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| **Grade Level**  7th grade | | **Teacher/Room**: Shaddix, Garner, Hardman, Miller Week of: October 7 and 14, 2013 | | | |
| **Unit Vocabulary: Ottoman Empire, State of Israel, WWI, Holocaust, anti-Semitism, Zionism, Persian Gulf Conflict, invasion of Iraq and Afghanistan** | | | | | |
| **Instructional Strategies Used: Choice Boards: Writing, electronic work, book work,** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  SS7H2The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.  a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.  b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.  c. Describe how land and religion are reasons for continuing conflicts in the Middle East.  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq | **Common Core Standard(s)**:  .  SS7H2The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.  a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.  b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.  c. Describe how land and religion are reasons for continuing conflicts in the Middle East.  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq | | **Common Core Standard(s)**:  SS7H2The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.  a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.  b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.  c. Describe how land and religion are reasons for continuing conflicts in the Middle East.  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq | **Common Core Standard(s)**:  SS7H2The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.  a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.  b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.  c. Describe how land and religion are reasons for continuing conflicts in the Middle East.  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq | **Common Core Standard(s)**:  . SS7H2The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.  a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.  b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.  c. Describe how land and religion are reasons for continuing conflicts in the Middle East.  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq |
| **EQ Question:**  How does History affect how the people in the Middle East today? | **EQ Question:**  How does History affect how the people in the Middle East today? | | **EQ Question:**  How does History affect how the people in the Middle East today? | **EQ Question:**  How does History affect how the people in the Middle East today? | **EQ Question:**  How does History affect how the people in the Middle East today? |
| **Mini Lesson:**  Tic-Tac-Toe Board-  Gifted/High: Create a crossword Puzzle (purple Book pg.89 terms); create a time line depicting the Arab-Israeli conflict; War in Afghanistan article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a blog on the Arab Israeli Conflict; Create a political Cartoon; Fakebook; Flipbook about conflicts.  Low/SPED:  Wordle purplebook p.89; create a time line depicting the Arab-Israeli conflict; Desert Storm Article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a power-point over Arab-Israeli conflict; Analyze a political cartoon, Fakebook, Flipbook about conflicts.  **Activating Strategy: Timeline Power-Point** | **Mini Lesson:**  Tic-Tac-Toe Board-  Gifted/High: Create a crossword Puzzle (purple Book pg.89 terms); create a time line depicting the Arab-Israeli conflict; War in Afghanistan article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a blog on the Arab Israeli Conflict; Create a political Cartoon; Fakebook; Flipbook about conflicts.  Low/SPED:  Wordle purplebook p.89; create a time line depicting the Arab-Israeli conflict; Desert Storm Article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a power-point over Arab-Israeli conflict; Analyze a political cartoon, Fakebook, Flipbook about conflicts. | | **Mini Lesson:**  Tic-Tac-Toe Board-  Gifted/High: Create a crossword Puzzle (purple Book pg.89 terms); create a time line depicting the Arab-Israeli conflict; War in Afghanistan article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a blog on the Arab Israeli Conflict; Create a political Cartoon; Fakebook; Flipbook about conflicts.  Low/SPED:  Wordle purplebook p.89; create a time line depicting the Arab-Israeli conflict; Desert Storm Article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a power-point over Arab-Israeli conflict; Analyze a political cartoon, Fakebook, Flipbook about conflicts. | **Mini Lesson:**  Tic-Tac-Toe Board-  Gifted/High: Create a crossword Puzzle (purple Book pg.89 terms); create a time line depicting the Arab-Israeli conflict; War in Afghanistan article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a blog on the Arab Israeli Conflict; Create a political Cartoon; Fakebook; Flipbook about conflicts.  Low/SPED:  Wordle purplebook p.89; create a time line depicting the Arab-Israeli conflict; Desert Storm Article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a power-point over Arab-Israeli conflict; Analyze a political cartoon, Fakebook, Flipbook about conflicts. | **Mini Lesson:**  Tic-Tac-Toe Board-  Gifted/High: Create a crossword Puzzle (purple Book pg.89 terms); create a time line depicting the Arab-Israeli conflict; War in Afghanistan article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a blog on the Arab Israeli Conflict; Create a political Cartoon; Fakebook; Flipbook about conflicts.  Low/SPED:  Wordle purplebook p.89; create a time line depicting the Arab-Israeli conflict; Desert Storm Article reflection; Three wishes reflection; Blue Book p 120-126 questions 347-365; Create a power-point over Arab-Israeli conflict; Analyze a political cartoon, Fakebook, Flipbook about conflicts. |
| **Differentiation:**  *Different boards for gifted and special education with content differentiated.* | **Differentiation:**  *Different boards for gifted and special education with content differentiated.* | | **Differentiation:**  *Different boards for gifted and special education with content differentiated.* | **Differentiation:**  *Different boards for gifted and special education with content differentiated.* | **Differentiation:**  *Different boards for gifted and special education with content differentiated.* |
| **Assessment :**  **Summative: Choice Boards** | **Assessment:**  **Summative: Choice Boards** | | **Assessment:**  **Summative: Choice Boards** | **Assessment:**  **Summative: Choice Boards** | **Assessment:**  **Summative: Choice Boards** |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:** | **Homework:** |

Resources and Reflective Notes: