

CURRICULUM CONNECTIONS

Jerusalem

<http://www.thehenryford.org/events/jerusalem.aspx>

http://education.nationalgeographic.com/education/jerusalem/?ar_a=1

After viewing the IMAX film Jerusalem and with some guidance from teachers, students should be able to:

Common Core State Standards - in English Language Arts

Grade 3

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 4

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 5

SL.5.3 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 6

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 7

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Grade 8

SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Michigan Social Studies Grade Level and High School Content Expectations

Grade 6

H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

- G1.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- G4.4.1** Identify factors that contribute to conflict and cooperation between and among cultural groups.
- Grade 7**
- H1.2.1** Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- H1.4.1** Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
- W3.2.1** Identify and describe the beliefs of the five major world religions.
- G1.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- G4.4.1** Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.



National Standards Addressed in Education Materials

Mapping Jerusalem's Old City – Middle School (Grades 6-8)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme V: Individuals, Groups, and Institutions

National Geography Standards

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context
- Standard 4: The physical and human characteristics of places
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics
- Standard 12: The processes, patterns, and functions of human settlement

Common Core: English Language Arts: History/Social Studies

- Reading Standards for Literacy in History/Social Studies 6-12: Integration of Knowledge and Ideas, RH.6-8.7

NETS*S

- Standard 2: Communication and Collaboration

Culture and Food and Ritual, Oh My! – High School (Grades 9-12)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme IV: Individual Development and Identity
- Theme V: Individuals, Groups, and Institutions
- Theme IX: Global Connections

National Geography Standards

- Standard 6: How culture and experiences influence perceptions of places and regions
- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

Common Core: English Language Arts: History/Social Studies

- Reading Standards for Literacy in History/Social Studies 6-12: Integration of Knowledge and Ideas, RH.11-12.7

NETS*S

- Standard 2: Communication and Collaboration
- Standard 3: Research and Information Fluency
- Standard 4: Critical Thinking, Problem Solving, and Decision Making

Breaking Down Invisible Walls/Crossing Social Boundaries – (Grades 6-12)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme I: Culture
- Theme III: People, Places, and Environments
- Theme IV: Individual Development and Identity
- Theme V: Individuals, Groups, and Institutions

National Geography Standards

- Standard 2: How to use mental maps to organize information about people, places, and environments in a spatial context
- Standard 18: How to apply geography to interpret the present and plan for the future

The Physical Geography of Israel and the Palestinian Territories – Middle School (Grades 6-8)

National Council for the Social Studies (NCSS) Curriculum Standards

- Theme III: People, Places, and Environments

National Geography Standards

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface
- Standard 4: The physical and human characteristics of places
- Standard 7: The physical processes that shape the patterns of Earth's surface
- Standard 12: The processes, patterns, and functions of human settlement
- Standard 15: How physical systems affect human systems

NETS*S

- Standard 2: Communication and Collaboration

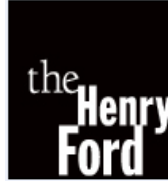
Gender Roles in Jewish and Muslim Cultures – High School (Grades 9-12)

National Geography Standards

- Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

NETS*S

- Standard 2: Communication and Collaboration
- Standard 3: Research and Information Fluency
- Standard 4: Critical Thinking, Problem Solving, and Decision Making



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Educational Materials for the IMAX film Jerusalem.

Michigan Social Studies Grade Level and High School Content Expectations

Mapping Jerusalem's Old City – Middle School (Grades 6-8)

Grade 6

H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

Grade 7

H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

W3.2.1 Identify and describe the beliefs of the five major world religions.

W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.

G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

Culture and Food and Ritual, Oh My! – High School (Grades 9-12)

This activity is recommended for grades 9-12 but some teachers may find it appropriate for:

Grade 7

W3.2.1 Identify and describe the beliefs of the five major world religions.

Breaking Down Invisible Walls/Crossing Social Boundaries – (Grades 6-12)

Grade 6

G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.

Grade 7

G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups.

Reasoning with Physical Geography/The Physical Geography of Israel and the Palestinian Territories – Middle School (Grades 6-8)

Grade 6

- G1.2.4** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Grade 7

- G1.2.3** Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- G1.2.6** Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.
- G1.3.1** Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- G1.3.2** Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
- G2.1.1** Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
- G2.1.2** Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.
- G4.3.2** Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Gender Roles in Jewish and Muslim Cultures – High School (Grades 9-12)

This activity is recommended for grades 9-12 but some teachers may find it appropriate for:

Grade 7

- W3.2.1** Identify and describe the beliefs of the five major world religions.