

PALESTINE TEACHING TRUNK CONNECTIONS TO NATIONAL COUNCIL FOR SOCIAL STUDIES
 C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS & to Common Core Literacy Standards

Palestine Teaching Trunk Connections to National Council for the Social Studies (NCSS), *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (Silver Spring, MD: NCSS, 2013), using the *Instructional Planning Guide for Grades 9-12* from LA County Office of Education developed by Michelle M. Herczog, Ed. D, Oct. 2013 as a helpful guide.

Curriculum in the Palestine Teaching Trunk:		Causes of Conflict (recommended for Grades 9-10)	Dig Deep (Grade 11)	Cultural Interactions (Grade 12)	Literature Circles (Middle-High School)
<p>C3 Framework Dimension:</p> <p>D1. Developing Questions & Planning Inquiries</p>	<p>C3 Framework Details:</p> <p>Constructing Compelling Questions (enduring issues and concerns)</p>	<p><i>Here are examples of compelling questions you could use for these units:</i></p> <p>What causes conflict among groups of people?</p>	<p>What aspect of conflict/ occupation are you most curious about?</p>	<p>How do politics, economics & society change for a culture over time and place?</p>	<p>What are the effects of occupation?</p>
	<p>Supporting Questions</p>	<p><i>Here are examples of supporting questions you could use for these units:</i></p> <p>*What are some types of different narratives that parties to a conflict construct? *What are at least two common narratives told about the Israeli-Palestinian conflict?</p>	<p>*After gaining an overview of the Israeli-Palestinian conflict, what specific question would you like to delve into more deeply? *How can you find out more about this question and present your findings to your peers? **"Questions As You Go" Handout.</p>	<p>*What are typical political, economic & social activities that cultures engage in? *How did Palestinian culture change after Israel was founded in 1948?</p>	<p>*How does occupation affect teenagers? *What effects of occupation have there been on Palestinian teens? *How did these change over time (1990 v. 2002) and place (urban v. rural)?</p>

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<p>D2. Applying Disciplinary Concepts & Tools --</p> <p>Civics</p>	<p>Civics: Civic & Political Institutions, Participation & Deliberation; Processes, Rules & Laws. (Includes distinguishing powers and responsibilities of local to international civic and political institutions, identifying how people interact with these systems and their consequences. Civic virtues, promoting the common good, protecting rights.)</p>	<p><i>Here are examples of civics concepts applied in these units:</i></p> <ul style="list-style-type: none"> *International laws pertaining to human rights, war, apartheid. *Nonviolent methods of change such as Boycott, Divestment, Sanctions. *Israeli laws of occupation that regulate Palestinians. *Peace processes. *Socratic Seminars -- & any of the other types of peace negotiations at the end of the units. 	<p><i>*Promises</i> movie and role play ask students to view the Israeli-Palestinian conflict from the perspectives of Palestinian and Israeli youth, then attempt to negotiate a solution that satisfies all the parties and their varied concerns.</p> <p>* Lessons on nonviolence focus on how this tactic has been used to protect rights and change systems.</p>	<p>Lessons ask students to Identify/ distinguish among signs of political, economic and social life. Students compare political indicators of Palestinian society pre and post-1948; and in cities & refugee camps. The culminating project asks students to examine a Palestinian community living in diaspora and assess political, economic and social life.</p>	<p>Students read one of two novels and identify civic & political effects on characters and how they can create change.</p>

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<p>D2. Applying Disciplinary Concepts & Tools --</p> <p>Economics</p>	<p>Economics: Economic decision-making; Exchange & markets; The national & global economy. (Includes cost-benefit analysis, choice, incentives, market system, competition, government role & policy consequences, rule of law, property rights, resource & income distribution, citizen rights, environment, etc.)</p>	<p><i>Here are examples of economics concepts applied in these units:</i></p> <p>*Comparing economics statistics between Israel and West Bank. *Examining occupying government's role in Pal. economy.</p>	<p>*Movement Worksheet brings home to students how their economy and society may be impacted by government policy of building a barrier through town.</p>	<p>Economic indicators of Palestinian society pre and post-1948, and in cities & refugee camps.</p>	<p>Identify economic effects of occupation on urban and rural populations in novels.</p>

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<p>D2. Applying Disciplinary Concepts & Tools --</p> <p>Geography</p>	<p>Geography: Spatial views of the world, Human-Environment Interaction: Place, Regions, Culture; Human Population -- Spatial Patterns and Movements; Global Interconnections -- Changing Spatial Patterns. (Includes maps, images, photographs of cultural, environmental, political, economic characteristics. Students evaluate consequences of varied distribution of land, resources, trade, cities, migration, etc.)</p>	<p><i>Here are examples of geography concepts applied in these units:</i></p> <p>ALL CBAs: Current and historic maps of Middle East, Israel, Palestine, change in territory acquisition over time, water aquifers, settlements, roads, closed areas...etc.</p> <p>*Some map work is included in the unit itself; find the rest in the Maps folder.</p>	<p>ALL CBAs: Current and historic maps of Middle East, Israel, Palestine, change in territory acquisition over time, water aquifers, settlements, roads, closed areas...etc.</p>	<p>*Many photographs of Palestinian society pre-1948. *Population pie charts. *ALL CBAs: Current and historic maps of Middle East, Israel, Palestine, change in territory acquisition over time, water aquifers, settlements, roads, closed areas...etc.</p>	<p>*Read one of two novels and examine maps of where events take place. *ALL CBAs: Current and historic maps of Middle East, Israel, Palestine, change in territory acquisition over time, water aquifers, settlements, roads, closed areas...etc.</p>

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<p>D2. Applying Disciplinary Concepts & Tools --</p> <p>History</p>	<p>History: Change, Continuity & Context; Perspectives; Historical Sources & Evidence; Causation & Argumentation. (Includes analysis of many factors shaping historical events & perspectives; distinction between primary and secondary documents, long-term causes & triggering events, analysis of appropriate sources, reasoned arguments & historical accuracy.)</p>	<p><i>Here are examples of history concepts applied in these units:</i></p> <p>*Seattle Land Redistributed! is the first lesson, and it shows different perspectives on the conflict (and brings it home to your students).</p> <p>*Most lessons in this unit offer competing/ differing perspectives on events: UN Partition Plan, Catastrophe/ Independence, various wars, settlements, the Wall, Uprisings/ intifadas, targeted assassinations/ suicide bombings, democracy/ apartheid, PLO's charter, one state or two?.</p>	<p>*Many perspectives are offered: youth from all sides, international activists, Israeli peace groups & soldiers.</p> <p>*Gandhi's nonviolence is compared to tactics in Israel-Palestine.</p> <p>*American media portrayals of the Israeli-Palestinian conflict offer lessons in perspective and sources.</p>	<p>*Culture: In addition to economics and politics, the culture of a people is discussed in this unit. Language, dance, hip hop, numbers & embroidery add to students' understanding of what makes a group of people cohere.</p> <p>*The effects on Palestinian society of the founding of Israel (1947-49) are examined using Palestinian and Israeli sources.</p>	<p>*Students read one of two novels to understand the characters' perceptions of their history. *</p> <p>"The Occupation Game" develops empathy and appreciation of perspective by having students develop a fictional character and react in their journals to various ups and downs of occupation.</p>

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<p>D3. Evaluating Sources & Using Evidence</p>	<p>Using multiple sources & wide range of views, analyzing claims for strength, limitations, precision. Using online & print sources, analyzing for relevancy. Developing claims & counter-claims using evidence.</p>	<p><i>Here are examples of evaluating sources & using evidence required in these units:</i> *Most of the lessons in this unit offer competing/ differing perspectives; thus, students are continually aware of the source & perspective in learning about the conflict. *Socratic Seminar culminating activity *Structured Academic Controversy (“Switching Sides Debate”) *ALL CBAs: Resource List in all CBAs offers brief outline of analyzing resource credibility for Authority, Bias, Currency and Documentation. (ABCD) * Finding evidence and writing arguments are possible culminating activities at the end of every unit.</p>	<p>*ALL CBAs: Resource List in all CBAs offers brief outline of analyzing resource credibility for Authority, Bias, Currency and Documentation. (ABCD) * Finding evidence and writing arguments are possible culminating activities at the end of every unit.</p>	<p>*The photos, paintings, dance, poetry, rap, cartoons, and short stories included in this unit offer varied types of historical evidence to analyze. *ALL CBAs: Resource List in all CBAs offers brief outline of analyzing resource credibility for Authority, Bias, Currency and Documentation. (ABCD) * Finding evidence and writing arguments are possible culminating activities at the end of every unit.</p>	<p>*Evaluate and discuss the characters’ varied points of view. *Research a related topic, evaluate sources. *ALL CBAs: Resource List in all CBAs offers brief outline of analyzing resource credibility for Authority, Bias, Currency and Documentation. (ABCD) * Finding evidence and writing arguments are possible culminating activities at the end of every unit.</p>

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<p>D4. Communicating Conclusions & Taking Informed Action</p>	<p>Constructing well-reasoned arguments based on precise & knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. Using correct sequence, examples, details. Showing awareness of audience, print & oral & digital technologies. Critiquing all of the above. Taking purposeful, informed, and reflective action individually or collectively,</p>	<p><i>Here are examples of requiring communicating conclusions & taking informed action in these units:</i> ALL CBAs: Types of formative assessments include: quizzes/tests, journals, lit circle discussions, outlines/ rough drafts, notes, graphic organizers.</p>	<p>ALL CBAs: Types of summative assessments include: written products based on evidence, oral presentations with visual and digital elements, debates & reflections, discussions & reflections, speaker panels & reflections.</p>	<p>ALL CBAs: Taking informed action: In Causes of Conflict unit, students have a choice to write a media personality & request action. Students will also discuss other possible actions during discussions.</p>	

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C3 Connections to English Language Arts/ Literacy Common Core Standards	Generally, these standards emphasize questioning, analysis, claims, point of view, credibility, argumentation, explanation, & use of primary and secondary evidence, as well as developing disciplinary vocabulary. The standards emphasize writing, speaking, & visualizing.	<p><i>Here are examples of how these units connect to the Common Core:</i></p> <p>*ALL CBAs: Offer many opportunities for close reading of sources, analysis of multiple points of view, and listening, speaking and writing about the issues.</p>	<p>*ALL CBAs: Offer many opportunities for close reading of sources, analysis of multiple points of view, and listening, speaking and writing about the issues.</p>	<p>*Students are exposed to poetry, rap, dance, painting, political cartoons & short stories by Palestinians.</p> <p>*ALL CBAs: Offer many opportunities for close reading of sources, analysis of multiple points of view, and listening, speaking and writing about the issues.</p>	<p>*Students read one of two young adult fiction novels about Palestinian teenagers living under occupation.</p> <p>*Students form groups to discuss study questions.</p> <p>*ALL CBAs: Offer many opportunities for close reading of sources, analysis of multiple points of view, and listening, speaking and writing about the issues.</p>