This Land is OUR Land! The Arab-Israeli Conflict

Grade Level: 7th

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Purpose/Overview:
Students will gain an understanding of the historical context for modern-day Arab-Israeli conflicts, as well as involvement of the international community in contributing to and in trying to resolve conflict. They will also practice interpreting political cartoons over this topic.

National Geography Standards from *Geography for Life*
Geographic Elements & Standards:
13 – Human Systems: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Oklahoma Academic Standards for the Social Studies:

OAS 2012	OAS 2019
7th Grade/World Geography, Eastern Hemisphere	
Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.	**7.2** The student will analyze the physical systems of the major regions of the Eastern Hemisphere. **7.3** The student will identify the characteristics, distribution and demographic patterns of human populations and systems of the Eastern Hemisphere.
2.4 Cite specific textual and visual evidence to analyze reasons for conflict and cooperation between groups, societies,	**7.5.6** Analyze reasons for conflict and cooperation among groups, societies, and

countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including **A.** Multinational peace-keeping efforts to stabilize Arab-Israeli relations.	countries, including the creation and involvement of supranational organizations.

Geographic Themes: Movement, Region

Objectives:
The student will create a timeline (based on text provided) showing interplay between the Arab world, Israel, and the international community on issues of land and political control.
The student will learn and apply strategies to interpret political cartoons.

Materials:
History of Arab-Israeli conflict –
- **PowerPoint:** Arab Israeli Conflict Background
- **Computer** and **projection** system
- **Reading:** This Land is OUR Land! - printed out or loaded onto tablets/computers (Every student will need to be able to see this.)
- **Timeline handout** – one per student

Analyzing Political Cartoons –
- **Computer** and **projection** system
- **PowerPoint:** Tools for Interpreting Political Cartoons
- **Student notes/practice paper**: Tools for Interpreting Political Cartoons – one per student
- **Student handout:** "Political Cartoon Analysis" – one per student or one per pair
- **Document:** This Land is OUR Land political cartoons – printed out, loaded onto tablets/computers, or projected

Time Frame:
Two 50-minute class periods

Procedures:

Day 1: History of Arab-Israeli conflict –
1. If students have not already studied the formation of the state of Israel, use the PowerPoint in class to give them that historical context.
2. Explain to students that the reading "This Land is OUR Land" will pick up chronologically where the PowerPoint left off.
3. Distribute the reading (print or loaded onto tablets/computers) and the timeline handout. Explain to students that the events listed on the right of the timeline paper are organized alphabetically (not chronologically). Their job is to read the handout and place the events in the right times on

the timeline. (You will probably want to have them consult together on this if you have some low readers in the class.)

Day 2: Analyzing Political Cartoons –

4. Distribute "Tools for Interpreting Political Cartoons" paper to students.
5. Show – and talk them through – the PowerPoint "Tools for Interpreting Political Cartoons." Students should fill out the paper as the class discusses the PowerPoint cartoons.
6. Distribute the "Political Cartoon Analysis" forms. Explain that they will be analyzing some political cartoons using the tools they've just learned. They are to decide which opinion statement (or statements) best state the opinion(s) which the cartoonist of each cartoon is trying to state.
7. Circulate, helping students remember the steps of analyzing the cartoons. Encourage students to try out their ideas on you and on other students as a way of clarifying their own thoughts.
8. After students have had time to work through the cartoons, all or some of the cartoons can be projected and discussed with the whole classroom.
9. **Assessment Options:**

1. A political cartoon is always about
   A. the opinion of the cartoonist.
   B. the United States government.
   C. international issues.

2. What opinion does the person who drew this political cartoon have about former U.S. President Jimmy Carter?
A. President Carter was very popular as president.
B. People liked President Carter's work on the Camp David Accords.
C. People felt that President Carter did a good job handling the Iran hostage crisis.

http://www.mrvanduyne.com/70s/cartercartoon.jpg

Resources:

Four-minute YouTube video of John Steward from The Daily Show - totally age-appropriate, BUT the opening screen (on his set) shows this heading: "Groundhog Deja Clusterf@#k" It would not be hard to skip the first few seconds. http://thedailyshow.cc.com/videos/kovgs5/sir-archibald-mapsalot-iii

“Camp David Accords” student-made video (9:51) on YouTube,
https://www.youtube.com/watch?v=2S9FlG0L4uE

How the British Screwed Up the Middle East, in 10 Classic Cartoons
http://mic.com/articles/91071/how-the-british-screwed-up-the-middle-east-in-10-classic-cartoons

“Conflict in Israel and Palestine, Crash Course World History 223,” video (12:53) on Youtube,
https://www.youtube.com/watch?v=1wo2TLlMhiw Very detailed, but good background for teacher.