

Grade 7

Distance Learning Module 4: Week of: 4/20/2020-4/24/2020

Grade 7 Social Studies – Modified from Unit 3 - Conflict, Peace, and Security

Targeted Goals from Stage 1: Desired Results

- Rules, laws, and processes are created by people and can be changed by people
- Human settlements and physical systems are in constant interaction.
- Depending on historical context and cultural beliefs, human rights have been limited and/or denied.
- Why do historians consider multiple perspectives?

Content Knowledge: How we address present day issues is based upon numerous factors

Vocabulary: Israeli, Palestinian, Othodox Jew, Secular Jew, West Bank, Settlements, East Jerusalem, Western Wall, Intifada West Bank, Checkpoint

Skills:

- Understanding information through various viewpoints
- Development of empathy towards another person and their story.

Expectation:

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Students will view a video clip about Iron Dome and respond to a series of questions in order to analyze its role in a path towards peace.	Will Israel's Iron Dome Help Bring Peace? - Video Clip	Iron Dome Prompts 1. Why do Israelis believe Iron Dome is a “game changer” in the conflict between Israel and Hamas? 2. What do Palestinians believe needs to happen to start a path towards peace? 3. Do you think the Iron Dome is helping or hurting in this regional conflict? Explain your reasoning.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
		<p>** Students must comment on two other students' responses for Question 3. **</p> <p>Types of Comments:</p> <ul style="list-style-type: none"> - Agree and explain why - Disagree and explain why - Add additional evidence - Pose a question - Agree and explain an additional reason why
<p>Tuesday:</p> <p>Students will gain multiple perspectives of individuals in Israel and Palestine by watching the first 25 minutes of the documentary "Promises"</p>	<p>Slideshow: Promises Day 1</p> <p>Promises Link</p> <p>Promises Character Sheet</p>	<p>Respond to the question posted in Google Classroom.</p> <p>Which story stands out to you the most? Why is this person's story most interesting to you? How do you think their history influences their perspective on modern day Israel?</p>
<p>Wednesday:</p> <p>Students will gain insight into how a person's history and historic perspective influences how they look at modern issues by watching from the 25th to the 49th minute of Promises.</p>	<p>Slideshow: Promises Day 2</p> <p>Promises Link</p>	<p>Respond to one question on Google Classroom:</p> <ol style="list-style-type: none"> 1. How do people get treated differently at the checkpoints? How does that make you feel? 2. Why is it so interesting about the situations with sports with Yarko and Daniel and Faraj? What does it tell us about all kids regardless of where they are from? 3. "Why does each kid think their story is the right story"?

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Thursday:</p> <p>Students will consider how the past events people have gone through influence thinking about other people by watching from minute 49 to minute 1:12 of Promises</p>	<p>Slideshow: Promises Day 3</p> <p>Promises Link</p>	<p>Focus on one person and discuss two specific events in their past that have shaped their view to this point.</p> <p>A. Identify the person</p> <p>B. Identify two events that have impacted them</p> <p>C. Explain how you feel these events shape their perspective.</p>
<p>Friday:</p> <p>Students will see how perspectives and ideas change when one meets face to face with someone on the other side of an issue by watching from 1:12 to the end of Promises.</p>	<p>Slideshow: Promises Day 4</p>	<p>Which kid do you think changes the most and why? What event do you think had the greatest impact on this person?</p>

Week criteria for success (attach student checklists or rubrics):

Daily written responses should reflect thoughtful consideration of the question and information presented in video. These are not intended to be really long, but should get students thinking about what they saw in the video that day. A response of 3 to 5 sentences per question is about right. Students will complete a summative assignment about *Promises* in Module 5.

Supportive resources and tutorials for the week (plans for re-teaching):

Promises Character Info
Promises Character Sheet