

Who Should Own Jerusalem?

A Literacy Inquiry For Global

Want a copy of my slides?
Go to:
bit.ly/ownerofjerusalem and
select “Use Template”
Requires a Google Account
or access my Google
Classroom at [kxibgu](https://www.kxibgu.com).





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Learning Goals



Participants Will Be Able To:

- Use compelling questions to examine current global problems.
- Use inquiry based instructional techniques to help students explore compelling questions that pertain to current global problems, while finding solutions that pertain to global welfare.
- Create deep thinking, inquiry based activities, that embed literacy into the process of learning, through reading, writing, and speaking about a global issue and possible solutions.

The Task: Create An Extended Response

Task: Write an argumentative extended response essay to identify who should own Jerusalem, the Israeli Jews, the Palestinian Muslims, or both ethnic groups.

Author's Purpose: To Persuade

Author's Perspective: 3rd Person

Audience: United Nations Delegates

Resources: Please use the provided articles, videos, poems, images, and data to identify evidence to support your position.



Step One: Creating A Hook

Compelling Question: Who Should Own Jerusalem?

- **Israeli Jews**
- **Palestinian Muslims**
- **Shared Nation Between The Two Ethnic Groups**



Experience Step One

#1 Please stand by the poster with images that best represents your perspective on this global issue.



#2 With the group members at your poster, please discuss your reasoning for your choice. **As students become more confident with the process, have them identify three arguments for each position and then make a choice that is informed.*

Step Two: Practice Writing Claims

#1 Please watch the short [video clip](#) to build your background knowledge.



#2 Please form a group of four participants.

#3 As a group, you are to write a claim on your group's chosen position on the provided poster paper. Please refer to the [rubric](#) for guidelines.

Step Two: Practice Writing Claims

#4 Please circle around to all the posters for claim examples and write your own claim to the question, “Who Should Own Jerusalem?”.

#5 Please write your claim on the provided personal chart.



Step Three: Gathering Evidence

#1: In your previous group of four, use the provided resources on Google Classroom to gather research from the following criteria:

- Universal Human Rights
- A prior knowledge example from history, geography, economics, or civics.
- An example from the data provided.

#2: Please write your group evidence using the identified criteria on your group poster. *Please consider breaking up task for time purposes.

Step Three: Gathering Evidence

#3: Please circle around to all the posters to view additional evidence from the criteria to identify the best research to support your claim. Use the criteria to write your evidence in your personal chart.



Step Four: Write A Conclusion



#1: In your previous group of four, write a creative conclusion that restates your group's position.

#2: Please write your group's conclusion on your group's poster.

#3: Please circle around to all the posters to view additional summaries that could support your personal position. Please write your conclusion in your personal chart to ensure it will close your argumentative writing.

Step Five: Write An Argumentative Essay

#1: Use the previous learning cycles to write your argumentative essay that will reveal your personal position pertaining to the question, “Who Should Own Jerusalem?”.



Helpful Hints



- Break apart instruction into five separate parts; (Claim, UHR Support, PK Support, Data Support, & Conclusion) practicing in groups first.
- Use scaffolded approach to engage in the process until students are confident enough to work independently.
- Use a variety of resources for research; videos, poems, primary & secondary sources, charts, graphs, newspaper articles, and podcasts.

Helpful Hints

- Locate and provide research resources that are credible and represent all sides of an issue.
- Have students peer edit each other's work to ensure quality using the provided [rubric](#).
- Create “Extended Responses” that are focused on current, global issues or past historical events that highlight humanity and global citizenship.



Global & Historical Topics

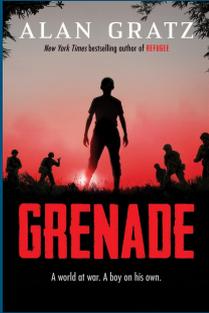
- Does the world need a One or Two Child Policy to control population?
- Is it ever okay to violate the Bill of Rights?
 - What is the best form of government?
- Was dropping the atomic bomb on Hiroshima the humane or inhumane thing to do?
- Should the United States get involved in the Syrian conflict to help the Syrian people?



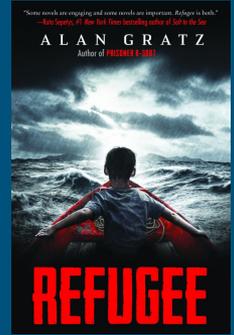


Deep Learning Extensions

- Organize book clubs by topic using historical fiction text to build prior knowledge before “Extended Response” instruction.
- Read aloud a mentor text to support Social Studies content learning, building prior knowledge before inquiry.
- Organize classroom debates that pertain to the “Extended Response” learning experience and argumentative essay writing.
- Use the argumentative essay as a mentor text in ELA classes to support ELA instruction and skill building.



Historical Fiction Book Clubs



- Choose relevant, popular historical fiction texts or trade books to support your Social Studies content standards.
- Consider using the “[Reciprocal Teaching](#)” reading strategy to process the reading.
- Students will engage in making predictions, generating questions, clarifying unknown words and phrases, and writing a summary of the text selection.

Closing

- Questions, Comments, Reflections
- Thank you for attending!
- Enjoy your learning today!