

Jerusalem: A City of Conflict

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Grade Level	6-7
Duration	1 class period

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places.

5. That people create regions to interpret earth's complexity.

6. How culture and experience influence people's perceptions of places and regions.

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

MATHEMATICS

The Number System

6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.

6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.

7.NS.A.2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

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.

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

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

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

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

Overview

Jerusalem is considered a holy city by three major religions. The result has been a long history of conflict. Students today will hear about the conflict in the Middle East. How do the demographics of the city of Jerusalem play into this story.

Purpose

In this lesson students will gain a better understanding of the three major religious groups in Jerusalem and the population changes experienced there from the 1800s to modern times. They will analyze demographics by calculating percentages and compare the changes over time.

Jerusalem: A City of Conflict

Materials

- Jerusalem: A City in Conflict worksheet and Answer Key
- Jerusalem map
<https://geoalliance.asu.edu/sites/default/files/maps/Jerusalem.pdf>
- Map of Israel
<https://www.cia.gov/library/publications/the-world-factbook/attachments/maps/IS-map.gif>
- A calculator for each student
- Projection device

Objectives

The student will be able to:

1. Calculate percentage from the data given.
2. Determine the changes in percentages of religious groups that have occurred over the years in Jerusalem.
3. Predict changes in the religious groups in Jerusalem in the future years.

Procedures

Prerequisite Knowledge: Students should have experience using a calculator, place value, and rounding. It would be helpful if students have studied the history of the Middle East, so they have background on the creation of the state of Israel.

1. Begin the lesson by asking students if they know about Jerusalem. Create a KWL chart and record their responses. Highlight those regarding the conflict in the region. Project a recent news clip, if possible, explaining a recent incident in the region.
2. Have students generate questions for the KWL chart.
3. Distribute the Jerusalem: A City in Conflict worksheet and read the introductory information on the top of the page. Add information learned to the KWL chart.
4. Project the map of Israel
<https://www.cia.gov/library/publications/the-world-factbook/attachments/maps/IS-map.gif> and have students locate Jerusalem. Also point out other features such as the West Bank,

boundary lines, etc. Read the material in the left bottom corner and discuss.

5. Project the map of Jerusalem
<https://geoalliance.asu.edu/sites/default/files/maps/Jerusalem.pdf> and locate the holy places of the three religions.
6. Add to the L column of the KWL chart what has now been learned.
7. Segue into the mathematics portion of the worksheet by explaining that understanding the demographics (statistics about people) will help to explain some of the conflict.
8. Work through the first calculation with them (Jewish population in 1844).
9. Explain that all the percentages when rounded should add up to 100% but in reality, there will be “others” not calculated into these numbers. Others mean those of a different religion from the 3 mentioned or those who are not religious. So, this is a simplified view of the city to give them a sense of the 3 major religions.
10. If time, return to the KWL chart and see if their questions were answered.

Assessment

The Jerusalem: A City in Conflict worksheet can be graded. Mastery will be considered a score of 80% or higher.

Extensions

Refer to the lesson: “Jerusalem: A Holy City” available on their website at <https://geoalliance.asu.edu/Jerusalem> This could be used an introduction to this lesson or as a follow-up to the lesson.

Have students research Jerusalem on the Internet, in magazines, or in the newspapers for stories involving the different religions.

Sources

Bard, Mitchell. *The Complete Idiot's Guide to the Middle East*. N: Alpha Books, 1999.

<https://www.cia.gov/index.html>