

**Middle East
Edukit
Teacher's Resources**

Contents – Instructional Plans

Instructional Plan and Teachers' Resources – an Overview

Learning outcomes

Activities

- Activity 1: Human Rights Issues in the Middle East
- Activity 2: The Formation of Israel and Palestine.
- Activity 3: Nationality and Global Citizens
- Activity 4: Who Decides? Who Acts?
- Activity 5: Thinking About Different Ways of Protecting Human Rights
- Activity 6: World Government and World Military
- Activity 7: International Law and the Israeli-Palestinian conflict.
- Activity 8: Intervention before Conflict
- Activity 9: Taking Economic Action
- Activity 10: The International Court of Justice

Instructional Plan and Teachers' Resources – an Overview

In the following pages and the downloadable files you will find useful resources concerning globalizations, human rights, activities, and Alberta Grade 10 curriculum placement for the activities and content. Teachers will find a teachers guide to the activities, additional resources, and detailed activities that can be used in the classroom.

This Edukit includes background material, and multimedia activities for the students to explore the events of the Middle East. The following section is a review of the in class activities that students that you may present. This instructional plan includes a detailed description of where the activities would fit in the Alberta Grade 10 curriculum.

Following the descriptions of the activities is a section that includes the activities as they are presented to the class.

Key Issue: To what extent should we embrace globalization?		
Related Issue: To what extent should globalization shape identity?		
General Outcomes 1		Skills Skills marked ► are from the Information and Communications Technology .
Values and Attitudes	Knowledge and Understandings	
1.1 Students will acknowledge and appreciate the existence of alternative viewpoints in a globalizing world.	1.4 Students will explore ways in which individuals and collectives express identities (traditions, role modelling, language, religion, spirituality, the arts,	S.1 develop skills of critical thinking and creative thinking. Students will: <ul style="list-style-type: none"> • evaluate ideas and information from multiple sources • determine relationships among multiple and varied sources of information • assess the validity of information based on

<p>1.3 Students will appreciate how the forces of globalization shape, and are shaped by, identities and cultures.</p>	<p>attire, relationship to land, ideological beliefs)</p> <p>1.5 Students will explore understandings, dimensions, and illustrations of globalizations (political, economic, social, other contemporary examples)</p> <p>1.8 Students will examine challenges presented by globalization to identities and cultures (assimilation marginalization, accommodation, integration, homogenization).</p>	<p>context, bias, sources, objectivity, evidence or reliability</p> <ul style="list-style-type: none"> • predict likely outcomes based on factual information • evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue • synthesize information from contemporary and historical issues in order to develop an informed position • evaluate the logic of assumptions underlying a position • assemble seemingly unrelated information to support an idea or to explain an event • analyze current affairs from a variety of perspectives
<p>Key Issue: To what extent should we embrace globalization?</p> <p>Related Issue: To what extent should contemporary society respond to the legacies of historical globalization?</p>		<p>S.2 Students will develop skills of historical thinking. Students will:</p> <ul style="list-style-type: none"> • analyze multiple historical and contemporary perspectives within and across cultures. • apply concepts such as causality, change and conflict to demonstrate and analyze connections among patterns of historical change. • compare similarities and differences among historical narratives. • evaluate the impact of significant historical periods and patterns of change on the contemporary world. • discern historical facts from historical interpretations through an examination of multiple sources. • identify reasons underlying similarities and differences among historical narratives • develop a reasoned position that is informed by historical and contemporary evidence. <ul style="list-style-type: none"> ▶ use current, reliable information sources from around the world.
<p>General Outcomes 3</p>		
<p>Values and Attitudes</p>	<p>Knowledge and Understandings</p>	
	<p>3.5 Students will analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies).</p> <p>3.7 Students will explore multiple perspective regarding the relationship among</p>	<p>S.3 develop skills of geographic thinking. Students will:</p> <ul style="list-style-type: none"> • analyze the impact of physical and human geography on history. • make inferences and draw conclusions from maps and other geographical sources. • locate, gather, interpret and organize information, using historical maps
		<ul style="list-style-type: none"> • develop and assess geographic representations

	people, the land and globalization (spirituality, stewardship, sustainability, resource development).	<p>to demonstrate the impact of factors of geography on world events.</p> <ul style="list-style-type: none"> • assess the impact of human activities on the land and the environment. • assess how human interaction impacts geopolitical realities. <ul style="list-style-type: none"> ▶ use current, reliable information sources from around the world, including online atlases. <p>S.4 demonstrate skills of decision making and problem solving. Students will:</p> <ul style="list-style-type: none"> • demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues. • develop inquiry strategies to make decisions and solve problems. • generate and apply new ideas and strategies to contribute to decision making and problem solving. <p>▶ describe a plan of action to use technology to solve a problem. ▶ use appropriate tools and materials in order to accomplish a plan of action.</p> <p>S.5 Students will demonstrate skills of cooperation, conflict resolution and consensus building. Students will:</p> <ul style="list-style-type: none"> • demonstrate leadership by initiating and employing various strategies to resolve conflicts peacefully and equitably. • participate in persuading, compromising and negotiating to resolve conflicts and differences. • interpret patterns of behaviour and attitudes that contribute or pose obstacles to cross-cultural understanding. • demonstrate leadership during discussions and group work. • respect the needs and perspectives of others. • collaborate in groups to solve problems. <p>S.6 Students will develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community. Students will:</p> <ul style="list-style-type: none"> • demonstrate leadership by engaging in actions that enhance personal and community well-being.
General Outcomes 4		
Values and Attitudes	Knowledge and Understandings	
<p>4.2 Students will recognize and appreciate the importance of human rights in determining quality of life.</p> <p>4.3 Students will accept political, social and environmental responsibilities associated with global citizenship.</p>	<p>4.4 Students will explore various understanding of quality of life.</p> <p>4.7 Students will evaluate relationships between globalization and democratization and human rights.</p> <p>4.11 Students will develop strategies to demonstrate active, responsible global citizenship.</p>	
Social Studies 10-2 Key Issue: Should we embrace globalization? Related Issue: Should globalization shape identity?		
Social Studies 10-2 Key Issue: Should we embrace globalization? Related Issue: Should people in Canada respond to the legacies of historical globalization?		

<p>General Outcome 2 Students will demonstrate understanding of the effects of historical globalization on indigenous and nonindigenous peoples.</p>		<ul style="list-style-type: none"> • acknowledge the importance of multiple perspectives in a variety of situations.
<p>Values and Attitudes</p>		
<p>2.1 recognize and appreciate historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies 2.2 Students will exhibit a global consciousness with respect to the human condition. 2.3 Students will accept social responsibilities associated with global citizenship.</p>		<p>S.7 Students will apply the research process. Students will:</p> <ul style="list-style-type: none"> • develop, express and defend an informed position on an issue. • reflect on changes of perspective or opinion based on information gathered and research conducted. • draw pertinent conclusions based upon evidence derived from research. • demonstrate proficiency in the use of research tools and strategies to investigate issues. • integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry. • select and analyze relevant information when conducting research.
<p>Social Studies 10-2 Key Issue: Should we embrace globalization? Related Issue: Does globalization contribute to sustainable prosperity for all people?</p>		<ul style="list-style-type: none"> ▶ plan and perform complex searches using digital sources. ▶ generate new understandings of issues by using some form of technology to facilitate the process. ▶ record relevant data for acknowledging sources of information, and cite sources correctly. ▶ respect ownership and integrity of information
<p>General Outcome 3 Students will demonstrate understanding of economic, environmental and other impacts of globalization.</p>		
<p>Values and Attitudes</p>		
<p>3.1 Students will recognize and appreciate alternative viewpoints that exist with respect to the relationships among economics, politics, the environment and globalization. 3.2 Students will recognize and appreciate impacts of globalization on the interdependent relationships that exist among the economy, people and the environment.</p>		<p>S.8 Students will demonstrate skills of oral, visual and textual literacy. Students will:</p> <ul style="list-style-type: none"> • communicate effectively to express a point of view in a variety of situations. • use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue. • ask respectful and relevant questions of others to clarify viewpoints. • listen respectfully to others. • use a variety of oral, visual and print sources to

<p>Social Studies 10-2 Key Issue: Should we embrace globalization? Related Issue: Should I, as a citizen, respond to globalization?</p>		<p>present informed positions on issues.</p> <ul style="list-style-type: none"> ▶ apply information technologies for context (situation, audience and purpose) that extend and communicate understanding of complex issues. ▶ use appropriate presentation software to demonstrate personal understandings. ▶ compose, revise and edit text. ▶ apply general principles of graphic layout and design to a document in process. ▶ understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts and statistics). ▶ apply principles of graphic design to enhance meaning and engage audiences.
<p>General Outcome 4 Students will examine their roles and responsibilities in a globalizing world.</p>		<p>S.9 Students will develop skills of media literacy. Students will:</p> <ul style="list-style-type: none"> ▶ assess the authority, reliability and validity of electronically accessed information. ▶ evaluate the validity of various points of view presented in the media. ▶ appraise information from multiple sources, evaluating each source in terms of the author’s perspective or bias and use of evidence. ▶ analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification. ▶ demonstrate discretionary selection of electronically accessed information that is relevant to a particular topic.
<p>Values and Attitudes</p>		
<p>4.1 Students will recognize and appreciate the impact of globalization on the quality of life of individuals and communities. 4.2 Students will recognize and appreciate the importance of human rights in determining quality of life. 4.3 Students will accept political, social and environmental responsibilities associated with global citizenship.</p>		