



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Sharing Jerusalem's Landmarks

A Lesson Plan for 6th Grade

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Overview:

This lesson introduces students to the concept of landmarks and asks them to find out about sites of significance in Jerusalem. Students will design brochures (or posters) that showcase these landmarks sites and present their work to their classmates.

Connections to the Curriculum:

Geography, World History, World Religions

Connections to the National Geographic Standards:

Standard 4: The Physical and Human Characteristics of Places

Standard 6: How Culture and Experience Influence People's Perceptions of Places and Regions

Standard 10: The Characteristics, Distribution and Complexity of the Earth's Cultural Mosaics

Standard 17: How to Apply Geography to Interpret the Past

Time:

4-5 hours

Materials Required:

Computer with internet access

Color Printer

Construction paper or poster board

Paste

Colored markers (erasable) or colored pencils

Objectives:

SWBAT research sites of historical and cultural significance, such as buildings, churches, mosques, monuments, and religious shrines

SWBAT describe these sites and write down information about them to be presented in the brochures or on their posters

SWBAT find, evaluate, and select high quality photos / illustrations of key landmarks to use in their brochures

SWBAT research and share an appropriate primary source quotation as a part of their brochure or poster

SWBAT discuss why the local and religious communities, as well as world cultural heritage organizations like UNESCO, would want to preserve and protect these sites

SWBAT cite their sources in brochure footnotes or on the back side of their posters

SWBAT present brochure or poster to the class and summarize its main features

Geographic Skills:

Asking geographic questions

Answering geographic questions

Acquiring geographic information

Organizing geographic information

Analyzing geographic information

Suggested Procedure:**Opening:**

Show the students some pictures of famous landmarks and have them indicate by thumbs up or thumbs down whether they have ever seen or know these:

E.g.: The Statue of Liberty; The Golden Gate Bridge; The Great Wall of China; The Great Pyramid at Giza; The White House; London Bridge in Lake Havasu

Ask students why they think that some sites might be protected from making even very slight changes to them. Why might people be sensitive about changes being made to places of religious importance? What is the difference between a “holy” place and a site of historical significance? Why would a community want to keep a cemetery that has been at a location for centuries rather than replace it with modern buildings like a resort hotel?

Cooperative learning in groups of 2-4 students will be promoted. Divide up into groups based on students' common interests or simply match up students who work well together.

Development:

What is the name?

Where does the name come from?

Which neighborhood, section, or "Quarter" of Jerusalem is the landmark or significant site located in?

When was this place built or site created?

What's special or unique about this place?

Students should consider both the human factors (interesting architecture or design and / or diversity of people) and environmental factors (a view of beautiful, diverse scenery; open spaces / parkland with vegetation)

What's the most important thing about your site in your opinion?

Closing:

Students share rubric results / their evaluations with colleagues, starting with "I like how you.... In my opinion, your ___ is _____ because... It seems to me that your work would be even stronger if...." [Students make a specific suggestion for improvement.]

SWBAT express opinions about their favorite landmarks / sites using a variety of opinion terms. Ask them, if you could only show a visiting friend 3 local landmarks or site, where would you take them based on what you have learned from the presentations?

Suggested Student Assessment:

Students' brochures and / or posters would be shared with their classroom by their designers. The audience of students would use a rubric to evaluate the thoroughness of their colleagues' brochure / poster. This scoring rubric would be made available to the students prior to starting work on their own brochures / posters.

Extending the Lesson:

Prior to publication of brochures / presentation of posters, "Student editors" will advise other students about their work and write down concrete suggestions for improvement that will be given to both the student designer and the teacher.

Alternatively: SWBAT create a power point presentation related to the landmarks / historic sites showcased in brochures or on posters.

SWBAT search for and find a primary source quotation that helps to provide context or appropriate background information about their site / landmark.

Social Studies Standards for 6th Grade

Strand 4: Geography

Concept 2: Places and Regions

PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims

Research: Related Links:

Maps & Overview:

<http://www.sacred-destinations.com>

<http://www.jerusalem.muni.il>

Specific Sites of Major Significance:

The Western Wall / Temple Mount / The Kotel / The Wailing Wall

<http://www.bibleplaces.com/westernwall>

<http://www.3disrael.com/jerusalem>

The Al-Aqsa Mosque / The Noble Sanctuary

<http://www.noblesanctuary.com/AQSAMosque>

The Dome of the Rock Mosque / The Nobel Sanctuary

<http://www.noblesanctuary.com/DOME>

<http://www.witcombsbc.edu/sacredplaces/domeofrock.html>

The Garden Tomb

<http://www.gardentomb.org/virtualtour/play.html>

The Church of the Holy Sepulchre

<http://www.witcombsbc.edu/sacredplaces>

<http://www.3disrael.com/jerusalem>

Church of Mary Magdalene

http://www.goisrael.com/Tourism_Eng

<http://www.3disrael.com/jerusalem>

The Tower of David & The Citadel

<http://www.jerusalemshots.com>

<http://www.3disrael.com/jerusalem>

The Mount of Olives / Intercontinental Hotel

<http://en.wikipedia.org>

The Garden of Gethsemane

<http://www.3disrael.com/jerusalem>

The Church of All Nations, Jerusalem

http://www.3disrael.com/jerusalem/Church_of_All_Nations.cfm

The Shrine of the Book Building (Dead Sea Scrolls Exhibit) / The Israel Museum

http://www.goisrael.com/Tourism_Eng

<http://www.featurepics.com/online/shrine-book/1613630.aspx>