According to the article, why did that country eventually leave.

TYPE ANSWER HERE

**Videos**

The video below that provides an overview of the Arab-Israeli Conflict. Create a list of bullet points of the most important ideas that you want/need to remember (have at least five).

For some reason, this video is restricted. You will need to make sure that you are using Internet Explorer. If you use Internet Explorer, the video will no longer be restricted.

<https://www.youtube.com/watch?v=4r1EmEni2Rw>

When you are completed with these two steps, please write your name on the board and move on.

* TYPE ANSWER HERE
* Document A — Creation of Israel (Class Copy) 
  Introduction 
  The Palestine (Muslim) vs. Israel (Jewish) argument 
  is mostly about land. Both sides, the Jews and the Muslims, 
  both claim the same territory/land along the eastern shore 
  of the Mediterranean. The Jews call this land Israel, the 
  Palestinian (Muslims) who also live there, call it Palestine. 
  Nationalism makes the situation more complicated. 
  Nationalism, which first appeared in the 18th century, 
  means creating a feeling of togetherness and pride in a country. Often speaking the same language and 
  sharing the same values and way of life, they have a common love of their country. 
  Israeli nationalism started as soon as the country was set up in 1948. Palestinian nationalism 
  began more slowly because the Palestinians never truly had a country of their own, but by the 1980s, it 
  was a powerful force. The Arab-Israeli became a clash between two groups of people, as well as a battle 
  over land. TYPE ANSWER HERE
* TYPE ANSWER HERE
* TYPE ANSWER HERE
* TYPE ANSWER HERE

Reading is in the Palestine\_Israsel\_Conflict\_Documents on the Weebly.

**Six Day War**

**Readings**

Read the article called the *Six Day War.* In your Six Day War page on OneNote, individually respond to the following questions. Make sure to include text evidence in your answers. Make sure you mark your answers with a title.

**Who fought in the Six Day War? Who won? How/why did they win?**

TYPE ANSWER HERE

**Explain how the Six Day War in 1967 changed the Middle East.**

TYPE ANSWER HERE

Watch parts of this video about the Six-Day War: https://www.youtube.com/watch?v=fSCryr\_WkeY&t=2810s

You can watch all of it or just part of the documentary. Almost all footage from the Six Day War is in black and white because of the time period and how fast the war was over. If you just want to watch the part of the documentary, I would watch the following timestamps:

* 0-3 minutes, this gives you an introduction
* 46 - 50 minutes, explains the moments right before the fighting
* 1:37:00 minutes, discusses the end of the war

If the video comes up as restricted, try opening it up using Internet Explorer. Add something that you learned from the video to your Six Day War page on OneNote. When you are completed with these two steps, please write your name on the board and move on.

* Document B — Six Day War (Class Copy) 
  The Six-Day war, 1967 
  The thing that started the third Jewish-Muslim war 
  was when an anti-Jewish government elected in Syria. 
  Israeli (Jewish) fears mounted and serious fighting 
  continued into 1967. In May, acting on a fake Russian report 
  that Israeli troops were gathering for an attack on Syria, 
  Egypt's ally, the Egyptians moved its army close to Israel. 
  On 22 May, Egyptian leader Nasser stopped all 
  boats from entering the Israeli city of Elat. Two weeks later, feeling sure they were about to be attacked, 
  the Israelis launched a surprise air attack on Egypt, Jordan and Syria destroying most of their air forces. 
  Without air cover, the poorly coordinated Arab (Muslim) armies were defeated by the better-equipped 
  Israelis. TYPE ANSWER HERE
* TYPE ANSWER HERE
* TYPE ANSWER HERE
* TYPE ANSWER HERE
* TYPE ANSWER HERE

Reading is in the Palestine\_Israsel\_Conflict\_Documents on the Weebly.

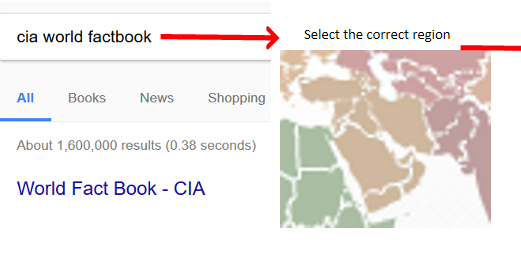
**Standard of Living**

**Directions**: Use the CIA World Fact Book to collect information about the countries on this sheet. Look for the category labels that are in bold; this will be how it is labeled on the website. The words not in bold are there to help you understand what the category means. Each category will be answered in order; make sure you are taking your time, completely finish a country before moving to another.

Mr. Patterson suggests that you use CTRL - F to help with your search. All answers can be found in either the Economic or the People and Society sections.

When you are finished, check your answers with another person. Please turn the sheet into the black box. If there are a couple of boxes where you can't find the information, search for the answers on Google.

**Need help accessing the right information?**



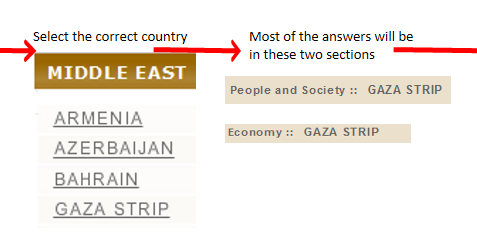
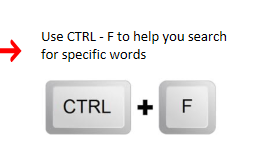
Name: 
Block: 
Teacher: 
Israel vs. Palestine — Document G 
Directions: use the CIA World Fact 800k to collect the information about the below countries. Look for 
the category labels that are in bold; this will be how it is labeled on the website. The words not in bold 
are there to help you understand what the category means. Each category will answered in order; make 
sure you are taking your time, completely finish a country before moving to another. 
Category 
Country-> United States 
Israel 
West Bank 
Gaza Strip 
Population Growth Rate 
et bi 
r last ear? 
r count 
Death Rate 
What percentage of your population 
died last ar? 
Urbanization 
How many of pur people lived in 
cities? 
Mother's mean age at first birth 
What is the average age of a woman 
when she first ives birth? 
Life Expectancy at Birth 
When someone is born how long can 
they expect to live? 
Drinking Water Source 
What percentage of people in your 
count have access to clean water? 
Literacy 
What percentage of people in your 
count can read and write? 
School Life Expectancy 
How many years does the average 
person your country stay in school? 
Unemployment, youth ages 15-24 
What percentage of young people 
can't find work 
GDP — Per capita 
How much money does the average 
erson in ur count make? 
Population below poverty line 
What percentage of your population 
is oor? 
Unavailable 

Chart is in the Palestine\_Israsel\_Conflict\_Documents on the Weebly.

**Imbalance of Power**

**Step 1**

Ever since the country of Israel was created, it has fought numerous wars while also being outnumbered. Every single war has ended as a tie or victory. Using Google, figure out how strong the Israeli and the Palestinian militaries are. In a page on OneNote, write what you found.

**Israeli Military**

TYPE ANSWERS HERE

**Palestinian Military**

TYPER ANSWERS HERE

Is it a fair fight? What tactics/strategies have the Palestinians used to attack Israel? Why would they choose these strategies? How could these tactics or ways of attacking lead to innocent people dying?

TYPE ANSWERS HERE

**Step 2**

**Readings**

Read Document F which is also called the *Cycle of Violence.* In your Cycle of Violence page on OneNote, respond to the bullet points below. Make sure to include text evidence in your answers. Make sure you mark your answers with a title:

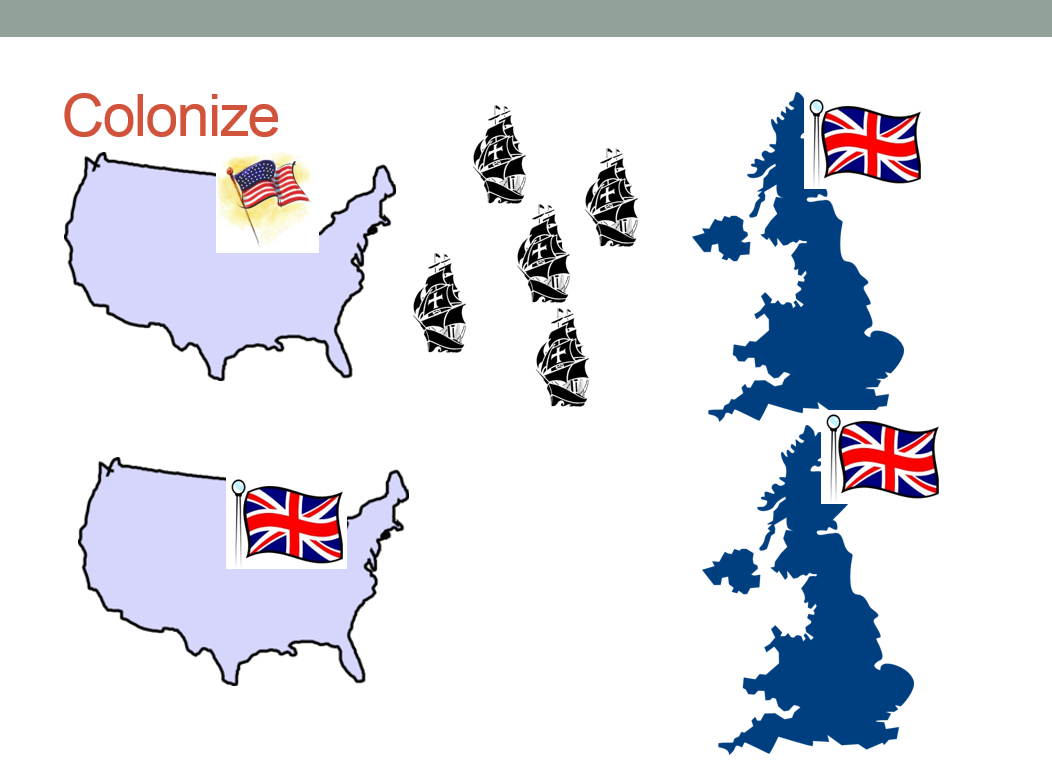
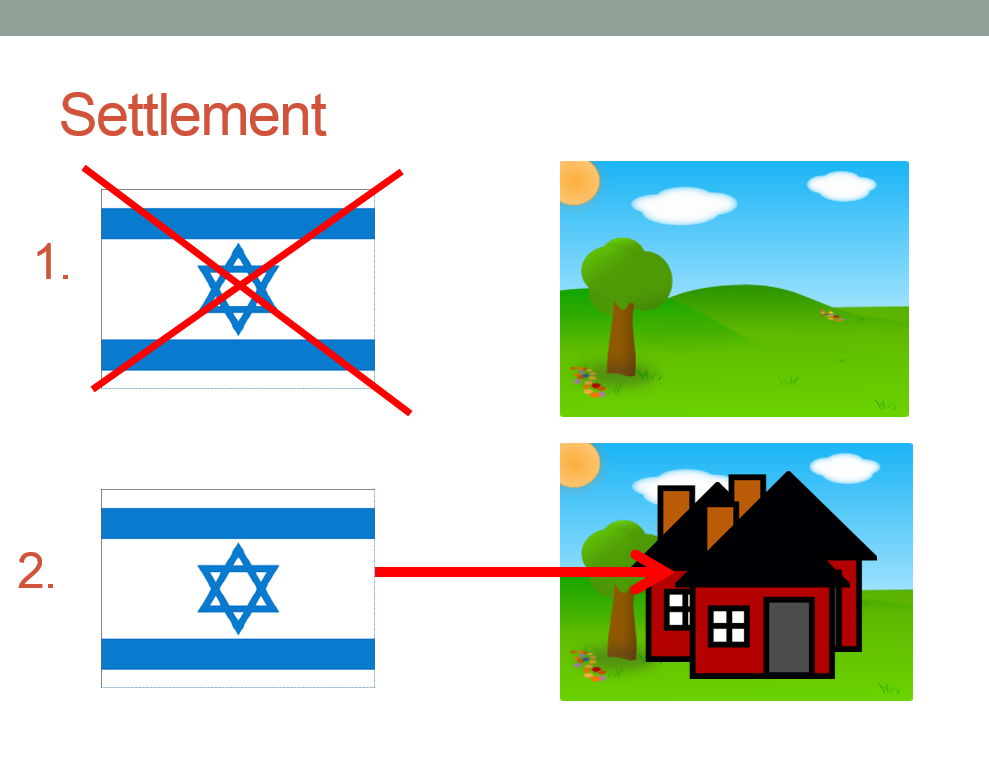
* Why is the violence between Israelis and the Muslims often described as a cycle?

TYPER ANSWER HERE

When you are completed with these two steps, please write your name on the board and move on.

Document F — Cycle of Violence (Class Copy) 
Intifada 
Both the Jews and Muslims have groups 
that can be considered as radical or extreme. 
The main Jewish extremist group is called 
the Zionists who believe that all Israel's territory 
was God-given. They also called for more Jewish 
towns to be built in the West Bank, which Israel had 
captured in 1967. 
Not everyone in Israel agrees with the 
Zionists. Some of them feel guilty about their country's aggression, and have tried to make peace with 
the Palestinians. As violence mounted during the 1980s, both sides became more set in their positions. 
One of the main Muslim extremists groups is called Hamas. Hamas often uses violence to try 
and get what it wants. They often attack targets that can't fight back, like bus stops or restaurants. In 
1987, the Palestinians/lsraeli conflict changed when the Palestinians of the West Bank and Gaza Strip 
began a violent resistance known as the Intifada. Men, women and children made life difficult as 
possible for the Israelis. They went on strike, refused to have any form of business or contract. Some 
even resorted to violence. 

Reading is in the Palestine\_Israsel\_Conflict\_Documents on the Weebly.



**Settlements**

In the documentary *Five Broken Cameras*, we watched Palestinian villagers protesting against Israeli settlements in Palestine. Watch the video below:

[Israeli settlements, explained | Settlements Part I](https://www.youtube.com/watch?v=E0uLbeQlwjw&t=15s)

In OneNote, write down the following:

Three Things I Learned

* TYPE ANSWERS HERE
* TYPE ANSWERS HERE
* TYPE ANSWERS HERE

Two things you thought were important

* TYPE ANSWERS HERE
* TYPE ANSWERS HERE

One question that you still had

* TYPE ANSWERS HERE

**Flags**

National anthems and flags have long been used to inspire a sense of pride. By examining (looking critically) these two important symbols, it reveals a lot about what is important to both countries.

**Using Google, try to figure out the meaning behind the colors and design for each country's flag. Write down what you found in OneNote.**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  | Image result for israel flag |
|  | Flag of West Bank and Gaza |  |
|  |  |  |

**Palestinian Flag**

TYPE ANSWERS HERE

**Israeli Flag**

TYPE ANSWERS HERE

**Propaganda Video**

Information that is biased/misleading is called propaganda. When done correctly, propaganda can manipulate (shape) how a person feels about a subject. Watch the video that I linked below. Through the use of pictures and music, most people who see this commercial want to help save the animals and feel sad.

[Sarah McLachlan Animal Cruelty Video](https://www.youtube.com/watch?v=9gspElv1yvc)

Your job is to create a propaganda video that you can show during the summit/debate between the Israelis and Palestinians. What this looks like is up to you and whoever you want to work with (groups can not be larger than three).

Mr. Patterson has video cameras for you to use. In the past, students have used Windows Movie Maker to edit and add music to their videos before uploading them to YouTube.

Before you film, you need to have a script of what each person is going to say. You should also start to collect pictures that will serve as visuals for your commercial. The videos/commercials can't be longer than 30 seconds.

**Debate Prep Videos**

**Relatively Non-Biased Overviews**

[Why Are Israel and Palestine Fighting?](https://www.youtube.com/watch?v=R7nobq2Nl5k)

[Israel and Palestine Explained](https://www.youtube.com/watch?v=4r1EmEni2Rw)

[Conflict in Israel and Palestine: Crash Course World History 223](https://www.youtube.com/watch?v=1wo2TLlMhiw)

**Pro-Israel Video**

[the reason Why Israel can't withdraw to its pre '67 borders line](https://www.youtube.com/watch?v=_rusj4yrV4Y)

**Pro-Palestinian Video**

[Israel and Palestine Conflict - Palestine Point of View](https://www.youtube.com/watch?v=AHjwVRBk5UA)

**Apartheid (Arguing for the Israelis)**

**Directions**: Tomorrow, we are going to have a debate about how to achieve peace in the Middle East. You will need to complete the following steps in order to be ready.

**Step 1**

Create a sign with the name of the group that you are supporting (Israel) and their religious symbol (six pointed star).

**Step 2**

Gather evidence to prove why you are right and other people should agree with your borders. You should use some of the work that you have already done to help you. You will need to have citations for each point that you gather (tell Mr. Patterson where you got your information from).

Watch this pro-Israel video:

[the reason Why Israel can't withdraw to its pre '67 borders line](https://www.youtube.com/watch?v=_rusj4yrV4Y)

Here is a video that provides a general overview:

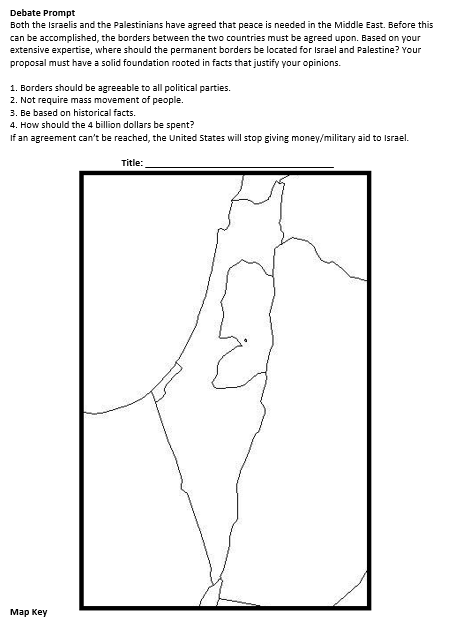
[Israel and Palestine Explained](https://www.youtube.com/watch?v=4r1EmEni2Rw)

Remember, if these videos comes up restricted, copy and paste the website links into FireFox or Internet Explorer.

Mr. Patterson also found a super biased (pro-Israeli article) that will help you prove your point. These are located on the windowsill. Make sure you grab the correct article.

**Step 3**

Create a map where your group thinks that the borders should be located. Make sure you have a title and key.

Israel isn't, and will never be, an apartheid 
country! 
Fighting against Israel has gone through three different stages. 
The first stage was the attempt to destroy Israel by armies. It began with Israel's creation in 1948, 
when Muslim armies nearly captured Tel Aviv and Jerusalem, and ended m the 1973 Yom 
Kippur War, when Israeli army finally stopped Muslim countries from attacking them. 

Article and map are located in the Palestine\_Israel\_Conflict\_Documents on the Weebly.

**Apartheid (Arguing for the Palestinians)**

**Directions**: Tomorrow, we are going to have a debate about how to achieve peace in the Middle East. You will need to complete the following steps in order to be ready.

**Step 1**

Create a sign with the name of the group that you are supporting (Palestinians) and their religious symbol (crescent moon).

**Step 2**

Gather evidence to prove why you are right and other people should agree with your borders. You should use some of the work that you have already done to help you. You will need to have citations for each point that you gather (tell Mr. Patterson where you got your information from).

Watch this pro-Israel video:

[Israel and Palestine Conflict - Palestine Point of View](https://www.youtube.com/watch?v=AHjwVRBk5UA)

Here is a video that provides a general overview:

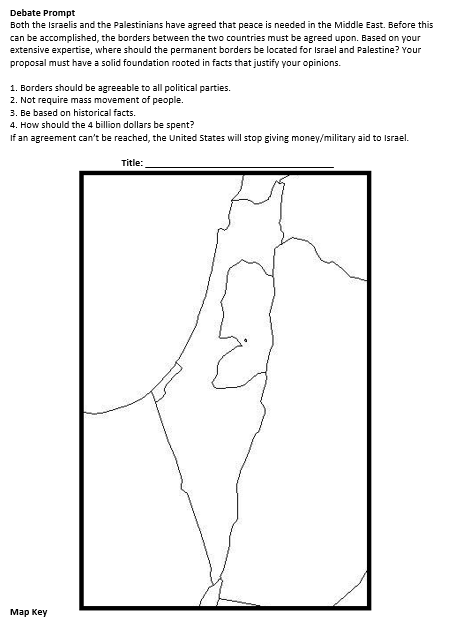
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**Step 3**

Create a map where your group thinks that the borders should be located. Make sure you have a title and key

Does the term 'apartheid' fit Israel? Of 
course it does. 
The drama created after one ofPresident Obama's most trusted advisors said "that Israel risked 
creating a country based on apartheid" reminds us that this word cames a lot meaning, that 
sometimes people's reactions to this word aren't based on fact or logic. 
It reminds me of similar drama when other major leaders used the " A-word" in connection with 
Israel, it is interesting to examine how emotional and Instant people's reactions were. 

Article and map are located in the Palestine\_Israel\_Conflict\_Documents on the Weebly.

**Debate Prompt**

Both the Israelis and the Palestinians have agreed that peace is needed in the Middle East. Before this can be accomplished, the borders between the two countries must be agreed upon. Based on your extensive expertise, where should the permanent borders be located for Israel and Palestine? Your proposal must have a solid foundation rooted in facts that justify your opinions.

1. Borders should be agreeable to all political parties.

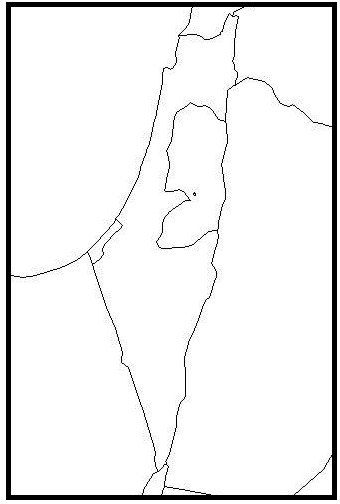
2. Not require mass movement of people.

3. Be based on historical facts.

4. How should the 4 billion dollars be spent?

If an agreement can’t be reached, the United States will stop giving money/military aid to Israel.

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Map Key**

**Name: SEE LAST QUESTION, UPDATE VISUALS**

**Block: Middle East Assessment**

**Teacher:**

**Goal**: I will identify the (social, political, and economic) issues that prevent the Israelis and Palestinians from getting along. Students will examine how these issues result in inequality.

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**Directions**: For the following statements, write either **P** for Palestine or **I** for Israel.

|  |  |
| --- | --- |
| 1. This country is Jewish.  2. This country is Muslim.  3. This country gets a large amount of money from the United States.  4. This country has a strong military compared to its neighbors.  5. This country has low standard of living compared to its neighbors. | \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_ |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Make a list of the things that Christianity; Islam, and Judaism have in common.

7. **On a separate piece of paper**, explain why hundreds of thousands of Jews moved to the Middle East, after the end of World War II? Why did this lead to fighting?

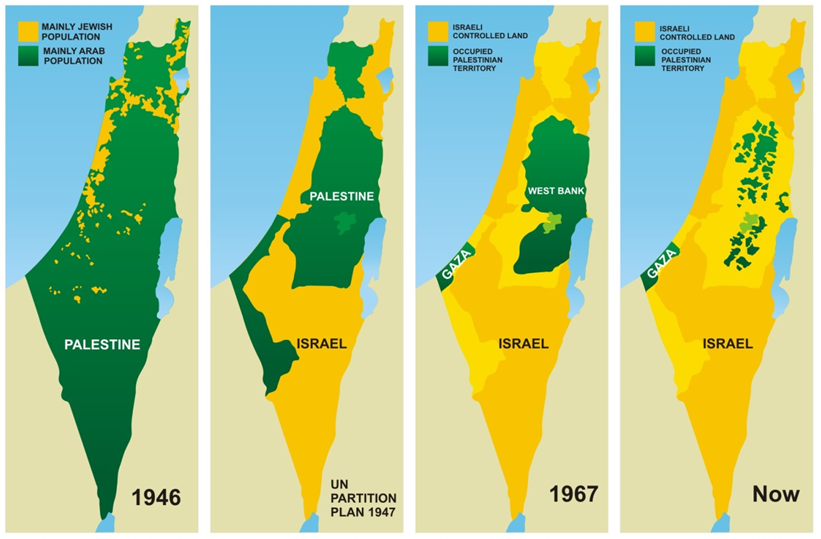
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8. **On a separate piece of paper**, explain how religion makes the Israeli-Palestinian conflict complicated.

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9. **On a separate piece of paper**, explain why ever since 1946 the territory (land) controlled by Palestinians has gotten smaller. In your answer, please do the following:

* Explain the **history** of why/how the Palestinians land has disappeared.
* Explain how fighting/walls have separated the Palestinians and Israelis **socially**. How has the fighting separated the communities/people?
* Describe the quality of life of the two countries. Are they the same or different? Why is this happening?
* Why is the Palestinian government not as strong as the Israeli government? Why would/could this make Palestinians turn to groups that use violence instead of peace?



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10. **On a separate piece of paper,** respond to the following prompt**.** We watched the documentary *Five Broken Cameras* in class. Was this documentary fair to both sides or was it biased? (Did the author’s want the viewer to like one side more than the other?) What were they fighting about? How did this impact Gabreel?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Level 4 – Optional REWRITE QUESTION &UPDATE VISUALS BEFORE PRINTING, STUDENTS WILL CRITQUE A CLASS PROPOSAL ABOUT ITS LIMITATIONS**

**Directions**: Create a plan for that will establish (make) peace between Israel and Palestine. Explain how your plan will get both sides to agree to it and raise the standard of living of both sides.

In order for you to get credit for your level 4, you will need to use both citations and text evidence in your writing. If your plan changes the current borders of Israel and Palestine, you need to create political map and staple it to your answer sheet.

**Name:**

**Block: OneNote Feedback**

**Teacher:**

Over the last couple of days, you have used a program called OneNote to complete a “leveling” unit on Palestine and Israel.

**What was one thing that you liked about the unit?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What was one thing that you would like Mr. Patterson to change?**

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**Name:**

**Block: OneNote Feedback**

**Teacher:**

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What was one thing that you would like Mr. Patterson to change?**

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**The End of Apartheid** (OneNote)

**Cedric Diggory**

**Block 7**

**Mr. Patterson**

**Reading**

Apartheid ended in 1990 when the South African government released Nelson Mandela from prison. Nelson Mandela had “been in prison for 27 years” (Doc A). There was a deal between the whites and blacks. Every person in South Africa was allowed to vote, which meant that the next president of South Africa was going to be a native African. The whites were able to keep their homes and businesses.

**Video**

Video showed Mandela walking to freedom. You can see that he is walking next to his wife and that there are cameras/journalists present. I have included a picture that shows Mandela on his walk.



**Proper Heading**

Notice how the person has put their name, block, and teacher on the page.

**Section Titles**

Notice how for each section the person has put a separate title in

**Text Evidence**

The author included text/picture evidence to add strength to their writing.

**Throwback Questions**

The author underlined what question they threw back.

**Pictures/Extra Information**

The author added pictures/extra information to help illustrate/show what they were writing about.

**Palestinian Opening Remarks for Debate**

We thank you for traveling all this way to the Middle East peace conference. We want to start the conference by making several reasonable demands.

* We want everyone to agree that the Palestinians have a lower standard of living than the Israelis.
* This standard of living difference is because the Israelis have created a system of apartheid that keeps Palestinians poor.
* The United States is wrong to support a country (Israel) that treats people differently due to their religion and ethnicity.
* We demand that all Israelis leave occupied Palestine and pay for the damages that they have caused.
* Who has the right to live on and control the land?
* Who are the historical victims? Who are the people starting the violence?
* Do the Palestinians or the Israelis have a higher standard of living? Why is this important?
* Every year, the United States gives Israel and Palestine $500 million dollars. What should happen with the money?

**Israeli – Palestinian Conflict**

(Block 2)

Goal

No Music

No Music

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Creation of Israel** | **Six-Day War** | **Standard of Living** | **Imbalance of Power** | **Settlements** | | **Flags** | **Video/Summit Prep** |
|  |  |  |  |  |  | |  |

**General Musings**

-Propaganda video, 30 seconds, PowerPoint mixer, show how to make

-Have the maps be first column, everyone feels like they accomplished something. Possibly create columns on the work chart as people start them.

-Do not have students create their own learning target, you are going to want to debrief/use warm ups

-Check visuals for changes

-Make the earliest map colored in for Palestine, order more Yellow and Green Markers

-Distribute student pages

-Give students apartheid articles during debate prep

**When you distribute pages in OneNote, make sure you include questions, too much going back and forth. Show where the documents are. No video longer than four minutes.**

When you sign off for Imbalance of power, talk with students about the cartoon from page 4

Use work completion chart starting day 2, make sure that you move the blue text. Remind students that this isn’t a race but it is important to understand where they are working in relation to everyone else.

Staple calendar to one warm up, calendar should be a different color.

Possibly assess: central idea of cartoon, author’s POV, paragraph outline.

On posted schedule on whiteboard and on warm up displayed on TV, write down what number day it is.

During debate prep day, explain what you want. Show Palestinian video, this is what you are arguing for. Israelis should also watch video about 1967. Figure out how to counter arguments.

Display example OneNote page with Nelson Mandela Apartheid

Make sure all documents are labeled.

Discuss sample OneNote page.

If possible, use small groups to teach outline of paragraphs.

**DO SOMETHING WITH BIAS**

**To Do**

-Distribute pages, clean up OneNote

-Have names ready in work completion document

Type/scan, revise different readings, add snip to OneNote

**Document List**

Document A - Creation of Israel Reading

Document B - Six-Day War Readings

Document C - Maps of Region

Document D – OneNote

Document E – Google

Document F – Cycle of Violence

Document G – Standard of Living Analysis

Revision

**OneNote Planning Outline**

**Creation of Israel**

PowerPoint

Reading

Watch

<https://www.youtube.com/watch?v=4r1EmEni2Rw>

Maps of Regions

**Six-Day War**

Reading

Six Day War Video needed

Maps of Region

Pro-Israel Video

<https://www.youtube.com/watch?v=_rusj4yrV4Y>

Pro-Palestinian Video

<https://www.youtube.com/watch?v=AHjwVRBk5UA>

Relatively Non-Biased Overviews

<https://www.youtube.com/watch?v=4r1EmEni2Rw>

<https://www.youtube.com/watch?v=1wo2TLlMhiw>

**Cycle of Violence**

Station Five, political cartoon

**Imbalance of Power**

Station 2, Document A and B

**Settlements**

Station 4

Textbook with atlas, war and peace

**Nationalism/Flags**

Station 3

**Propaganda Video**

-Roles/Ideas

Screen shot o-matic, movie maker, office mix