This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title: Partnerships and Partitions**

**Designed by:** Kristen Schlegel and Maggie Legates, adapted from “Beyond Borders“, an instructional unit from National Geographic Education Foundation

**District:** Milford School District

**Content Area:** Geography
**Grade Level(s):** 7

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### Summary of Unit

This unit is about the reasons people divide up space- in their heads and on the ground. It looks at the causes and the effects of a human tendency to establish, identify with, and defend territory.

“An area of the earth’s surface with which people identify culturally or politically is termed a *territory*. Invariably, a territory is a formal region, defined by specific borders (though not always recognized by neighbors). The space within a territory is often regarded as a part of one’s political or cultural definition. As such, it is exclusive and not able to be shared with others because to do so would dilute the identity it represents. In a perfect world, the world’s political territories would each reflect the sovereignty of the people who occupy them.” (*Understanding the Geography Standards*)

The world region of Europe provides an excellent example of the tendency of humans to divide space- and the opportunities for conflict and cooperation that result. However the principles apply in other world regions- most notably the Middle East.

Students learn about situations where people have chosen to cooperate across borders, and also times when borders have increased tensions and led to increased conflict. What happens when two groups claim the same territory, or when political borders are drawn that divide a cultural group? “Many active and latent conflicts exist in which different people lay claim to the same territory: in Northern Ireland between Protestants and Catholics; in northern Spain between Castilians and Basques, in Israel between Jews and Palestinians; in northern South America, between Venezuela and Guyana, and so on.” (*Understanding the Geography Standards*)

But borders can change as conditions on the ground evolve through time. When there is a big disparity between borders and the patterns of culture or interests of people in the area, conflicts often surface. “Students should understand that the present-day division of the earth’s surface into political and cultural regions is the result of the *current* consequences of conflict and cooperation between states and ethnic groups. They should recognize that boundaries between groups have not always been stable, and claims over territory based on the discovery of new resources (e.g. oil) or the movement of people (e.g. illegal Salvadoran settlers in sparsely-populated Honduras) can destabilize regional boundaries.”
Understanding the Geography Standards

Three lessons prepare students to demonstrate mastery of this benchmark. Lesson one examines how borders and boundaries can affect the lives of people in general and establishes the link between cultural identity and territory, using Europe as the context. Lesson two introduces the concepts of cooperation and conflict that arose along borders and develops them through a case study, exploring a dispute that developed over projects along the Danube River. Lesson Three explores the cultural conflicts of the Middle East where the same territory is important to three religious groups. Through role playing and dialogue, students begin to understand the perspectives of the groups, and recognize the complexity of finding solutions to border disputes. The transfer task challenges students to apply what they have learned to another problem of territorial identity—A people without a political territory.

Stage 1 – Desired Results
What students will know, do, and understand

Delaware Content Standards

- G-4b Students will explain how conflict and cooperation among people contribute to the division of the Earth’s surface into distinctive cultural and political territories.

Big Idea(s)

- Territory
- Borders define political regions; political borders are hard to change.
  - Boundaries of cultural regions are usually blurry and subject to change.

Unit Enduring Understanding(s)

- Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.

Unit Essential Questions(s)

- To what extent is territory an expression of political or cultural identity? How might this view of territory explain conflicts between nations or ethnic groups over space?
- How might territorial identity and claims on land change over time?

Knowledge and Skills

Students will know...

- Definitions and examples of Formal, functional and perceptual regions
- Definitions and examples of cultural, physical, and economic regions
- Examples of borders that follow physical features and abstract borders.
- Expressions of cooperation (shared access, trade, international ventures)
- Expressions of conflict (Legal disputes, political unrest, military action)
- Examples of political borders that changed over time.

Students will be able to...

- Suggest borders or regional boundaries that will minimize conflict.
- Identify or predict the likely result of a proposed border or boundary change.
Stage 2 – Assessment Evidence
Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Performance task for Partnerships or Partitions
Now that you have learned about territory and how conflicts and cooperation can influence the drawing of borders, it’s time to demonstrate your understanding.

The Kurds are a cultural group in the Middle East. They have their own language and customs. Most of them live in the mountains where the borders of Turkey, Iran and Iraq meet. This highland area is the source of rivers that flow into Iraq, Turkey and Iran. Oil deposits are also found in Kurdish areas. But the Kurds do not have their own country. Instead, Kurdish territory is divided among Turkey, Syria, Iraq, and Iran. The Kurds are a minority group in each of the four neighboring countries. Many Kurds would like to have a country where they are the majority, and Kurdish culture would be valued and supported.

Some people are proposing a new country called Kurdistan. The boundaries of this proposed country are shown in the map. Supporters of this plan claim that redrawing the map will solve problems. But will it cause more problems than it solves? You be the judge!

You have been invited to share your views on the proposed new country in a video clip for your student TV station. For your clip to be aired, you must clearly take a side for or against independence. Develop a set of up to 5 talking points. Write out your main ideas and key facts you want to remember to mention. For maximum effect, use the key words territory, border, conflict and cooperation in your presentation.

Prepare one slide or poster to be shown during a “cut-away” during your presentation. Select the photos, map or other graphic carefully to support your talking points.

Your talking points and visual will be submitted to the show producers in advance of the interview.

TAKE A STAND ON KURDISH INDEPENDENCE!
<table>
<thead>
<tr>
<th>Score Point</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Understanding of Territorial Expression of Culture is...</td>
<td>Basic or unevenly applied to the aspects of the issue. OR Student takes no position on this issue of cultural territorial expression</td>
<td>Evident, but vocabulary related to culture or territory may be applied inappropriately or be missing from the presentation</td>
<td>Evident in either talking points or visual. Geographic terms are generally used well.</td>
<td>clearly evident in talking points and supported by visual. Geographic words are correctly used.</td>
</tr>
<tr>
<td>Understanding of Conflict and Cooperation in relation with Boundaries and Borders is...</td>
<td>Basic, but evident; no references to the map or facts provided. OR The student takes no position on the effect of changing the international borders.</td>
<td>Evident, but vocabulary related to borders, conflicts and cooperation may be missing or inaccurately applied.</td>
<td>Clearly evident and vocabulary is used appropriately in talking points or. Visual</td>
<td>Clearly evident and vocabulary is used appropriately.. The visual clearly reinforces ideas od border conflict or cooperation.</td>
</tr>
<tr>
<td>Understanding effects of border changes. References to the effects of border changes are...</td>
<td>Basic and do not refer to effects of changes in cultural life in regions.</td>
<td>Are evident. Some reference is made to the effects of discrepancies between cultural regions and political borders.</td>
<td>Are evident. References to potential effects of border changes are supported by references to data or visuals.</td>
<td>Are evident. References to potential effects of border changes are supported by references to data and visuals.</td>
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</tbody>
</table>

Should a language arts rubric be included for oral presentation?
Stage 3 – Learning Plan
(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson 1- Drawing Borders (adapted with permission for the DRC from “Political Borders” a lesson from the National Geographic Society’s Europe Unit

- Essential Question: How might the concept of territory explain conflicts between nations or ethnic groups over space?

OVERVIEW

Given very limited data, students are challenged to divide a fictitious area into regions.

KEY VOCABULARY
- Border: An imaginary line separating one political division, such as a country, state, province or county, from another
- Country: A recognized territory whose government is the highest legal authority over the land and the people living within its boundaries
- Region: An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas

Strategy 1: Activating prior knowledge about borders

Ask students to think of time they crossed a political boundary or border. How did they know where the border was? Would the border they crossed be visible from outer space?

Conduct a short discussion with the class raising questions about the words “border” and “region.” What do those words mean to students? Why do people define regions or countries in any given area? How are borders defined? Explain to students that in their activity today, they will work in a small group to set borders and define regions in an area of land.

Strategy 2: The Challenges of Drawing Political Borders

Students should work in small groups to complete this activity. Provide each group with a set of maps (Drawing Political Borders) that show physical and cultural features of a fictitious area. Challenge each group to draw country borders in the area, based on how they think the land should be divided. For best effect, the teacher should not provide further guidance, such as the number of regions, purpose of the boundaries, or what lies beyond the mapped area. This activity is intended as a discussion starter to bring out student ideas about how regions are defined, and how land and resources should be divided among countries. There are no right or wrong answers for this activity.

DIRECTIONS
1. Divide the class into groups of approximately four students each.
2. Hand out the student worksheet: Activity 1.1 Handout: Drawing Political Borders.
3. Instruct students to use the information in three of the maps—Religions, Mountains and Rivers, and Languages—to determine where they would place borders in the Outline map. The group should come to a decision together and should take notes about why they drew the borders where they did. Give students about 10 minutes to draw their borders.

4. As the teacher walks around and observes student groups working, ask questions to better understand what students are thinking, such as:
   - Do you think physical features such as rivers are more important than cultural ones, such as language, in setting borders? Why or why not?
   - What would happen if you split this physical feature between two countries? Would people in the countries be able to share the land and/or resources or would they constantly fight over its use?
   - What would happen if a country has a mix of different cultural features (language, religion, etc.)?
   - Will this impact how the people can live and work together in that country?

5. Ask groups to share their borders with the class along with their reasons. The teacher or a class recorder should make a list of the reasons given for placing the borders on the board or chart paper.

6. Debriefing: As a class, discuss the students’ reaction to the problem of drawing the borders.
   - What information was not provided that would have made their job easier? (For example, are there coastlines? How big is the total area? How many people live here? What is the climate? Where are the closest markets?) How might this information have impacted the regions and borders they set?
   - Ask students to discuss the number of the regions they established and the reasons borders were placed. (For example, students might have attempted to divide the space evenly; others may report that they tried to reduce conflict by keeping cultural groups together.) Ask students whether they agree or disagree with the reasons other students gave for placing borders. Remember, there are no right or wrong answers; the point of the discussion is to bring out many perspectives.
   - Ask students to speculate what other things might shape country borders (besides the physical and cultural features they looked at in this lesson). Students might list things such as wars between countries, natural resources, dividing land evenly between different groups, etc.

Reveal to the students that the landmass they used in this exercise was adapted from the continent of Europe. (The shape is rotated and distinguishing peninsulas were removed., but
language, ethnic groups and physical features are correct.) Tell students that their ideas about where borders should be placed in Europe may apply in other world regions. Keep the list of “Reasons for Regions” for the class to refer to in later lessons, to see if their ideas have changed.

Reflection: Ask students to think about borders in their community or state. How were the borders defined? Do they follow a physical feature in the landscape? Do they follow cultural differences between people on either side of the border?

Check for Understanding: Physical features like rivers and mountain ranges are often used to form boundaries. Name at least one advantage and one disadvantage of using physical features as international boundaries.
**Drawing Political Borders**

Use the blank outline map to draw political borders on this landmass. Take into account religions, physical features (mountains and rivers) and languages.
Lesson 2 - Conflict and Cooperation in Czechoslovakia

Strategy 1: Access Prior Knowledge

“Farmer Brown”

Scenario: Farmer Brown is located in the uplands of a river. Mrs. Jones owns property in the mid-stream area, and Fisherman Wilson operates near the mouth of the stream. The question posed to students is: What happens to these three neighbors if Mrs. Jones decides to build a dam for a lumber mill on her property?

(See attachment)

Strategy 2: Gather information

“Conflict on the Danube” (Adapted for the DRC from National Geographic Society Europe Unit by Kristen Schlegel)

OVERVIEW
This case study illustrates how physical features can interact with country borders to cause conflict. In this case, two countries agreed to work together to build a series of dams on the Danube River, but problems kept the project from being completed, and the conflict continues 40 years later.

GUIDING QUESTION
When two countries share ownership of a river, who gets to decide how to care for the river?

KEY VOCABULARY
• Conflict: Incompatibility of one idea, desire, event, or activity with another
• Dams: Structures built across a river to control the flow of water
• Environment: The sum of the conditions that surround and influence an organism
• Flood: The rising and overflowing of a body of water onto land that is not normally covered with water

Unfamiliar Place Names: Czechoslovakia (now the Czech Republic and Slovakia), Hungary, Gabchhovo- Nagmyramos (Pronunciation: gob-CHET-ko-go NAHJ-mo-ra),

MATERIALS REQUIRED
Student Handouts and Blackline Masters:
• Activity 4.1a Handout: Rivers and the Gabčíkovo-Nagymaros Project
• Activity 4.1b Map: The Danube River Including the Gabčíkovo Dam

Reading Text: Use the student handout Rivers and the Gabčíkovo-Nagymaros Project or one or more of the additional articles available for student research to gather information for this case study.

• Czechs Push Ahead with Danube Dam from Dec 1990 New Scientist
• The Gabcikovo Hydroelectric Project from http://www.gabcikovo.gov.sk/doc/VDG(2jaz)/ENG_material.htm
• Dispute over Danube Dam Threatens Hungarian Wetlands (NY Times, July 1993)
And Slovakia and Hungary renew talks over the Gabčikovo Dam by Gyorgi Jakobi, Feb 2, 2004

As the students read, ask them to:

- identify one benefit, or positive outcome, that might result from the project, and one drawback, or negative outcome
- find evidence of cooperation along the Danube and evidence of conflict
- Tell how people in the region have tried to settle this dispute.

Map reading: Students should use the map *The Danube River Including the Gabčikovo Dam* to identify the locations and borders mentioned in the reading.

- Locate the area of the Gabčikovo-Nagymaros Project on the map of the Danube River.
- Which countries are upstream of the project? Which countries are downstream?
- Where is the Danube River in relation to the country borders in the area? Based on the borders, who should control the river? Why?

3. Extend and refine: Divide the class into groups of approximately four students. Assign each group to discuss and construct an answer for the first two questions on the worksheet:

- Why would countries downstream from the dam care about the project? Countries upstream? Should they be allowed to help make decisions about the dams?
- In building the Cunovo dam and diversion canal, more than 80 percent of the water from the Danube River was moved out of its original course. How would this affect the people living along the original course of the river? How might it cause conflict?

Strategy 3 - Application
“Taking a Stand”
Students work in groups of three or four. Each group is assigned to present the case of either the Hungarians or the Czechs. (Since it is important that both viewpoints be represented, the teacher may have to assign groups for each side. Each group will prepare
to present their case to the international Court and also the Court of Public opinion. They prepare:

1) a set of persuasive talking points on an overhead transparency, to be used as the basis for a short oral presentation to the court.
2) a poster supporting the case to be used to appeal to the public. (The teacher should provide some guidance on the visual impact, emotional appeal, and sparse wording of an effective poster.)

Teacher note: This culminating exercise takes about 1 ½ blocks, or 3 standard class periods.
4. Extension/Role Play: To provide practice in “near transfer” and also performance assessment, the teacher may either assign or allow groups to choose one of the following scenarios. They should work as a group to produce a product that meets the assignment requirements.

- Put yourself in the shoes of the Hungarian and Czechoslovakian negotiators who agreed on the Gabčíkovo-Nagymaros Project in 1977. Write a press release explaining why this project will help improve life in your countries, and why it is an example of international cooperation that other countries should follow. Explain the physical geography and the economic and political situation of the area as part of your press release.

- You are representatives of Germany, Bulgaria, and Romania—three other countries along the Danube River. What are your concerns about this project? Are you in favor of it or opposed? Can it help your countries economically in any way? Does it do any harm? What practical solutions can you suggest? Summarize the position of each country in short “sound byte” for television news.

- Put yourself in the role of an international environmental organization. You want to represent the rights of nature—the plants and animals living in and around the Danube. If you don’t take human concerns into account, how does the way you look at the problem change? What will you suggest as the best resolution for the environment? You may present your ideas in a poster or slideshow.
Check for Understanding:

Decide if each news headline describes a sign of conflict or evidence of cooperation. Tell why you think this is so.

<table>
<thead>
<tr>
<th>News headline</th>
<th>Conflict</th>
<th>Cooperation</th>
<th>Why?</th>
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<tbody>
<tr>
<td>Farmers Protest Cut-off of River Water for Crops</td>
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<td>Opening of International Bridge Linking Denmark and Sweden</td>
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<td>New Commission includes American and Canadian shipping interests on Great Lakes</td>
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<tr>
<td>New Euro Passport makes travel easy across continent</td>
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<tr>
<td>Truckloads of German produce stopped at French border</td>
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<td></td>
<td></td>
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<tr>
<td>Six nations join in river clean-up campaign</td>
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</table>
Rivers and the Gabčíkovo-Nagymaros Project

Rivers provide for many human needs: fresh water for drinking, hydro-electricity to power factories and homes, irrigation for crops, transportation for freight and people, and habitats for plants and animals. And rivers often mark borders between countries. That can lead to power struggles between neighbors. Each may want to control the river for economic, environmental, or political reasons.

A good place to examine the complications and conflicts that can occur when countries share a river is along the Danube River in Europe. There it forms part of the border between Slovakia and Hungary. Starting in the mountains of Germany, the Danube flows 1,770 miles (2,736 km.) and empties out into the Black Sea on the coasts of Romania and Ukraine. The Danube River Basin is the second largest in Europe, after the Volga. Including all its tributaries, the river system covers more than 300,000 square miles (776,966 square km.) and links parts of 19 countries. Its size alone makes the Danube vital to the ecology and economy of central Europe. Historically, it was an important boundary marking the edge of the Roman Empire. Vienna, Budapest, and Belgrade are three examples of cities that were founded as Roma fortresses along the
river have become modern capitals.

The area along the border between Slovakia and Hungary is a large floodplain. Floodplains are ecosystems full of biological diversity. Frequent flooding washes nutrient-rich silt over the land, feeding forests and cropland. Fish and migratory birds are usually abundant in these wetlands, which serve as natural filters, cleaning pollution from upstream out of the water.

Part of the floodplain between Hungary and Slovakia is called Szigetkoz. It’s home to small farms, forests, and about 5,000 species of plants and animals. Underground in this area is a large freshwater reservoir. The wetlands above it to keep act as a filter to keep it clean. In the late 1970s, Hungary and what was then the country of Czechoslovakia agreed to build a system of dams and canals in the Szigetkoz area. (In 1993 Czechoslovakia split into the Czech Republic and Slovakia.)

The Gabčíkovo-Nagymaros Project was named for the towns at each end. The decision to build this project led to a major international conflict that is still not resolved.

The Gabčíkovo-Nagymaros Project

In the twentieth century, many countries were searching for ways to modernize and bring electricity, industry, and a higher standard of living to their people. They tried to improve people’s lives was by building large dams. Dams could produce hydroelectric power, provide jobs, and help stop damaging floods. These kinds of projects are still built today, but much more cautiously. People discovered that along with benefits like electricity, jobs, and flood control came lots of environmental and political problems.

The Gabčíkovo-Nagymaros Project, agreed to in 1977, was abandoned by the Hungarian government in the early 1980s because of worries about its environmental impact and financial problems. The Czechoslovakians finished their side of the project, completing the Cunovo dam (also referred to as the Gabčíkovo dam) in 1992. That was right before the country split in two, and the Slovaks took control of the area. The dam pushed more than 80 percent of the flow of the Danube out of its main riverbed and into a canal on the Slovakian side of the river. This led to a huge drop in the Danube’s water flow below the dam.

The dam and canal system created several problems that upset the Hungarians:
• Fish populations declined as much as 80 percent because of the lower water levels. Not only is this a problem for people who make a living fishing, but it also threatens entire populations of endangered sturgeon, which can no longer migrate upstream to spawn.
• With the elimination of some of the wetlands, other animals and plants, including rare birds, have lost their natural habitat.
• Pesticides, fertilizers, and industrial pollution are concentrated and trapped behind the dam, creating hazardous situations for the people who live upstream.
• The level of the freshwater reservoir underneath the Szigetkoz area dropped. It became contaminated with the trapped pollution.
• Farmers on the Hungarian side lost access to water for irrigating their crops because the river sank to such low levels.

Hungarians were also upset that because the Slovaks had built and controlled the dam and canal, they received all the money from ships that used the canal and all the electricity the hydroelectric plant produced. Hungarians who were living in Slovakia complained they were being squeezed into a small bit of land between the canal and the old riverbed. And the Hungarian government said that, in effect, a new border was being created between the two countries that gave Slovakia more control over the river and its resources.
But Slovakia believed it had acted according to the original agreement between the two countries, and that the Hungarians’ problems stemmed from the fact that they had not followed through in building the rest of the project. They pointed out that during massive flooding along the Danube in 2002, the Szigetkoz region escaped disaster because of the flood control provided by the dam and canal. Both parties agreed to ask international organizations—including the International Court of Justice—to step in to help resolve their problems. But after years of meetings, the countries are still in conflict.
Lesson 2- Danube Conflict Case Study
Student handout 3

MAP READING QUESTIONS:

1. Locate the area of the Gabčíkovo-Nagymaros Project on the map of the Danube River. What countries border on this map border the Danube River?

2. Which countries are upstream of the project? Which countries are downstream?

3. In building the Cunovo dam and diversion canal, more than 80 percent of the water from the Danube River was moved out of its original course. How would this affect the people living along the original course of the river? How might it cause conflict?

Lesson 2- Danube Conflict Case Study
Student Handout 4

TAKE A STAND!

Your group must now take the side of either Hungary or Slovakia. The case will soon be going to the International Court. Already the news media are covering the story. Your group will work together to prepare two tools of persuasion.

For your presentation to the court, develop a set of persuasive talking points. To be effective in the three minutes you will be allowed to speak, you should use no more than five main points.

For your public information campaign, prepare an overhead transparency or one slide to be used as the basis for a short oral presentation to the court.
Lesson 2- Danube Conflict Case Study
Student Handout 5

In your group, select one of the questions below. You will present your point of view to the International Court of Justice, to attempt to solve the conflict.

3. Put yourself in the shoes of the Hungarian and Czechoslovakian negotiators who agreed on the Gabčíkovo-Nagymaros Project in 1977. Write a press release explaining why this project will help improve life in your countries, and why it is an example of international cooperation that other countries should follow. Explain the physical geography and the economic and political situation of the area as part of your press release.

4. You are representatives of Germany, Bulgaria, and Romania—three other countries along the Danube River. What are your concerns about this project? Are you in favor of it or opposed? Can it help your countries economically in any way? Does it do any harm? What practical solutions can you suggest?

5. Put yourself in the role of an international environmental organization. You want to represent the rights of nature—the plants and animals living in and around the Danube. If you don't take human concerns into account, how does the way you look at the problem change? What will you suggest as the best resolution?
The Danube River including the GABˇCÍKOVO Dam
Lesson Three- Conflict and Cooperation in the Middle East

Activating Prior Knowledge- Begin by transferring river systems concepts to apply to rivers of the Middle East. Where are the headlands of the Nile? The Tigris and Euphrates? Relate settlement patterns to watersheds and river basins. Establish that these are functional regions based on water use.

Extending and Refining-

Emphasize the scarcity of water in the Middle East and the probability that access to water in an arid region might present opportunities for cooperation or could lead to conflict. Ask students to recall examples of human activities along a river, and examples of conflict or cooperation that might arise.

Use an atlas or other map reference to compare the functional regions in the Middle East to formal regions (countries) in the area. Ask students to predict likelihood of successful cooperation in this area (a water management project, for example)

Introduce cultural conflict and cultural affiliation with territory in Middle East. Provide background information on the three great religions that originated in the Middle East (Judaism, Christianity, Islam). Tell the story in terms of who occupied the land. It is important for students to understand the territorial claims of the three groups.

Consult your media specialist for resources to provide background. Some suggested resources to help students understand the interests of the three great religions and the on-going conflict over territory in the region include:

- “Jerusalem, Within These Walls” (National Geographic Society). This video is used with graphic organizer for note taking, a comparison worksheet, and a map of the city of Jerusalem. 1985 TV documentary.
- Map Exercise: Muslim’s Share of the Population (Fearon’s World Geography and Cultures Workbook)
- Israel and It’s Neighbors (Time For Kids World Report)
- Toward a Separate Peace (Time for Kids) Seven reasons the Holy Land belongs to Israel (attributed to Sen. James Inhofe, OK 2002)
- Palestinians and Israelis Clash at Jerusalem Holy Site (NY Times, Sept 28, 2009
- A Massacre to Our Hearts- Aida Hasan Damuni
- The Will to Peace- David Grossman 11/08/06
- Israel Kills Palestinian Militant in West Bank (NY Times 12/16/08)
- Israel Frees 224 Palestinian Prisoners (Associated Press- Dec 15, 2008
- Israeli Troops Evict Settlers in the West Bank) –Ethan Bonner (NY Times, Dec 5, 2008
- UN Rights investigator Expelled By Israel- Isabel Kirshner (NY Times, Dec 16, 2008
- Israel Vows to Attach Gaza until Rockets Subside- Greg Myre – Nov. 6, 2006

Not sure if these resources should be included in the unit plan. They seem a little dated.- Maggie
Effective strategies can help students process information from the readings. Use graphic organizers to compare and contrast. Consider using the "Popcorn" strategy to attack reading assignments: green highlighter to "pop-corn" highlight the names of places in the reading, blue to highlight names of people or groups of people mentioned in the article. (The popcorn encourages students to highlight only relevant words, not whole passages.)

Strategy 5- Jerusalem
With the whole group, the teacher leads a discussion helping students to understand how emotional responses to acts on both sides lead to revenge. On-going animosities tend to escalate over time. Then the room is divided (a center aisle might make a good dividing line.) Students on one side are given a reading outlining the reasons why Israeli’s lay claim to Jerusalem. Students on the other side receive a reading that summarizes the Palestinian viewpoint. Each group is challenged to list the top 5 reasons why “this” (Jerusalem) belongs to them. The teacher reminds the students of the exercise they did earlier in the year in the study of Europe where they were asked to persuade others of their case. Chart papers are posted on the wall, and each “side” is asked to state their case while the teacher takes notes. Examples of student responses were provided.

Then the readings are reversed and students are asked to read the viewpoint of the other side. They soon see that there is similarity in the arguments of the two sides. They are asked to suggest a resolution. The teacher closes by saying that we hope the coming generation will find a solution to this age-old problem.
Resources and Teaching Tips

- A variety of resources are included (texts, print, media, web links)
- Help in identifying and correcting student misunderstandings and weaknesses

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design:

- International Education - the ability to appreciate the richness of our own cultural heritage and that of other cultures in to provide cross-cultural communicative competence.
- Universal Design for Learning - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21st Century Learning – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth.(AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- 8th Grade Technology Literacy - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century(SETDA, 2003).
Content Connections
Content Standards integrated within instructional strategies