

## Visualizations: Israel

### Introduction

This activity builds upon the process of analysis and understanding of how cause and effect interact as found in the “Visualizations: River Valley Civilization”. Students will work collaboratively to analyze a data set, trying to determine how each piece of data relates to each other via cause and effect. While the activity can occur after learning has occurred, it is suitable as a means to introduce a unit over the Middle East, focusing on the country of Israel. With this focus, the activity emphasizes guided inquiry. One possibility to segue to this activity, if used as an introduction, would be to read an article describing the situation that exists in Israel between the Israelis and Palestinians, or use the novel Samir and Yonatan.

As with the “Visualizations: River Valley Civilization” lesson, students will have to critical think, evaluating and analyzing the data they are organizing, looking for possible connections as they determine connections and create a visualization.

### Standard Indicators

- 7.1.15 Develop and compare timelines that identify major people, events, and developments in the history of the individual civilizations and/or countries that comprise Africa, Asia, and the Southwest Pacific.
- 7.1.16 Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa, Asia, and the Southwest Pacific.
- 7.1.18 Analyze cause-and-effect relationships, bearing in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.
- 7.1.20 Form and respond to historical questions and use a variety of information resources\* to find and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.
- 7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific.

### Materials

*For the teacher:*

- Dry erase or chalk board
- Dry erase markers or chalk
- *Optional:* LCD Projector or other means to share the PowerPoint instructions to the students.
- “Activity Instructions” PowerPoint presentation

*For the students:*

- Butcher Paper
- Scrap Paper
- Pencil
- Coloring Utensils (optional)
- Textbook, library resources, etc. *Note:* These resources are only necessary if the activity occurs prior to student learning.

### Activity

#### A. Activation of Prior Knowledge

*Purdue Homeland Security Institute*

1. A precursor to the activity may include the guided reading of an article or novel pertinent to the topic. Some possibilities may include:
  - “In Israel, leaders struggle with targeted killings”, found at: [www.msnbc.msn.com/id/14536281](http://www.msnbc.msn.com/id/14536281) Due to the nature of the article, this may only be suitable for mature students.
  - Samir and Yonatan by Daniella Carmi. Written by an Israeli, this novel gives a poignant perspective on the conflict between Israelis and Palestinians from the experience of a group of adolescents.

*Note: This step may be omitted if the activity is occurring after student learning.*
2. Review the term *visualization*. On the board, record the definition:

Visualization: A method of organizing data visually, showing connections between data. Examples include a data table, concept map, web, etc.

3. Ask students to recall the visualization they created in the activity outlined in “Visualizations: River Valley Civilization.” If the students created posters during this activity, refer to them. If possible, ask the students to identify cause and effect that may exist on these posters.

**B. Question Generation and Inquiry**

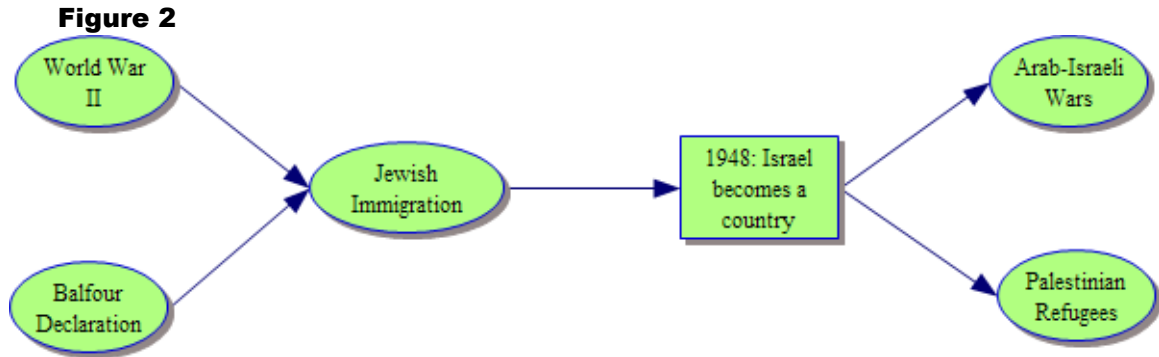
4. Now present the puzzle. Effective presentation will emphasize a level of drama; the puzzle may have a definite solution, but alternatives may exist. It will be up to the students to determine the solution and defend it. If access to a computer with PowerPoint and an LCD projector (or alternative), use the “Activity Instructions” PowerPoint presentation.
5. Review the steps each group will take to complete their own solution. It may be necessary to emphasize the need to do the “foot work” and inquire into the different pieces of data. Brainstorm with the class possible resources, such as the textbook, library resources, or appropriate websites, and record their list on the board. Especially effective suggestions should be shared from class to class.
6. After reviewing the steps, reveal the data set, indicated in Figure 1, and indicate that the students should begin working. To improve efficiency, the placement of materials that each group will be supplied (scrap paper, butcher paper, etc.) may be placed at a “supply center”.

<b>Figure 1 Israel Data Set</b>		
Mandate	Anti-Semitism	Theodor Herzl
PLO	Jewish Immigration	Holocaust
Terrorism	Arab-Israeli Wars	1948
Diaspora	Romans	Balfour Declaration
Zionism	World War II	Palestinian Refugees
Occupied Territories		

It is possible to differentiate the activity at this point:

- For higher ability students, they may further explore the “Arab-Israeli Wars”, and the different wars impact on Israel, displaying this on their visualization.

- For lower ability students, they may be supplied with the beginnings of a web (see Figure 2) from which they will try to determine how the remaining data is connected, or they may be supplied with copies of text, with pertinent sections highlighted. A further step may be to identify what the student should be able to find in the highlighted text.



7. While the teacher should be available for questions, it is best to circulate through the classroom as students work, monitoring their progress. Essential to inquiry is the use of questioning to “mine” for student thinking. For example, asking the students why they selected the format of organization, such as a data table versus a web. The teacher should ask questions to gain insight to student thinking.

### C. Assessment

1. As a group completes their rough draft, the teacher should review the connections they are making in their visualization. This allows for an assessment of student learning, and it is an imperative that every student in the group is able to explain the connections that exist in their visualization. If they are unable to, their rough draft should be “sent to the drawing board”, and the group should discuss what they are diagrammed. The teacher should also look for illogical organization, but rather than indicate that the diagram is incorrect, seek clarification, asking why the data is organized in such a manner.
2. Once a group has had their rough draft approved, they should begin work on their final draft. It is suggested that their final draft be given larger dimensions than the rough draft, allowing for public display, either in the classroom or hallway.
3. Following the activity, teacher instruction may be necessary to clarify the events causing and resulting from the establishment of Israel in 1948. This would allow reinforcement of key concepts and events and clear up misconceptions.