

Grade: 9th	Subject: Global Studies
Materials: Large sticky note, markers, sheet of paper	Technology Needed: Computer
Instructional Strategies: <ul style="list-style-type: none"> <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) <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <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) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>
Standard(s) WH.6_12.2 Explain historical changes related to religions and ideologies. WH.6_12.3 Analyze the effects of different political systems on people. WH.6_12.4 Analyze the influence of social, cultural, and economic developments on individuals. WH.6_12.5 Analyze causes and effects of global events in the past using primary and/or secondary sources. WH.6_12.6 Explain how past events connect to the present. WH.6_12.1-6.E3.1 Explain the causes and global effects of religious division	Differentiation Below Proficiency: Students will have help again from people in the classroom that are specifically there for them. I can also give them less events to put into chronological order if that would help. I would not expect as much explaining on how event related and led to one another. Above Proficiency: The students will see how events throughout history impact one another and the importance of understanding how time impacts relationships. There can also be the opportunity to lead the group to help guide the other students if there is confusion.
Objective(s) I can explain the current state of modern religious conflicts. I can connect historical religious differences to modern religious conflicts. I can analyze how religious events have shaped modern interactions religiously, politically, socially, and culturally. Bloom's Taxonomy Cognitive Level: evaluate, create, analyze	Approaching/Emerging Proficiency: The students will bring in prior knowledge from last class to help put them events into chronological order. This will begin to push students to think how to find where events go but then to see why they should be in this order. They can critically think about how on event led to the next event. Modalities/Learning Preferences:

	<p>There are visuals being used to see how these events are chronological. There will be collaborative work time that can help students think through their thoughts and give ideas. There will be the opportunity to be creative in their timelines.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.) We will begin by explaining the activity at the beginning of class as a large group. I will split them up in groups to begin the activity. At the end of class, they will show their sticky note to the rest of the students. We will come back together as a group to discuss the last two days and what we have done.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect all the students to participate because each of them will have information they know to share with the group. They will be able to discuss with one another their thoughts of the activity and what they are doing.</p>
Minutes	Procedures
	Set-up/Prep:
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)
	<p>Explain: (concepts, procedures, vocabulary, etc.) Each student had a specific time period last class and now this time students will be getting together with students that had other time periods. This time I will give students events to put in chronological order and then between each event, explain how they connect. This will be done a large sticky note and hung in the classroom so that the students can see the other groups work. Each group will have different events so this will see how they connect different events with one another.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Directions: Put the events in chronological order. Then write a brief explanation of how each event connects to the next one.</p> <p>Event Scramble</p> <p>Group 1</p> <ul style="list-style-type: none"> ○ Balfour Declaration ○ Israel Declares its Independence ○ Yom Kippur War ○ Oslo Peace Accord is signed by Israel and the PLO ○ Beginning of the Second Intifada ○ Taba Negotiations ○ Hamas and Islamic Jihad Agree to Suspend Attacks on Israel <p>Group 2</p> <ul style="list-style-type: none"> ○ WWI and the Collapse of the Ottoman Empire, League of Nations Divides Former Ottoman Territories ○ First Arab-Israeli War Begins ○ Egypt and Israel Sign Peace Treaty Camp David accords

	<ul style="list-style-type: none"> ○ Massacre at the tomb of the patriarchs ○ Beginning of the Second Intifada ○ UN States Sponsors UN Security Council Resolution Calling for a Palestinian State alongside the state of Israel ○ Israel-Lebanon War <p>Group 3</p> <ul style="list-style-type: none"> ○ United Nations Partitions Palestine into Separate Jewish and Palestinian States ○ Six-Day War Takes Place ○ Palestine National Council (PNC) proclaims the Establishment of a Palestinian State ○ Beginning of the Second Intifada ○ Israel and Jordan Sign Peace Treaty ○ Hamas Suicide Attacks ○ Hamas Takes over Gaza, Abbas Swears in New West Bank Government, and Israel Blockade Gaza <p>Google Document of worksheet and scramble cards:</p> <p>https://docs.google.com/document/d/1YC4IIBWKLqeKYDkSFtwzcS4j_co58zgZz3uI2h0niBQ/edit?usp=sharing</p>
	<p>Review (wrap up and transition to next activity): End of Day 2 Questions/Recap: How does this show the conflict between Israel and Palestine? How did these events connect with one another? How can time be used to solve conflict between religions or how can time build greater conflict between two groups? How has time allowed the conflict to worsen?</p> <p>This activity should return to the question posed in the beginning: How can time be used to solve conflict between religions or how can time build greater conflict between two groups?</p> <p>I will have each of the students write down an exit slip for at least two of the questions. Then I want them to share out in groups after they wrote down their answers.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check- in strategies, etc.</p> <p>I will walk throughout the classroom to check for understanding and see how the activity is going. I can see who is participating and who is not and through their conversation, see if they know the information.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>I will receive the large sticky note after class, and it will help me to see their thought process and if they critical thought about how each event leads to the next.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Similar to what happened in my pervious lesson, I could have prepared my timing better for this lesson. I did not get to let all the students share there posters at the end of class which would have been nice to see their understanding of what we have learned that last two days.

There was also an issue with transitioning from one activity to the next. I tried to do it different ways throughout the day but none of the strategies flowed as well as I was imaging.