

February 3-4, 2016

ASSESSMENT STUDY GUIDE

UNDERSTANDING

There is a major conflict boiling over in the Holy Land between Jewish Israelis and Arab Palestinians (most of whom are Muslim). Both populations believe the region is holy ground, particularly the city of Jerusalem. Likewise both claim the right to govern in the area. Jews claim the region is their spiritually-promised homeland, given to them by God through their ancestor Abraham. Muslim Palestinians claim the land is theirs – that, as native Arabs, they are the rightful protectors of Palestine (which is located on the Arabian Peninsula). Both groups have held control of Jerusalem for significant stretches of time throughout the centuries.

QUESTION

How did the modern conflict in Palestine come to be as it is? What is the history of Jews, Muslims and Christians in the region? Do the Jews deserve a homeland state of their own in the region of Palestine with full jurisdiction over the city of Jerusalem?

ASSESSMENT NEXT CLASS

Next class you will take an open-note assessment. The assessment will have 4 parts:

Assessment Component	Objective	Evaluation/Grade
Part 1: <u>Knowledge</u> of Terms	Match a series of terms with the appropriate identifications	If you are successful on this part of the test but not on parts 2-4, then your grade will be a D.
Part 2: Content <u>Understanding</u>	Determine if statements related to the history of Palestine are true or false; change the false ones to make them true.	If you are successful on this part of the test but not on parts 3-4, then your grade will be a C.
Part 3: Content <u>Synthesis</u>	Construct 2-3 big-picture ideas from the timeline, and cite sufficient details (at least 3) from the timeline that support each idea.	If you are successful on this part of the test but not on part 4, then your grade will be a B.
Part 4: Content <u>Evaluation</u>	Write a mini-essay in which you evaluate or judge whether the Jews deserve full, partial, or no jurisdiction over the holy city of Jerusalem. Justify your claim with sufficient evidence that clearly supports the argument you are making.	If you are successful on this part of the test, then your grade will be a A.

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PREPARATION

1. Continue to build a bank of identifications from your timeline.

For each underlined item write a simple identification (ID) that reveals who or what the item is. Basic identifying information. You may gather this information directly from the timeline and/or from an online search.

After you write a basic identification, explain why you believe the item is significant (SIG) to the study of Jews, Christians, and Muslims in the Holy Land. **YOU construct the significance from your own thinking. Significance is NOT something you look up online.**

See this example:

Alexander the Great

- ID: Greek/Macedonian general whose armies established an empire that covered large stretches of Europe, Africa and Asia in the 300s BCE
- SIG: Alexander's conquest of southwest Asia took control of Jerusalem out of Jewish hands – yet another example of an Israelite/Jewish population in Palestine being subjugated/oppressed and stripped of their control of the holy city.

2. When you finish your note-taking, try to complete the validity assessment practice. There is an answer key on the class website (www.prather.yolasite.com). [Hint: Only 1 of the 6 items is true.]
3. Remember, the assessment is open-note. Feel free to think through parts 3 and 4 (as described in the table on the other side of this sheet) and to bring notes/diagrams that specifically assist you with those parts. The key for both parts 3 and 4 is that you provide a sufficient number of valid and relevant details from the timeline/notes to support your ideas. For instance, imagine you make the argument that “Bob Jones is the smarter student in the school.” Then you give your evidence: “He earned an A in Mr. Prather’s 10th grade World History class.” True. Valid evidence, and relevant to the argument. *But insufficient.* One piece of evidence is not enough to prove a claim or support a key idea.