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Jerusalem:



A Center of Peace or Conflict?

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JERUSALEM:

A CENTER OF PEACE OR CONFLICT?

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Grade Level: 7-12

Purpose/Overview: Jerusalem, the capital of Israel, is considered a holy city by three religions: Judaism, Christianity, and Islam. For centuries it has also been a spiritual center. Just like the dove, it is associated with peace and its name is even thought to be derived from the phrase “of peace.” Students will identify Jerusalem’s religious significance to Judaism, Christianity, and Islam. They will also learn about the history of the Israeli-Palestinian conflict and explore what it is like for people on both sides of the conflict.

National Geography Standards from *Geography for Life*

Geography Elements & Standards:

Human Systems --

9. The characteristics, distribution, and migration of human populations on Earth’s surface
10. The characteristics, distribution, and complexity of Earth’s cultural mosaics
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface

Oklahoma Academic Standards for the Social Studies

Grade 7 World Geography: Eastern Hemisphere

7.PALS1.A.1

Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.

- A.1. Cite specific textual evidence to support analysis of primary and secondary sources.

7.PALS1.C.7

- C.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

7.CS1.1,2,4&5

Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

1. Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

2. Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartograms, contour/relief maps, GIS systems, and diagrams.
4. Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.
5. Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

7.SS.CS2.B.2

Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including

B. Cultural Regions-

- 2) Jerusalem's religious significance to Judaism, Christianity, and Islam

Geographic Themes:

- How cooperation and conflict among people contribute to political divisions of Earth's surface
- How cooperation and conflict among people contribute to economic and social divisions of Earth's surface

Objectives:

The students will be able to...

- Read, analyze, and interpret charts, maps and graphs
- Compare and contrast Judaism, Christianity, and Islam
- Understand past history and current events in regards to the Israeli-Palestinian conflict
- Consider how lives are different for the people in Jerusalem, the West Bank, and Gaza
- Identify social and environmental impacts of war

Materials:

- PowerPoint: "Jerusalem: Center of Peace or Conflict" (included with lesson)
- Computer with Internet Access
- Smart Board or LCD Projector
- Dove Pattern (included in lesson)
- Tag board or construction paper
- Rubric (included in lesson)
- Handouts (included in lesson)
 - "Comparing Three Religions" graphic organizer
 - Biography articles
 - "I Am" poetry format

Time Frame: 2 class periods

Procedures:

Day 1: Anticipatory Set

- 1) Ask the students what they think a holy city is and how it can be a center of conflict.

Teach

- 1) Explain to the students that many times differing cultural ideas and religions can have both positive and negative effects for humans and the environment. Provide an example.
- 2) Show PowerPoint, "Jerusalem: Center of Peace or Conflict." Ask students to complete the graphic organizer "Comparing the Three Religions" as you present the PowerPoint. Explain to them that not all information will be provided in the PowerPoint, but will be shared on slide 26.
- 3) Use slide 26 to complete the graphic organizer. Share answers and then click on the hyperlink on the coexist picture and show the video clip, "Abraham's Story: Foundation of Judaism, Christianity and Islam."
- 4) Distribute the dove pattern. Explain how to cut it out and fold it. Ask students to write a summary of the similarities of the three religions on the dove. They should include as much from the graphic organizer, PowerPoint and video as possible. Students can also decorate and add picture representations to the other side of the dove.

Day 2

- 5) Show the remainder of the PowerPoint and discuss the complex issue of human rights as it applies to the recent attacks on Israel by Hamas.
- 6) Pass out one biography article each to students in groups of four. Allow students time to read each article and discuss the following questions in their groups:
 - a. What worries do you think these people have as a result of the instability and conflict in the area where they live?
 - b. What kinds of things have these people seen going on around them?
 - c. What do you have in common with these people?
 - d. What are some ways in which war and violence affect children over the course of their lives?
- 7) Hand out the "I Am" poem format. Ask students to write an "I Am" poem about the person in their biography article.
- 8) Share biography poems.

Assessment

- 9) Students will write an argumentative essay to answer one of the following questions:
 - a) How would you characterize the current level of trust between the Israelis and Palestinians? Do you think the two groups tend to perceive and interpret events the same way? OR
 - b) Is Jerusalem a center of peace or a center of conflict? Why?

Assessment Options:

Students can be evaluated on the following:

- Graphic Organizer
- Participation in class and group discussions
- Dove of Peace
- "I Am" poem
- Research accuracy in answering the assessment question

Extension and Enrichment:

Students can compare and contrast the situation between the Palestinians and Israelis with the history of apartheid in South Africa.

Simplification:

Students can be partnered or only assigned the graphic organizer. Writing assessment can be shortened.

Connections:

National standards in writing and social studies are addressed in this lesson.

Resources:Websites

Video: "Abraham's Story: Foundation of Judaism, Islam and Christianity." ABC News. December 22, 2012. (9:34)

<http://abcnews.go.com/2020/video/abrahams-story-foundation-judaism-islam-christianity-18042173>

Ayyoub, Abeer and Frenkel, Sheera. BuzzFeed News. "Here's What Life Is Like for People on Both Sides of the Israeli-Gaza Conflict." 2014 (source of biographies included in lesson)

<http://www.buzzfeed.com/sheerafrenkel/heres-what-life-is-like-for-people-on-both-sides-of-the-isra>

BBC Academy - Israel and the Palestinians: "A brief guide to some of the key points all BBC journalists need to keep front of mind when reporting on Israel and the Palestinians"

<http://www.bbc.co.uk/academy/journalism/subject-guides/israel-and-the-palestinians>

BBC College of Journalism. BBC News Middle East. "Israeli Profile."

<http://www.bbc.com/news/world-middle-east-14628835>

Arizona Geographic Alliance, "Jerusalem: A Holy City" - a lesson by Gale Ekiss

<http://www.geoalliance.asu.edu/Jerusalem>

Ne'ema Hazem, 12: "Life under wars is so hard, because there are people being killed every day and most of them are children as young as me. They haven't lived their time yet."



"Life under wars is so hard, because there are people being killed every day and most of them are children as young as me. They haven't lived their time yet.

I always think, *When will this stop?* I want to live a normal life. Sixty-six years of occupation is too much, and 12 years of attacks is too much. I don't want to leave my county, I only wish it was a safe place to live.

My friend Shahed's father was killed by Israelis before she was even born; she always talks about how hard it's been to never see your father. She says that if she had seen him just one time, it would have been enough. So her mother used Photoshop to create a picture of her and her father, so that she could have a normal photo like every girl has. Shahed's experience makes me worry about my own father, what would happen if he was killed by an Israeli air strike?

I started to have a phobia of loud sounds; when I hear a door being slammed, I scream. I always think it might be an air strike. Even fireworks became scary for me."

Aviva Beigel, 60: “I’ve been living in fear for most of my life. For how long will this go on?”



“I’m 60 and I’m just so sick of all of this violence, all of this war. I remember when I was just a baby they were building the first shelters in Tel Aviv. Now, decades later, we are still running to hid in them? That’s not a way to live.

I’ve been living in fear for most of my life. For how long will this go on? I don’t want anyone to die, but I want our army to do what it takes so that the rocket attacks stop. That’s what every Israeli is saying to themselves right now, saying to the army and to our leaders: Stop talking and do what it takes to end the rockets. I don’t want my children or my children’s children to have to run for shelter the way I had to my whole life.”

Bisan Shehada, 26, journalist: “Israel is the one to blame for starting all the violence in the area. Palestinians will never stay silent in the face of the Israeli occupation.”



Abeer Ayyoub

“I feel I’m a hostage because I have nothing to do with the crazy ongoing conflict. That doesn’t mean that I don’t support the resistance, I support it as a kind of self-defense. But I always argue that there are unbalanced powers here and that Israel is causing many casualties and increasing the number of victims. The innocent people are the only ones who are paying the price.

We are people who love and pray for nothing other than peace. But Israel is the one to blame for starting all the violence in the area. Palestinians will never stay silent in the face of the Israeli occupation.

Life under rockets is terrifying. Women, children are being killed every day. I can’t sleep, I can’t go to the toilet, I can’t live normally. Every time I go to my office, my heart beats quickly. Israel doesn’t differentiate between fighters and civilians. What’s the guilt I committed to deserve such a life? Why does my 15-year-old have to live under this horror when his biggest dream is to be a football player? He’s always worried he will be killed before he achieves his dream.”

Shahar Amit, 26, student: “I watch everyone around me be afraid; that’s not a way to live.”



“I live in Sderot, one of the areas that’s been hardest hit by the rockets. Do you know what it’s like to have rockets rain down on you regularly? Almost every month, almost every week? It’s terrible, you never fully feel calm. I watch everyone around me be afraid; that’s not a way to live.

I was injured as a soldier in 2008, when I fought in Operation Cast Lead. Look here, on my arm — that’s shrapnel wound. There were others in my unit that were much more badly hurt. Now I ask myself, *Why did we go in there? Why did I get wounded and others die if we were just going to keep fighting the same war again and again?* It doesn’t make any sense.

I’m not bloodthirsty. I’m not a killer. I don’t want innocent people to get killed. But I want the IDF to go in there and wipe out Hamas, wipe out any person that fires rockets on us so that we can sleep in peace at night. I know that might sound like a horrible thing to say, but I’ve been living like this, under rockets for too long.”

Nalan, 23, social media activist: “It’s not easy to be a Palestinian, but I am so proud to be one. We are resisting with all we have, social media, art, music, photography, this is our definition of resistance.”



“I call them operations because war is not a fair name for what is happening; war should be between two equal powers. But Palestinians don’t have an army, we have young, brave brothers resisting the terror.

The Israeli attack targets civilians. The explosions can be seen and heard near and far — I could see the F16 bombing in front of my eyes. Yesterday at noon, I thought one of the attacks was coming towards my home, I saw my whole life in one second, just like a movie. Then last night during the attacks at the Tal Al-Hawa area where I live, the electricity was cut off and I could see nothing, I only could hear and feel every bomb and explosion. I thought we were dying last night, but somehow we survived.

I do my best to cover the situation through social media. Sometimes I take pictures while we are under attack, and my mother freaks out, but she knows that it’s all about Palestine, it’s all about my father that I lost because of the blockade. It’s all about the children who are dying right now while I’m uttering these words; this is because of the Israeli so-called self-defense, even though it’s killing innocent people, my people.

Going through all of this — but even worse than the last two times — is killing a part of my soul. I’m trying to hold on to my humanity as much as possible. It’s not easy to be a Palestinian, but I am so proud to be one. We are resisting with all we have, social media, art, music, photography, this is our definition of resistance.”

Salma Shova, 48, taxi driver: “It’s always hardest on the children. They become traumatized, they can’t understand what is happening.”



“In Israel, if violence isn’t starting in one place, it’s in another. Where I live in Eilat [along Israel’s southern border with Egypt] we’ve had rocket attacks from militants in Sinai. For a long time we thought we were immune, we thought we were a little oasis of quiet. But that’s not true.

My daughter lives in the center with her kids. If these rockets keep up, maybe she’ll come stay with me and bring her kids. It’s always hardest on the children. They become traumatized; they can’t understand what is happening.

I don’t think it’s fair for children anywhere to have to experience this sort of thing. I wish we could keep all the innocent people safe, but I know that’s not realistic.”

Saleem Hussam, 23, software developer: “Gaza is a place where life is unbearable.”



“I’m totally not satisfied with what’s going on here. Besides the blackout crisis, the seven-year-old siege, now we are under fire until I don’t know when; Gaza is a place where life is unbearable.

I think that the Palestinian resistance is defending us against a very strong army. There is no balance between the two powers.

The Palestinians killed so far are not making Hamas any weaker, it’s totally the opposite. Targeting civilians is a good evidence Israel is failing to weaken Hamas.

I think that this war will continue for longer, but I believe Israel will fail to achieve any of its goal this time. The Palestinian resistance proved it has been improving. I can see the difference between how organized the work of resistance is and how random the Israeli actions are.”

Yuli Hapoal, 71, retired: “I just want all our enemies dead. I’ve had enough.”



“I want Israel’s army to just go in and wipe them out. I want Hamas to be over. I’ve lived in southern Israel my whole life, I’ve seen war after war after war. They just need to end it already.

I think the last few times they stopped the operation too soon. I don’t know what Netanyahu was thinking. Stopping when he did only ensured there would be another war.

Unless they go in and eliminate all their rockets, make it so that they can’t fire on us anymore, this will never end. That’s what they need to do.

I’m more than 70 years old now. I’m done running from shelters. I don’t run anymore when I hear the siren. Enough is enough. You can’t spend your whole life running.”

“I Am” Poem

By: _____

Directions: Use this worksheet to plan your poem. Revise and edit the information, then put the poem into final format.

I am

I do

I hear

I see

I want

I am (2 character traits)

I use

I feel

I touch

I worry

I wonder

I am (2 adjectives that describe the person)

I understand

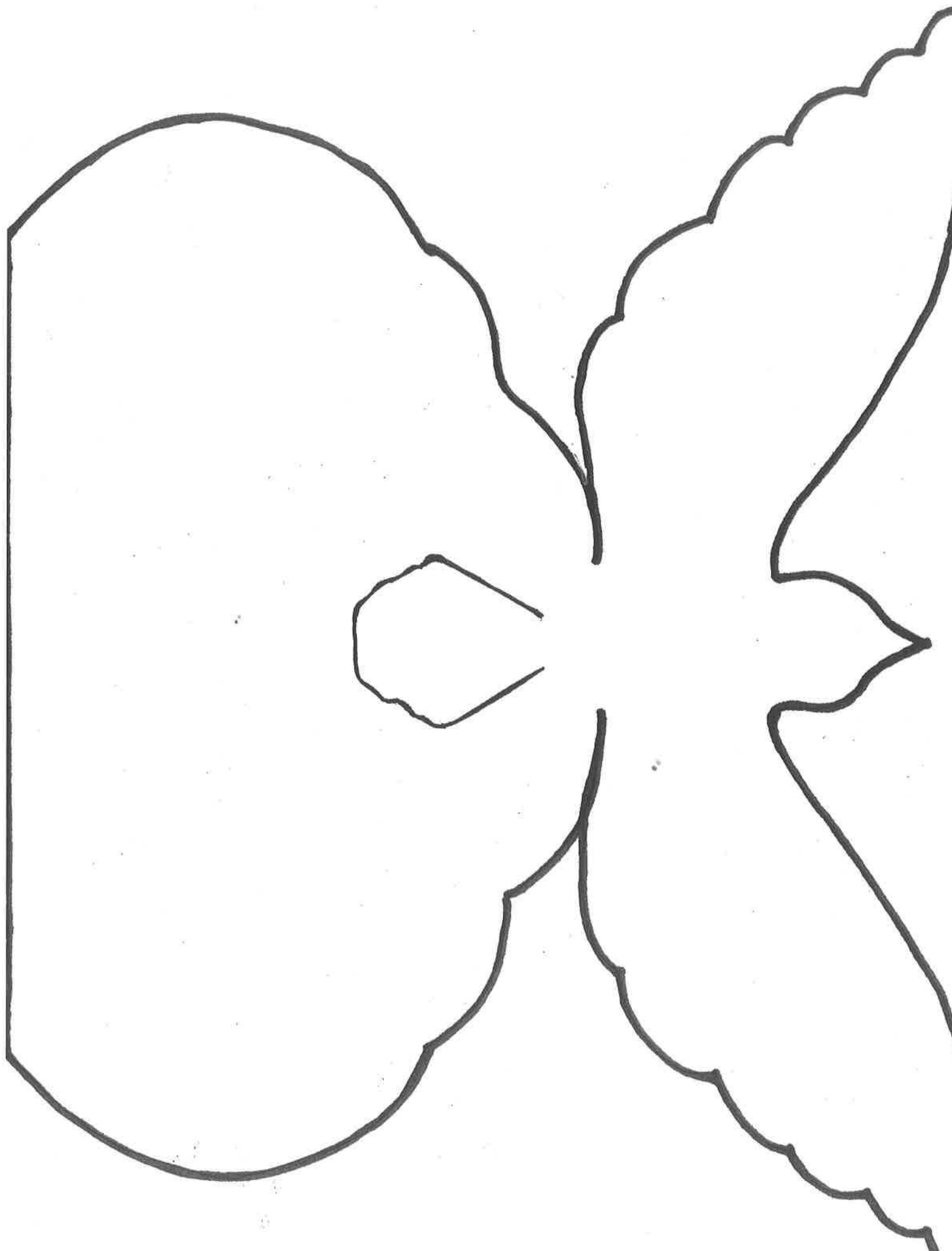
I say

I dream

I try

I hope

I am (same as the first line)



Name _____

Class _____

Date _____



Comparing Three Religions

Religion Name/ Founding Date	Name of Scripture	Name of God	Followers	Founder	Symbol of Faith	House of Worship	Key Nations
Judaism							
Christianity							
Islam							

Name _____

Class _____

Date _____



Comparing Three Religions

Religion Name/ Founding Date	Name of Scripture	Name of God	Followers	Founder	Symbol of Faith	House of Worship	Key Nations
Judaism	Torah	Yaweh	14 million	Abraham	Star of David	Temple or Synagogue	Israel U.S.
Christianity	Bible	Jesus	Over 2 Billion	Jesus	Cross	Church or Cathedral	N. Am. S. Am. Europe
Islam	Qur'an	Allah	Over 1 Billion	Muham- mad	Crescent	Mosque	Indonesia Middle East N. Africa

	Rubric for the Assessment of the Argumentative Essay				Points Earned
	4	3	2	1	
INTRODUCTION Background/History Define the Problem Thesis Statement	Well-developed introductory paragraph contains detailed background information, a clear explanation or definition of the problem, and a thesis statement.	Introductory paragraph contains some background information and states the problem, but does not explain using details. States the thesis of the paper.	Introduction states the thesis but does not adequately explain the background of the problem. The problem is stated, but lacks detail.	Thesis and/or problem are vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.	_____
CONCLUSION	Conclusion summarizes the main topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out.	Conclusion summarizes main topics. Some suggestions for change are evident.	Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.	Conclusion does not adequately summarize the main points. No suggestions for change or opinions are included.	_____
MAIN POINTS Body Paragraphs Refutation	Three or more main points are well developed with supporting details. Refutation paragraph acknowledges the opposing view, and summarizes their main points.	Three or more main points are present but may lack detail and development in one or two. Refutation paragraph acknowledges the opposing view, but doesn't summarize points.	Three or more main points, but all lack development. Refutation paragraph missing and/or vague.	Less than three main points, with poor development of ideas. Refutation missing or vague.	_____
USE OF SOURCES Documentation	All source material is used and smoothly integrated into the text. All sources are accurately documented and in the desired format on the Works Cited page. All sources are relevant and reliable.	All source material is used. All sources are accurately documented, but a few are not in the desired format on the Works Cited page. Most sources are relevant and reliable.	All sources are accurately documented, but many are not in the desired format on the Works Cited page. Some sources are relevant and reliable.	Lacks sources and/or sources are not accurately documented. Incorrect format is used. Sources are neither relevant nor reliable.	_____

Name _____

Comments: