

Grade: 9th	Subject: Global Studies
Materials: Writing Utensil	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: Some of the students have someone help them through the class and homework given. I can also change the assignment by giving students less events to research and analyze. This will help with time management, and they will be able to focus on the events more. Above Proficiency: This will push students to critically think about how events connect one another through the questions that are presented.
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: This will push students to critically think about how events connect one another through the questions that are presented. However, they are asked to focus on just a certain time period so they do not have to connect events that are far from one another. Modalities/Learning Preferences: This lesson incorporates small and large group work while using technology and visuals. There will be discussion throughout the lesson as well as time for questions.

<p>Classroom Management- (grouping(s), movement/transitions, etc.) I will begin the class as a whole group discussing the questions I pose in the beginning. We will then work on an example of what I am expecting as a large group. We will break up into small groups and do individual work. At the end of class, we will come back together as a class and talk about what we found and what our plan will be for Monday.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I expect the students to be engaged the whole time and discuss as large group and a small group.</p> <p>I expect the students to stay on the website I gave them and if they need other information, to use reliable resources. They should stay on task the whole time while working with each other.</p> <p>Even though they can work together, I want them to put their ideas in their own words without copying their classmates.</p>
Minutes	Procedures
	Set-up/Prep:
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Open ended question at the beginning to get them thinking How can time be used to solve conflict between religions or how can time build greater conflict between two groups?</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) Mrs. Davis has been giving the students the history of the conflict between Palestine and Israel. Today we are learning about modern conflicts and seeing how they have been impacted by past conflict through an event timeline. I will have the students, at their group desks, take a period on the timeline and analyze the events given.</p>
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Assign tables one of the time periods to research. They can work as a table but do have to do the activity/assignment individually. They will fill out the worksheet to understand how events impacted each other during a specific time period. Question: How can time be used to solve conflict between religions or how can time build greater conflict between two groups? Time Period: 1900 -1947 <ul style="list-style-type: none"> o Balfour Declaration o WWI and the Collapse of the Ottoman Empire, League of Nations Divides Former Ottoman Territories o United Nations Partitions Palestine into Separate Jewish and Palestinian States 1948 – 1967 <ul style="list-style-type: none"> o Israel Declares its Independence o First Arab-Israeli War Begins o Six-Day War Takes Place 1968 – 1992 <ul style="list-style-type: none"> o Yom Kippur War </p>

	<ul style="list-style-type: none"> ○ Egypt and Israel Sign Peace Treaty Camp David accords ○ Palestine National Council (PNC) proclaims the Establishment of a Palestinian State <p>1993 – 2000</p> <ul style="list-style-type: none"> ○ Oslo Peace Accord is signed by Israel and the PLO ○ Massacre at the tomb of the patriarchs ○ Israel and Jordan Sign Peace Treaty ○ Beginning of the Second Intifada <p>2001 – 2004</p> <ul style="list-style-type: none"> ○ Taba Negotiations ○ UN States Sponsors UN Security Council Resolution Calling for a Palestinian State alongside the state of Israel ○ Hamas Suicide Attacks <p>2005 - present</p> <ul style="list-style-type: none"> ○ Hamas and Islamic Jihad Agree to Suspend Attacks on Israel ○ Israel-Lebanon War ● Hamas Takes over Gaza, Abbas Swears in New West Bank Government, and Israel Blockade Gaza <p>Google Document of worksheet:</p> <p>https://docs.google.com/document/d/1YC4IIBWKLqeKYDkSFtwzcS4j_co58zgZz3uI2h0niBQ/edit?usp=sharing</p> <p>Website used:</p> <p>https://israelipalestinian.procon.org/historical-timeline-1900-present/</p> <p>I will give them an example at the beginning of class so that they know what I am expecting from this activity.</p> <p>Directions: For each event in your time period, give a brief analysis of the event. Please include who, what, where, when, and why. Answer the following questions; How does this show the conflict between Israel and Palestine and What led up to this? Keep in mind the essential question: How can time be used to solve conflict between religions or how can time build greater conflict between two groups?</p>
Review (wrap up and transition to next activity):	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check- in strategies, etc.</p> <p>I will check on the students while they work on their assignment to see if they understand what they are doing. This will help me to see if I should change anything for the class or the next few classes.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>The summative assessment will be found at the end of this two-day lesson because I will see how they use the information to explain their thoughts.</p>

At the end of class, they will hand in the sheet which will help me gauge where their understanding is at and where there needs to be clarity.

If applicable- overall unit, chapter, concept, etc.:

Consideration for Back-up Plan:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I needed to prepare a little more in case there was time at the end of class. Period 5 had free time at the end that I filled with questions and discussions, but I believe it could have gone better if I had a specific task for them to work on.

The students stayed on task most of the time and I would ask them to start working again if they were off topic.

I gave the students plenty of time to be working on the assignment so that they did not have homework over the weekend but some of them in Pd 6 and 8 did not finish. We will be using this assignment on Monday, so I asked them to finish it over the weekend.

I would want to change my classroom management a little because in the last two periods, the students were not focusing as much on the assignment. I could have moved them around so that they were not next to their friends or talking too much.