

Name(s)
APWH

Date:
Ms. Buffalino

Background:

Jerusalem is a city of immense historical and religious significance to Jews, Christians, and Muslims. Jerusalem is in Israel. For thousands of years, it has been a spiritual and cultural center, but it has also been the focal point of conflicts due to its contested status and territorial disputes. The ongoing tensions surrounding Jerusalem are deeply rooted in history, religion, politics, and international diplomacy. In this simulation, we will explore the historical, political, and cultural dimensions of the Middle Eastern conflict and consider potential solutions to address the challenges facing the city today.

The Format:

- I. DAY #1: DOCUMENTS**
 - a. Background information on Israel and Jerusalem.
 - b. Documents will provide background information to the Mock UN.
 - c. Additional information can be found on my website [MOCK UN Guide](#)
- II. DAYS#: 2, 3**
 - a. Research portion.
 - b. Script speeches and questions that are outlined below.
- III. DAYS#: 4**
 - a. present speeches and engage in a meaningful class discussion

[MOCK UN GUIDE](#)

Research

1. What is the [religious significance](#) ([also look here](#)) of the holy land of Jerusalem the big 3 monotheistic faiths? Explain with several details and facts; include any religious shrines or places of worship that are located in the city of Jerusalem.
2. Look at the [timeline of history of Israel](#). What does this show you? What do you notice? How does Israel's (Middle East's) history contribute to a history of conflict?
3. What percentage of each religion lives in Israel today? (Use [CIA](#) World Factbook for most recent census)
4. What is the UN ([will have to log into world book](#))? When was it established and what is its purpose? <https://www.un.org/en/about-us>
5. Using your documents and [the history of the UN](#). What peaceful solution(s) does/did the UN offer for solving the holy land crisis today? Explain using several actual historical details and facts. This question requires you to research the current situation.
6. What alternative solutions can **your** group come up with in order to solve the conflict in the holy land today? This question requires you to research the current situation and past suggested solutions that have failed. **YOU WILL BE PRESENTING THIS INFORMATION TO THE CLASS.**
7. Anything else you found in your research that you feel is important/relevant to the peace process: [MOCK UN GUIDE](#) (Make sure you have thoroughly researched the history of the land through documents such as the UN partition Plan, the current designation of land today, the Balfour Declaration etc.)

After completing your research, your group will be presenting your findings in a speech format. You are to split up your speech amongst your group members. You will be presenting:

1. a brief overview of the history of the land: include why it is a land of turbulence, why it has religious significance to three religions (8 sentences)
2. explain the history of the conflict include: Crusades - present day (8 sentences)
3. explain what the UN is and why it was created (3-5 sentences)
4. explain previous attempts at peace and why they haven't worked (use 2 examples and 5-8 sentences)
5. come up with your OWN plan for peace for the region and explain why this would work (5-8 sentences)

Read the rubric and LOOK AT #9 on the rubric before you begin.

Prepare Speech Here:

Group Members:**Group:**

CATEGORY	3	2	1	0
1. Quality of Information (Packet)	Information clearly relates to the main topic. It includes several supporting details and/or examples. Students wrote in complete sentences.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
2. Research	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. Group utilized resources given.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. Does not utilize resources given.	Student does not use credible sources.	Student does not research.
3. Delegation of Responsibility/Ability to Work Together	Students are able to function as group. Work is distributed evenly. Students utilized google docs collaboration and class time.	1 student in the group did not "pull their weight." 1 student dominated the discussions and group work.	Students were not able to function as a group. Work was not distributed evenly. Groups fought.	Group did not function and had to be separated for the mock UN.
4. Ability to Stay on Topic during the Mock UN and prep time	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic
5. Speech Preparedness	Students are completely prepared and have obviously rehearsed. Students presented content in a professional manner. Approx time/length requirement is fulfilled.	Students seem pretty prepared but might have needed a couple more rehearsals.	Students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
9. Use of Document/Article/Web Reference	Students referenced the documents/articles/web given in class. Students referenced documents that applied to their topic. <u>Students explicitly stated the document being referenced.</u>	Students referenced the documents/articles/web given in class. Student did not explicitly state the document being referenced.	Student mentioned the content from the documents/articles/web given in class	Student did not reference the documents/articles/web at all.
10. Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
9. Respect for Other Team and Questions asked	All statements, body language, and responses were respectful and were in appropriate language. Student(s) was/were respectful. Students were engaged and asked questions to the other groups.	Statements and responses were respectful and used appropriate language, but once or twice body language was not. Student(s) spoke during other's presentations.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark. Student(s) spoke during other's presentations.	Statements, responses and/or body language were consistently not appropriate.

10. Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
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Total Group Grade: _____ / 40 points

Notes: