



# Jerusalem: A Holy City

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**Grade Level** 6-High School  
**Duration** 1 class period

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## National Standards

### GEOGRAPHY

#### Element 2: Places And Regions

4. The physical and human characteristics of places

6. How Culture and Experience

Influence People's Perceptions of Places and Regions

#### Essential Element 4: Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

## AZ Standards

### ELA

#### Craft and Structure

6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### Range of Reading and Level of Text Complexity

6.RI.10 and 7.RI.10  
By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6, grade 7.

## Arizona Social Science Standards

### GEOGRAPHY

#### Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

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6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. Key concepts include but are not limited to language, land and sea transportation and trade routes

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

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HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

### **HISTORY**

**The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.**

6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.

Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.

HS.H1.2 Explain and compare how social, cultural, and environmental factors influenced state-building, expansion, and dissolution.

**Cycles of conflict and cooperation have shaped relations among people, places, and environments.**

6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.

Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry

HS.H2.1 Explain multiple causes of conflict.

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.**

6.H3.1 Analyze the impact of religious, government, and civic groups over time.

6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

### **SIOE Elements**

<p><b>Preparation</b>  <b>Adapting content</b>  <b>Linking to background</b>  <b>Linking to past learning</b>            Strategies used</p>	<p><b>Scaffolding</b>  <b>Modeling</b>  <b>Guided practice</b>            Independent practice  <b>Comprehensive input</b></p>	<p><b>Grouping Option</b>            Whole class  <b>Small groups</b>            Partners            Independent</p>
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## Jerusalem: A Holy City

<b>Integrating Processes</b> Reading Writing <b>Speaking</b> <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> Linked to objectives Promotes engagement	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral
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### Arizona ELP Standards

#### Basic

##### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

##### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

#### Grade 9-12

#### Basic

##### Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using text evidence.

B-2: recount a text including specific details and information.

B-5: utilize visual information to understand the text.

##### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

## Overview

The ancient city of Jerusalem is still a very important city in today's world. Why has Jerusalem remained one of the most visited and revered cities? It is because three major religions consider Jerusalem to be a holy city.

## Purpose

In this lesson, students will learn which three religions consider Jerusalem to be a holy city. They will also learn what cultural landmarks can be found in the city and what cultural symbols each religion uses. This is a good introductory lesson for studying the ages long conflict in the Middle East.

## Key Vocabulary

**Jerusalem** - capital of Israel

**Islam** – the religion which teaches that there is only one God and that Muhammad is God's prophet; the religion of Muslims

**Christianity** – the religion that is based on the teachings of Jesus Christ; the religion of Christians

**Judaism** – the religion developed among the ancient Hebrews that stresses belief in God and faithfulness to the laws of the Torah; the religion of the Jewish people

## Materials

## Jerusalem: A Holy City

- Jerusalem: A Holy City reading
- Assessment Worksheet and Answer Key
- Map of Israel <https://www.cia.gov/the-world-factbook/countries/israel/map>
- Map of Jerusalem <https://geoalliance.asu.edu/sites/default/files/maps/JERUS.pdf>
- Vocabulary Cards
- Learning About Jerusalem images

## Objectives

The student will be able to:

- Identify which religions consider Jerusalem a holy city.
- Identify cultural landmarks in Jerusalem.
- Identify cultural symbols used by Jews, Christians, and Muslims.
- Identify the author's purpose in writing this informational text.
- Make inferences based on the literary selection.
- Draw conclusions based on the literary text.

## Procedures

1. Begin the lesson by having students name some famous cities and their landmarks. Some examples are:
  - Paris--Eiffel Tower
  - San Francisco--Golden Gate Bridge
  - Vatican City--St. Peter's Church
  - Salt Lake City--LDS Temple (**Preparation: Linking to past learning or background**)
2. Then discuss which of these landmarks are secular and which have a religious meaning. Do we feel differently about secular landmarks than we do about religious landmarks? Now mention Jerusalem if it has not been already mentioned. (**Scaffolding: Comprehensible input, Preparation: Linking to background**)
3. Prepare students for the lesson by projecting and explaining the Vocabulary Cards. (**Scaffolding: Comprehensible input, Preparation: Linking to background or past learning**)
4. Project the Israel map and locate and locate Jerusalem. <https://www.cia.gov/the-world-factbook/countries/israel/map> Then project the map of Jerusalem. <https://geoalliance.asu.edu/sites/default/files/maps/JERUS.pdf> Spend time discussing the four quarters to the old city, how the old city is located in a much larger new city, and why 3 religions might feel "territorial" over the city. (**Scaffolding: Comprehensible input**)

5. Then project the Learning About Jerusalem images. Read Jerusalem: A Holy City. While you are reading, point to images being projected. (**Scaffolding: Modeling, Guided practice**)
6. After reading the story, go over the images again, pointing out each picture. Say Jerusalem is the home of three religion; Judaism, Christianity, and Islam. Judaism has the Western Wall formerly called the "Wailing Wall". It is the symbol of the ancient temple where the Muslims have their mosque today. The cultural symbol of Judaism is the six- pointed star. Christianity has the Church of the Holy Sepulcher. Its cultural symbol is the cross. Islam has the dome of the Rock mosque and its cultural symbol is a crescent moon and star. All three religions consider Jerusalem a holy city. (**Application: Meaningful; Preparation: Adapting Content; Scaffolding: Comprehensible input**)
7. Remove the images from the projection screen and point where the pictures were. Then ask the students what was here? (**Integrating Processes: Speaking, Listening**)
8. After analyzing the images, lead a class discussion of the information. Why is Jerusalem important? How does this fighting make you feel? Why do you think people might disagree? Do you think that people with different values (for example--people who park cars in the front yard versus those who disapprove of parking cars in the front yard) or people of different economic status (example: rich/poor) might disagree? Is it tough to have all people agree? What can be done? Write their responses on chart paper or whiteboard. Have students talk in small groups about which of these ideas for ending conflict might work in Jerusalem. (**Grouping Option: Small groups; Integrated Processes: Listening, Speaking**)
9. Explain the assessment worksheet and have students complete it. (**Assessment: Written, Individual**)

## Assessment

### Social Science and ELA

The Assessment Worksheet can be graded. Items 1-4 and 6 assess social studies knowledge. Items 5, 7, 8 and 9 assess ELA standards. Mastery is considered 80% or higher.

## Extensions

Certainly a key point to understanding Jerusalem is how conflict between the religions has been critical

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in its history. Have students collect newspaper articles and analyze the current events of the area.

Students could create a timeline showing the changes in control of Jerusalem relating to the three religions.

Students could research and write an argument on how Israel could proceed to minimize conflict and promote cooperation within its borders.

## Sources

CIA World Factbook,  
<https://www.cia.gov/library/publications/the-world-factbook/> Map of Israel and flags

<https://www.cia.gov/library/publications/the-world-factbook/geos/is.html>

Damrel, D. Department of Religious Studies. Arizona State University.

National Geographic Society. *Map of Holy Land*, Order # 620044F, \$10.99

Reich, B. "Jerusalem." *World Book Encyclopedia*. 1998 computer edition.

Szulc, T. (December 2001) "Abraham: Journey of Faith". *National Geographic Magazine*.

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