7th Grade Geography Inquiry

Why is conflict so difficult to resolve?

Reuters

Supporting Questions

1. What major conflicts have erupted between Israel and its neighbors and how did they affect the people of this region?

2. What led to these conflicts between Israel and its neighbors?

3. What efforts have been made to stop the conflict between Israel and its neighbors?

Why is conflict so difficult to resolve?

Arkansas Social Studies Standards	**HS.8.7.2** Explain levels of cooperation among people in various *places* and *regions* who solve human and environmental issues. **HS.8.7.3** Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources).
Staging the Question	Display photographs of conflicts involving Israel and its neighbors. These photographs can include injured children / families, destroyed cities, launched rockets, ground troops, etc. Infer what is happening with each photograph and why the conflict is occurring.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What major conflicts have erupted between Israel and its neighbors and how did they affect the people of this region?	What led to these conflicts between Israel and its neighbors?	What efforts have been made to stop the conflict between Israel and its neighbors?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Create a chart or graphic organizer of the different conflicts and show the number of casualties involved in each conflict for both Israel and the opposing side.	Write a paragraph response to answer the supporting question (expository writing piece). Use any prior knowledge about religious and political differences between Israel and its neighbors to support reasoning.	Write a brief description explaining a peace agreement or treaty made between Israel and its surrounding neighbors and the extent to which its been successful in resolving conflict.
Featured Sources	**Featured Sources**	**Featured Sources**
Source A: Newsela article*: No end to fighting in Gaza* **Source B**: CNN article: *Israel and its neighbors: Decades of war* **Source C**: BBC: *Israel profile-Timeline*	**Source A**: Heritage for Peace: *Levant Ethnicity* **Source B**: Wikipedia: *West Bank & Gaza Map 2007* (Settlements) **Source C**: Edmaps.com: *1948 Arab-Israeli War map*	**Source A**: Newsela article: *Hands of Peace brings Israeli and Palestinian teens together* **Source B**:BBC: *History of failed peace talks*

Summative Performance Task	**ARGUMENT** Why is conflict so difficult to resolve? Construct an argument (e.g., detailed outline, poster, essay) that discusses the sources of conflict between Israel and its neighbors using specific claims and relevant evidence from sources while acknowledging competing news
	EXTENSION Participate in a Socratic discussion on who bears the most responsibility on keeping the peace in Palestinian region.
Taking Informed Action	**Understand:** Survey classmates and teachers on the types of conflicts occurring in the school and why they are occurring. **Assess:** Determine which problems are most significant and propose solutions to the conflict. **Act:** Create a presentation publishing the results.

Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.

C3 TEACHERS™   **idm** INQUIRY DESIGN MODEL™

Overview

Inquiry Description

This inquiry leads students through an investigation of the conflict between the nation of Israel and the Palestinians.   By investigating the compelling question "Why is conflict so difficult to resolve?" students evaluate the levels of cooperation between these two groups, analyze their land claims from multiple perspectives, and consider the human characteristics that influence the division and control of this region. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students draw evidence from articles, charts, graphs, and maps while justifying their reasoning in writing. Students create an evidence-based argument about why they think this conflict is so difficult to resolve in this region.

This inquiry highlights the following standards:

- HS.8.7.2 Explain levels of cooperation among people in various *places* and *regions* who solve human and environmental issues.
- HS.8.7.3 Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources).

It is important to note that this inquiry requires prerequisite knowledge of historical events and ideas. Thus, students should have already studied the region of Southwest Asia / North Africa, the three major religions of the region, and the current location of population centers and natural resources in the region.

Note: This inquiry is expected to take seven 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

Structure of the Inquiry

In addressing the compelling question "Why is conflict so difficult to resolve?" students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument supported by evidence while acknowledging competing perspectives.

Staging the Compelling Question

In staging the compelling question, "Why is conflict so difficult to resolve?" teachers may prompt students with a display of photographs depicting conflict in the Palestinian region. These photographs can include injured children and families, destroyed cities/towns, rocket launchings (from the Gaza stip in particular), ground troop movement over the decades, and border walls and crossings. Students must infer what is happening with each photograph and explain why the conflict is occurring.

Supporting Question 1

The first supporting question—"What major conflicts have erupted between Israel and its neighbors and how did they affect the people of this region?"—has students researching and organizing information from different sources to figure out the number and scale of conflicts have occurred in this region. The formative performance task asks students to create a chart or graphic organizer of the different conflicts and to show the number of casualties involved in each conflict for both Israel and the Palestinians. The featured sources for this question give students a timeline of the conflicts that have occurred, as well as descriptions for the type of fighting in each. Featured Source A allows students to understand what the conflict felt like for both Israelis and Palestinians during the Gaza conflict. Featured Source B by CNN features a list of conflicts between Israel and its neighbors over the past seeral decades and the outcome of each conflict. Featured Source C by the BBC provides a timeline for the conflicts that have occurred over the decades with a very brief description of each.

Links to Featured Sources:

Source A: Newsela article*: No end to fighting in Gaza*
Source B: CNN article: *Israel and its neighbors: Decades of war*
Source C: BBC*: Israel profile-Timeline*

Supporting Question 2

For the second supporting question—"What led to these conflicts between Israel and its neighbors?"—students attempt to learn the motivating factors behind the conflicts in the Palestinian region by examining various maps, charts, graphs, and interviews. In addition to the resources from the previous supporting question, the featured sources provide students with additional materials that allow them to recognize that there are overlapping and conflicting perspectives on the conflicts that arise in the region. Featured Source A shows both the religious and ethnic divisions of the region. Featured Source B shows the extent of Jewish settlement in the West Bank. Featured Source C shows a series of maps of the 1948 Arab-Israeli War which determined political boundaries for Israel. Finally, Featured Source D is an interview of both an Israeli and a Palestinian answering the same questions about conflict in their region.

Links to Featured Sources:

Source A: Heritage for Peace: *Levant Ethnicity*
Source B: Wikipedia: *West Bank & Gaza Map 2007* (Settlements)
Source C: Edmaps.com: *1948 Arab-Israeli War map*

Supporting Question 3

The third supporting question—"What efforts have been made to stop the conflict between Israel and its neighbors?"—asks students to explore how the conflict has been addressed over the years, including the types of peace talks and negotiations that have occurred among Israelis, Arabs, and Palestinians. In addition to the previous featured sources, the sources for this task give an overview of the resolutions and treaties made as well as the outcomes of these negotiations. Featured Source A is a Newsela article that discusses ways Israeli and Palestinian teens have sought to work together to promote peace. Featured Source B is a BBC compilation of the peace talks that have occurred over the decades, with a brief summary of the outcome of each.

Links to Featured Sources:

Source A: Newsela article: *Hands of Peace brings Israeli and Palestinian teens together*
Source B:BBC: *History of failed peace talks*

Summative Performance Task

At this point in the inquiry, students have compiled a list of the conflicts and their outomes, explained the causes of these conflicts using the source material, and written a brief description of the many attempts at peace in the region.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question "Why is conflict so difficult to resolve?" It is important to note that students' arguments could take a variety of forms, including a detailed outline, poster, or essay.

Students' arguments will likely vary, but could include any of the following:

- Conflict is difficult to resolve in the Palestinian region because the Palestinians are either failing to uphold the treaties they made or refusing to negotiate with Israel at all.
- Conflict is difficult to resolve in the Palestinian region because Israel is failing to recognize the rights and will of Palestinians to move freely and govern independently.
- Conflict is difficult to resolve in the Palestinian region because both Israel and Palestine are unwilling to recognize the rights of the other in the region.

To extend their arguments, teachers may have students engage in a Socratic Discussion on who bears the most responsibility on keeping the peace in Palestinian region.

Students have the opportunity to Take Informed Action by drawing on their understandings of conflict and its causes. To *understand,* students can survey classmates and teachers on the types of conflict occurring in the school and why they are occurring. To *assess* the issue, students can determine why these conflicts may be occurring by and determine which problems are most significant. Students should also propose solutions to the conflicts. To *act*, students create a presentation on the types of conflicts that are occurring, why they seem to be happening, and where they are happening. To *reflect*, students should make a resolution on the best ways to resolve these conflicts among students at the school.