



## Modern Middle East - Unit 2 - Israel and Palestine

### Unit Focus

The second unit of the course invites students to investigate the deep and complex history of Israel and Palestine in order to build an understanding of how the conflict between people in these nations is linked to broader tensions across the Middle East. Ultimately, the goal of this unit is not to assign blame or debate solutions, but to develop empathy for the multiple perspectives of people who have lived and continue to live through this seemingly intractable struggle. Students will begin by learning about the historical ties that both Jewish people and Palestinians have to the land, and will grapple with questions of fairness related to the creation of Israel after the Holocaust as a permanent home for the world's Jewish population. Then, students will explore significant turning points in the conflict during the 20th and 21st centuries. The performance task for this unit will be a journal kept from the perspective of one of four possible perspectives: a Zionist, a moderate internationalist Israeli, a moderate Palestinian, or a militant, Hamas-influenced Palestinian.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; <b>PLANNING INQUIRIES</b>            921846 Constructing Compelling Questions            921847 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</b></p> <ul style="list-style-type: none"> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p>921850 Constructing Supporting Questions            921851 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</b></p> <ul style="list-style-type: none"> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p>921854 Determining Helpful Sources            921855 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</b></p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p>921857 Dimension 2. Applying Disciplinary Concepts &amp; <b>TOOLS</b>            921924 <b>HISTORY</b>            921925 Change, Continuity, and Context            921926 <b>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</b></p> <ul style="list-style-type: none"> <li>• D2.His.2.9-12. Analyze change and continuity in historical eras.</li> <li>• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p> <p><b>T2</b> Evaluate diverse sources and points of view to determine what really happened.</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<p><i>Students will understand that...</i></p> <p><b>U1</b> Both Israelis and Palestinians have legitimate claims to the area, and these competing claims make peace difficult to achieve.</p> <p><b>U2</b> Decisions have unintended consequences, and many of the issues between Israelis and Palestinians can be traced to decisions made by external powers.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> Why have attempts to work out compromises between Israelis and Palestinians failed?</p> <p><b>Q2</b> Does one side have more of a claim than the other?</p>
	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
<p><i>Students will know...</i></p> <p><b>K1</b> Relationships between Jewish faith and Israel</p> <p><b>K2</b> Historical claims to Israel by Palestinians</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Historical thinking: Sourcing, Corroboration, Close Reading, Contextualization</p>	

## Stage 1: Desired Results - Key Understandings

<p>921930 <i>Perspectives</i>            921931 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</li> <li>• D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> </ul> <p>921944 <i>Causation and Argumentation</i>            921945 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</li> <li>• D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</li> </ul> <p>921950 <i>Dimension 3. Evaluating Sources &amp; USING EVIDENCE</i>            921951 <i>Gathering and Evaluating Sources</i>            921952 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p>921955 <i>Developing Claims and Using Evidence</i>            921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> </ul> <p>921959 <i>Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION</i>            921960 <i>Communicating Conclusions</i>            921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. (POG.1.1)</li> <li>• Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>	<p><b>K3</b> Causes and patterns of anti-semitism in Europe</p> <p><b>K4</b> Causes and effects of key documents: Balfour Declaration, British Mandate, Israeli Declaration of Independence, UN 181, UN 184</p> <p><b>K5</b> Timeline of key events since 1948</p> <p><b>K6</b> Significant obstacles to resolution of the conflict</p>	<p><b>S2</b> Historical research/finding primary sources</p> <p><b>S3</b> Evaluating competing claims</p> <p><b>S4</b> Photo/image analysis</p>
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