



Grade 7 - Unit 3 - Conflict, Peace, and Security

Unit Focus

This unit builds on students' learning in the previous two units, continuing to explore the question "*What does it mean to be a global citizen in an increasingly interconnected 21st century world?*" Students will continue to develop their understanding of the importance of being informed, active, global citizens and use knowledge previously gained from the "Challenge of Global Citizenship" unit to help justify their positions.

Specifically, students will explore to what degree it is possible, and why has it been difficult, for the UN to maintain peace between hostile groups in a region. To do this, students will look more deeply at the role and responsibilities of the United Nations as an actor in the Israeli/Palestinian Conflict. Students will be able to demonstrate deep understanding of the historical factors that have led to present day conflicts. Students will analyze patterns in history in order to to critically identify, evaluate and predict future areas of global concern. They will be introduced to violent and nonviolent conflicts and movements in order to understand how hostilities and rebellion lead to regional and global disharmony.

The intent of each concept is to engage students as active, informed, and participating citizens, understanding their roles in the global community. In the end, students will be able to cite appropriate evidence to justify conclusions.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 7</i> 921591 Dimension 1. Developing Questions & PLANNING INQUIRIES 921592 Constructing Compelling Questions 921593 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> • D1.1.6-8. Explain how a question represents key ideas in the field. 921600 Determining Helpful Sources 921601 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. 921603 Dimension 2. Applying Disciplinary Concepts & TOOLS 921604 CIVICS 921605 Civic and Political Institutions 921606 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. 921613 Participation and Deliberation: Applying Civic Virtues and Democratic Principles 	<p>T1 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p> <p>T2 Understand roles in communities and how to propose and/or create change in communities based on important issues.</p>		
			MEANING
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Rules, laws, and processes are created by people and can be changed by people</p> <p>U2 Movement of population can depend on the economic opportunities/ limitations of a region.</p> <p>U3 Human settlements and physical systems are in constant interaction.</p> <p>U4 Depending on historical context and cultural beliefs, human rights have been limited and/or denied.</p> <p>U5 Individuals and groups create change based on action and the spread of ideas.</p>	<p>Q1 Why do people move?</p> <p>Q2 How can people in a place or resources of a place be sources of conflict?</p> <p>Q3 As a citizen what are my rights and responsibilities?</p> <p>Q4 Why do historians consider multiple perspectives?</p> <p>Q5 How do people and/or groups impact history?</p> <p>Q6 How do seemingly small regional conflicts have global implications?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p><i>921614 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. <p><i>921649 GEOGRAPHY</i></p> <p><i>921660 Human Population: Spatial Patterns and Movements</i></p> <p><i>921661 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. <p><i>921670 HISTORY</i></p> <p><i>921676 Perspectives</i></p> <p><i>921677 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.5.6-8. Explain how and why perspectives of people have changed over time. • D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. • D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. <p><i>921681 Historical Sources and Evidence</i></p> <p><i>921682 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources • D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. <p><i>921688 Causation and Argumentation</i></p> <p><i>921689 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. • D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. • D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. <p><i>921694 Dimension 3. Evaluating Sources & USING EVIDENCE</i></p> <p><i>921695 Gathering and Evaluating Sources</i></p> <p><i>921696 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. <p><i>921699 Developing Claims and Using Evidence</i></p> <p><i>921700 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D3.3.6-8. Identify evidence that draws information from multiple 	<p>K1 Critical events in the history of the Israel/Palestine conflict</p> <p>K2 How economic factors lead to power, corruption, and movement of population</p> <p>K3 The US Immigration Process and UN Refugee definition</p> <p>K4 Aspects of the physical and emotional journey of an immigrant</p> <p>K5 Areas of common ground between Israelis and Palestinians</p> <p>K6 Vocabulary: Immigration, Immigrant, Emigrant, Illegal Alien, Undocumented, Political Asylum, Refugee, Corruption, Naturalized Citizen, Claim, Counter Claim, One-state/Two-state solution, Terrorist, Imperialism, Settlement, Abrahamic Religion</p>	<p>S1 Sourcing</p> <p>S2 Contextualization</p> <p>S3 Corroboration</p> <p>S4 Close Reading</p> <p>S5 Communicating arguments</p> <p>S6 Using evidence to support claims</p> <p>S7 Developing probing questions</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

sources to support claims, noting evidentiary limitations.
921703 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION
921704 Communicating Conclusions
921705 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

921709 Critiquing Conclusions
921710 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D4.4.6-8. Critique arguments for credibility.

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking

- Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation.

Self-Direction

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.