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Whose fault is history? [7th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Whose fault is history?

Grade Level: 7th

Subject/Topic Area(s): Road to Revolution

Designed By: Kate Empson

Time Frame: 15 Days (45 minute class periods)

School District: NEISD

School: Jackson Middle School

School Address and Phone: 4538 Vance Jackson, San Antonio, Texas, 78230

Brief Summary of Unit (Including curricular context and unit goals):

In this unit students will learn about the events that culminated in the beginning of the Texas Revolution. Students will study specific legislative acts by the Mexican government and discover how these acts, which placed restrictions on activity in Texas, pushed many Texans to rebellion. They will then analyze these events and try to understand how historical figures in both Mexico and Texas would have viewed these legislative acts.

The final performance assessment will require students to study a current conflict and the events that led up to that conflict. Students must then decide which side they would support in the conflict.

Unit: Road to Revolution
Grade/Subject: 7th/Texas History

Stage 1: Desired Results

Understandings

Students will understand that...

(2) History. The student understands how individuals, events, and issues prior to the Texas Revolution shaped the history of Texas. The student is expected to:

(C) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, and Juan Seguín during the colonization of Texas;

(D) identify the impact of the Mexican federal Constitution of 1824 on events in Texas;

(E) trace the development of events that led to the Texas Revolution, including the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin; and

(F) contrast Spanish and Anglo purposes for and methods of settlement in Texas

Understandings and Essential Questions

Knowledge & Skills

Understandings:

Students will understand that...

Differences, including cultural, religious, and political, can cause conflicts amongst individuals or groups

History is filled with complex patterns of events that often repeat themselves and involve some sort of compromise, in this case the stages leading up to a revolution or conflict.

Essential Questions:

Why can't we all get along? (Chapter 9, Sections 1-2)

When is enough enough? (Chapter 9, Section 3)

Can we predict conflict? When do we fight?

(NEISD scope & sequence; TEKS; Core; etc.)

Knowledge

Students will know:

The importance of Moses Austin, Stephen F. Austin, Juan Seguín, William Travis and Santa Anna
 The importance of Mexican federal government actions including:

- Mexican Constitution of 1824
- Law of April 6, 1830
- Turtle Bayou Resolution

Battle of Gonzalez

Battle of San Antonio

Arrest of Stephen F. Austin

Skills

Students will be able to:

Analyze the same situation from many different points of view.

Utilize both primary and secondary sources.

Understand that cause and effect are not always a one to one ratio (complex series of historical events).

Utilize the following vocabulary words: states rights, nationalist, provision, allegiance, centralist, resolution, delegate, and faction. (This section is especially important because it will get students ready for

American History. Must find a way to tie in to American History!)

Stage 2: Assessment Evidence

Performance Task:

Students will pick a current conflict to analyze. Students will put themselves in the shoes of a member of the staff of the American embassy in whichever country where their conflict occurs. Students can pick one of the following conflicts: Israel and Lebanon, or U.S. and Iraq. The students will use research provided by the teacher about their conflict to create two final products. The first product is a timeline of events throughout the conflict, demonstrating to students that conflict is a process NOT an event. The second product students use their research to write a letter to their family at home explaining the conflict. The student must clearly address at least two perspectives in regards to the conflict, but in the end must choose which viewpoint they would support and explain this choice to their family.

Other evidence:

(quizzes, tests, academic prompts, etc.

note – these are usually included where appropriate in Stage 3 as well)

Quick Quiz: Day 4

Chapter 9 quiz (Day 11; as an avenue to make sure that students know the information required for the performance assessment)

Chapter 9 academic prompts as exit slips: Days 2 and 9

Collecting warm-ups at the end of the week (every Friday, Days 5,10, and 15)

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Introductory KWL Chart

Chapter 9 Section 1 Timeline

Chapter 9 Section 2 Four Door Book

Chapter 9 Section 3 Say Something

Interactive Homework

Wanted Posters

Computer lab assignment involving perspectives of the Texans and the Mexicans

Road to Revolution Unit Calendar
October 30-November 17, 2006

Day 1: Chapter 8 Quiz	Day 2: Introduction	Day 3: Chapter 9 Section 1	Day 4: Buffer Day	Day 5: Chapter 9 Section 2
Day 6: Chapter 9 Section 3	Day 7: Computer Lab	Day 8: Computer Lab	Day 9: 10 Most Wanted	Day 10: Buffer Day
Day 11: Chapter 9 Quiz	Day 12: Performance Assessment	Day 13: Performance Assessment	Day 14: Buffer Day	Day 15: Buffer Day

Pink = Full Lesson Attached

Road to Revolution
October 30-November 17, 2006
Unit Calendar with Descriptions

Day 1: Chapter 8 Quiz. Students will take a short quiz on Chapter 8. I have not made the quiz yet, but it will be over key terms and ideas. Most likely open book. If it does not take the entire period I might be able to start my introduction on Day 1.

Day 2: Begin class with a new set of rules that may seem a little tyrannical, but still feasible. Explain to students that they have not been behaving and new rules are needed to keep them under control. Begin with introduction to Chapter 9. Talk about time and explain to students while five years may seem like a long time to them, it is in fact not a very long time and that is how long it took for Texas to get to the point of rebellion. Try to bring in perspective and time; at age 12 five years seems like a long time, but in the scope of history it is not. Students will start working on vocabulary in class. **Students will fill out an exit slip as they leave class explaining why the Texans were mad at the Mexican government.** Explain Interactive Homework and send home with students. Due on Day 5.

Day 3: Chapter 9, Section 1. Fill out timeline. Students will be divided into ten different groups (class will be divided in half, with five groups in each half). Each group will have one year of the timeline to cover. The groups will be given ten minutes to work on their own. The groups will then report their information to the rest of their half of the class. USE COOPERATIVE LEARNING!

Day 4: Chapter 9, Section 2. Students will need a blank sheet of computer paper to make a four door book. They will label each of the sections with one of the following labels, Santa Anna's rise to power, Turtle Bayou Resolutions, Convention of 1832 & Convention of 1833 and Austin goes to Mexico. Students will then fill in information on these four subjects inside each door.

Day 5: Chapter 9, Section 3. Say Something. **Collect warm-ups!**

Day 6: Buffer Day

Day 7: Computer Lab (Lesson on the perspective of the Mexicans versus Texans during the period leading up to the revolution)

Day 8: Computer Lab (continue lesson from previous day)

Day 9: 10 Most Wanted Assignment Students will research one key Texan from the Road to Revolution. They will then have to make a "wanted" poster that the Mexican government might post. **Students will fill out an exit slip asking whether they think their historical figure was a hero or not.**

Day 10: Buffer Day. **Collect warm-ups!**

Day 11: **Quiz on Chapter 9:** Students will take a quiz on the people and events of Chapter 9. This quiz will help to ensure that students know both the information in the TEKS and let the teacher know whether or not students understand the concept of perspective.

Day 12: Performance Assessment

Day 13: Performance Assessment

Day 14: Buffer Day

Day 15: Buffer Day. **Collect warm-ups!**

Unit: Road to Revolution

Lesson: Introduction (Day 1 or 2 depending on time)

Objective: Student will be able to identify and explain reasons why people rebel.

Materials:

Copy of KWL chart

Transparency of KWL chart for overhead

Scissors

Introduction: Tell the students that there will be some new rules in the classroom today, such as: no more bathroom passes without an agenda, no more water breaks without an agenda and maybe a more silly one “new research shows that popping the collar on a polo shirt increases blood flow to the brain so from now on every student will pop their collar while they are in this classroom.”

Students will each receive a blank KWL Chart. The teacher will work with the students to fill out the “K” part of the chart with information the students already know about either the events that led to the Texas revolution or the revolution itself.

Students will work on their own to fill out the “W” section of KWL chart. The end of class will be spend discussing with students the new rules placed on them at the beginning of class. Students will ThinkPairShare discuss whether or not the thought the rules were fair or unfair and why. Students will also start working on the Chapter 9 vocabulary. The teacher will explain to students how to make a vocabulary book. This will include states’ rights, nationalist, centralist, resolution, delegate, faction, allegiance, and customs duty. This will be completed for homework.

SEND HOME INTERACTIVE HOMEWORK!

Assessment: Teacher will collect the KWL charts and check them for completion.

Feedback: Grade KWL chart. A few minutes of Day 2 will be spent addressing what students want to learn and explaining to students what will be covered before and after Thanksgiving.

Name: _____ Period: _____ Date: _____

Why can't we all get along?

Dear Family Partner:

We are learning about conflict and how different perspectives or opinions can help shape how people see historical events, especially conflicts. I hope you enjoy this activity. This assignment is due Friday, November 3rd.

Sincerely,

Objective: Think about an event in your own life from your perspective and the perspective of your family partner.

Things to remember: This exercise requires a lot of honesty on the part of both the student and family partner. Although this may not be an easy activity, it will demonstrate how difficult effective communication is, but also how essential it is to understanding another viewpoint.

Procedure: Find a family member to talk to about the issues listed below. Read through the list of issues rating them one by one and then pick one issue to discuss more in-depth.

The definition of conflict:

A state of disagreement between persons, ideas, or interests; a clash.

Conflicts are not always huge world events that will change history. Although this is true often smaller events deeply impact our own lives. This exercise should help you realize that conflicts are often brought about by the different perspectives that people have in regard to a given situation. Both sides think they are right and both sides can be right according to their own values. The problem often lies in the fact that values are not the same to every person in every place at every time. Values vary and often perspectives vary according to these values.

Students in middle school should not be able to use instant messenger

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

All middle schools should have uniforms.

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

Children should help with chores around the house.

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

← Middle school students should not be allowed to date. →

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

← Middle school students should not have cell phones. →

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

← Middle school students should not be allowed go out until ALL of their homework is done. →

Student:	Agree	Slightly agree	Slightly disagree	Disagree
Family Partner:	Agree	Slightly agree	Slightly disagree	Disagree

Pick one of the issues above that you and your family partner disagreed about. Discuss why you disagree and explain below.

Student thoughts: _____

Parent thoughts: _____

Why do we disagree? _____

Home to School Communication:

Dear Family Partner:

Please give me your reaction to your child's work on this activity. Write YES or NO for each statement.

_____ My student understood the homework and was able to discuss it.

_____ My student and I enjoyed this activity.

_____ This assignment helped me know what my child is learning in History.

Additional comments: _____

Parent Signature: _____

Unit: Road to Revolution
Lesson: Chapter 9 Section 1 (Day 3)

Objectives: Students will be able to explain the significance of key events, such as the Mexican Constitution of 1824, the Mier y Teran report, and The Law of April 6, 1830.

Materials:
Timeline

Introduction: Ask students how they would feel if they had to go to a new school. What would they be worried about? Friends, learning how to get around the school, learning new rules, meeting teachers, etc... These are many of the same things that people moving to Texas would have been worried about.

Teaching New Material: Read the section entitled Differences Arise together as a class. As a class we will brainstorm a short list of things that Texans might be angry about based on the knowledge that we have of Texas History so far.

Guided Practice: Students will work in groups of five. Each student will have about ten minutes to read one section of the book to read and fill out that section on the timeline for the rest of their group. The last part of class will be spent with each group member sharing their information with the rest of the group. This will be a competition for the groups. Any group that finishes in one class period and has all information correct will receive 10 extra points on a daily assignment.

Assessment: Students turn in timeline for a grade. Exit slips handed out.

Feedback: Grade timeline and read through exit slips. The first few minutes of class on the following day will be spent making a new list of things that Texans might be angry about now that we know more information.

Name: _____ Period: _____

Exit Slip

Now that you have learned about Chapter 9 Section 1 list and explain at least three reasons why the Texans might have been mad at the Mexican government. Then you have to decide, if you were a Texan during this time period would you be angry enough to revolt against the Mexican government?

Name: _____ Period: _____

Exit Slip

Now that you have learned about Chapter 9 Section 1 list and explain at least three reasons why the Texans might have been mad at the Mexican government. Then you have to decide, if you were a Texan during this time period would you be angry enough to revolt against the Mexican government?

Unit: Road to Revolution

Lesson: Chapter 9 Section 2 (Day 5)

Objective: Students will be able to explain the significance of Santa Anna's rise to power, the Turtle Bayou Resolutions, Conventions of 1832 and 1833, and Stephen F. Austin's arrest in Mexico.

Materials:

One sheet of computer paper per student

Scissors

Quick Quiz

Introduction: Talk to a student before class and have them come in and try to stage a coup. This student should come in and tack a list of grievances to the chalkboard. Then the student will sit down and wait. The list **MUST** be tacked while students are watching! Then see whether students react or not. If they do, then you explain how these students are similar to the movers and shakers of the Texas Revolution. This is similar to the situation in Texas at this time because people were drafting documents and taking action. If students don't react explain that they are like the settlers in Texas who were content with their lives and did not want to cause trouble. Explain how one person can either make or break a revolution, as Santa Anna did against Spain and Stephen F. Austin did against Mexico.

Guided Practice: Students will be taught how to make the four door book. On the overhead the teacher will go through and read the section titled "Santa Anna's Rise to Power". The teacher will help the students write a short summary of this section and why it is important in the part of their four door book for this section.

Independent Practice: Students will complete the rest of the four door book on their own using the subjects of Santa Anna's rise to power, the Turtle Bayou Resolution, the Conventions of 1832 and 1833, and Stephen F. Austin's arrest in Mexico.

Assessment: Grade four door book. Students will take a "quick quiz" in which they must use a half-sheet of paper and list three new facts they learned that day.

Feedback: Return four door book to students. Take a few minutes to discuss why this chain of events is important to Texas History and the Road to Revolution.

Name: _____ Period: _____

Quick Quiz

List three things you learned today.

1. _____

2. _____

3. _____

Name: _____ Period: _____

Quick Quiz

List three things you learned today.

1. _____

2. _____

3. _____

Santa Anna's
Rise to Power

Name: _____
Period: _____

Turtle Bayou
Resolutions

Conventions of
1832 and 1833

Stephen F. Austin's
Arrest in Mexico

Turtle Bayou Resolutions

Santa Anna's Rise to Power

Stephen F. Austin's Arrest in Mexico

Conventions of 1832 and 1833

Unit: Road to Revolution

Lesson: Wanted (Day 9-10)

Objective: Students will be able to explain the significance of important individuals such as Juan Seguin, Stephen F. Austin, Moses Austin, and William Travis.

Materials:

“Wanted” Assignment Sheet

“Wanted” Rubric

Introduction: Talk to students about schools and why some students might have a bad reputation. Do students think they actually did everything that the student is claimed to have done or is some of it rumor, hype or miscommunication?

Teaching New Material: Explain that many times in history the things that individuals have done are exaggerated which leads to misunderstandings between government and its citizens just as things at school might lead to misunderstandings between students and administration.

Guided Practice: Using Santa Anna as an example show students an example of what a finished “Wanted” poster should look like. Although the events included on the poster should all be true, then should also be slightly exaggerated in order to be propaganda to get Texans riled up about the Mexican government. Explain all of the different parts of the poster assignment. Give students a few minutes to read through the rubric and then ask any questions they might have.

Independent Practice: Students will work in groups to complete a “Wanted” poster for their historical individual. When students are done with their posters, we will discuss as a class who we think the Mexican government would have wanted the most and why.

Assessment: Grade Wanted assignment according to rubric. Each student will receive a group grade and an individual grade.

Feedback: Give students back their assignments. Show examples of really exceptional work to the rest of the class.

Name: _____

Period: _____

Wanted!
Historical Figures Poster Assignment Directions

Differences of opinion are often central reasons for fighting between or amongst groups. Throughout history individuals have often been loved by one group and hated by another. This assignment involves students working in groups to create a “Most Wanted” poster for an important historical figure from Texas. These posters will be created from the viewpoint of the Mexican government. Students should try to focus on how many Texans could think of a person as a hero, while at the same time the Mexican government hated the person.

Historical Texan: _____

Location(s): _____

Offenses: _____

Other information: _____

Picture (For this section you should make a quick sketch from a picture in the book. Do NOT use lots of time on this section. You can do the sketch on your poster in more detail.)

Name:	Offenses	Location	Other Information
Moses Austin			
Stephen F. Austin			
Juan Seguin.			
William Travis			

Using the information provided rank the following individuals from most wanted to least wanted, 1 being most wanted and 4 being least wanted, by the Mexican government.

Student Rankings:

1. _____
2. _____
3. _____
4. _____

Class Rankings:

1. _____
2. _____
3. _____
4. _____

Wanted!
Poster Assignment Rubric

	“A” Exceeding Expectations	“B” Meeting Expectations	“C” Below Expectations	“D” or below Don’t even go there!
Writing Style 10%	Student uses correct punctuation and sentence structure	Student has three to six grammatical errors	Student has seven to ten grammatical errors	Student has more than ten grammatical errors
Content 20%	Student demonstrates clear understanding of their historical figures and uses either a primary or secondary source as evidence	Student demonstrates clear understanding of their historical figure, but uses evidence that does not directly relate to their understanding	Student demonstrates some understanding of their historical figure, but does not use any evidence	Student uses historical figures from other time periods
Evidence 20%	Student uses clear and correct evidence demonstrating why their top 10 people are wanted	Student uses little evidence, but the evidence that is used is correct	Student uses little evidence AND evidence is incorrect	Student uses no evidence
Perspective 30%	Student has a clear perspective on the issue and uses evidence to back up their perspective	Student has a clear perspective, but the evidence is not connected to the perspective	Student does not have a clear perspective and uses evidence that is not connected to their perspective	Student does not have a clear perspective or use any evidence
Creativity and Presentation 20%	Student posters are neat, creative, and contains all required information	Student poster is neat and creative, but does not contain all required information	Student poster is messy, but does contain some required information	Student poster is messy and does not contain any required information

Name: _____

Period: _____

Exit Slip

Do you think your historical figured was a hero to Texas?

You must choose either yes or no and explain your answer in at least four sentences.

Name: _____

Period: _____

Exit Slip

Do you think your historical figured was a hero to Texas?

You must choose either yes or no and explain your answer in at least four sentences.

Name: _____

Period: _____

Chapter 9 Quiz

Place the following events in chronological order:

- Law of April 6, 1830
- Santa Anna's rise to power
- Mier y Teran Report
- Fredonian Rebellion
- Constitution of 1824
- Turtle Bayou Resolution
- Battle of Gonzalez

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Matching – Match the following individuals with their actions

- _____ 8. Stephen F. Austin
- _____ 9. Haden Edwards
- _____ 10. Manuel Mier y Teran
- _____ 11. Santa Anna
- _____ 12. William Travis

- A. Mexican general who spent a year touring Texas and then reported his findings to the Mexican government.
- B. Received a large land grant in Texas and angered many people by forcing them off of this land
- C. Overthrew Mexican President Antonio Bustamante
- D. Lawyer who represented a man trying to capture his slaves who was then arrested for lying to Mexican authorities. He eventually became a hero at the battle of the Alamo
- E. President of the Convention of 1832 who traveled to Mexico City to give the demands of the Texans to the government of Mexico. He was arrested and tried for treason in Mexico.

Unit: Road to Revolution

Lesson: Performance Assessment (Days 12-13)

Objective: Students will be able to analyze a current conflict and use their knowledge from the rest of this unit to analyze the two side of the conflict.

Materials:

Performance Assessment Assignment Sheet

Performance Assessment Rubric

Research on conflict(s)

Introduction: Give a scenario on the overhead (this will also be their warm-up). For example, one of your family members has just told you that you will have to stay home all of next week (which is Thanksgiving week) to help prepare for Thursday. You already have plans with friends, but are told that you must break them. Students will have to explain how this would make them feel.

Teaching New Material: Ask a few volunteers to explain how this made them feel. Then ask students to think about why the family member might have needed help and how they might have felt asking for help. Explain that although at first this may have seemed irrational to the student it is helpful to try to understand the situation from the perspective of the other person

Guided Practice: On the overhead list reasons that the students gave for being upset. Hopefully some of these reasons will be generic enough to also be causes of larger conflicts between countries or people groups.

Independent Practice: Students will pick one of the following conflicts: Israel and Lebanon or the U.S. and Iraq. The students will be given research to read through. This material will help students to complete both a timeline with events of the conflict and then analyze these events to decide their own position on the conflict through the embassy letter writing.

Assessment: Grade both the timeline and embassy letter according to the rubric.

Feedback:

Name: _____

Period: _____

**Analyze Current Conflict
Embassy Letter and Timeline Assignment**

Conflict is a constant in the world around us. We see conflict at school, in our family, and on a larger scale, between countries or people groups. In recent history, ideological clashes have been frequent especially between extreme religious groups. Your assignment is to choose one of the following conflicts to analyze: Israel and Lebanon or the Rwandan genocide.

The teacher will be bringing in newspapers and magazines from the past few months that should aid students in choosing a topic and research. After you have finished your research you will complete the questions below.

1. Where is this conflict located? _____

2. Who is involved in the conflict? _____

3. When did this conflict begin? _____

4. Are there clear reasons that this conflict began? _____

5. If so, what are these reasons? If not, what reasons do you think contributed to the beginning of this conflict? _____

3. List at least TWO of the perspectives or viewpoints by the groups in the conflict:

1. _____

2. _____

Using the questions you answered above and your research you will create a timeline. Your timeline should include the following information and can be formatted in any way that you would like on either a blank piece of computer paper or a piece of posterboard:

- Peace talks/negotiations
- Fighting
- Any other events that are important to the history of the conflict.

The second part of your assignment is to write a letter about the conflict which must meet the following specifications:

- Be written from the perspective of a U.S. citizen working at the U.S. embassy in one of the countries involved in the conflict
- Have a viewpoint regarding the conflict (ex. Decide who you agree and disagree with)
- Include pertinent information and evidence that backs up your viewpoint.
- Be at least one page front and back hand-written or one page typed

**Road to Revolution
Embassy Letter Assignment Rubric**

	“A” Exceeding Expectations	“B” Meeting Expectations	“C” Below Expectations	“D” or below Don’t even go there!
Writing Style 20%	Student uses correct punctuation and sentence structure	Student has three to six grammatical errors	Student has seven to ten grammatical errors	Student has more than ten grammatical errors
Content 30%	Student demonstrates clear understanding of their issue and uses either a primary or secondary source as evidence	Student demonstrates clear understanding, but uses evidence that does not directly relate to their understanding	Student demonstrates some understanding of the issue, but does not use any evidence	Students does not address issue and does not use evidence
Perspective 30%	Student has a clear understanding of their conflict, chooses a perspective to support, and uses evidence to back up their perspective	Student has two of the following: a clear understanding of the conflict, chooses a perspective, and uses evidence to back up their perspective	Student has one of the following: clear understanding of the conflict, chooses a perspective, and uses evidence to back up their perspective	Student does not have a clear understanding of their conflict, does not choose a perspective, and uses little or no evidence
Creativity 20%	Student takes on their given role, name, character traits, etc...	Student takes on their given role in name, but does not research any background on their character	Student does not name their character or find any background information	Student does not use their role at all in their writing

<http://www.cnn.com/2006/WORLD/meast/07/14/israel.lebanon.timeline/>

Timeline: Decades of conflict in Lebanon, Israel

Friday, July 14, 2006; Posted: 6:02 p.m. EDT (22:02 GMT)

(CNN) -- The 1967 Arab-Israeli War and Jordan's 1970 crackdown on the Palestine Liberation Organization, following a coup attempt against King Hussein, drove large numbers of Palestinian refugees into Lebanon -- Yasser Arafat and the PLO among them.

Below is a timeline of significant events in the relationship among Israel, Lebanon and the Palestinians since then:

December 1968: Israeli commandos attack Beirut International Airport on December 28, 1968, damaging or destroying more than a dozen airplanes in retaliation for an attack on an Israeli civilian airplane at the airport in Athens, Greece. Two Palestinians were charged in the Athens attack that left an Israeli passenger dead.

November 1969: Lebanese army commander in chief Emile Bustani and Arafat sign an agreement in Cairo that recognizes the "Palestinian revolution" and allows Palestinians in Lebanon "to join in the armed struggle without undermining Lebanon's sovereignty and welfare." This agreement will stay in effect for nearly 20 years, until Lebanon rescinds it in May 1987.

1970-1971: Faced with fighting in Jordan that left thousands dead, the PLO moves its base to Lebanon, where it carries out raids on Israel. A Palestinian terrorist group linked to the PLO is formed. Its name is "Black September" -- a reference to the Jordanian crackdown on Palestinians in September 1970.

1972: Black September attacks the Israeli Olympic team during the games in Munich, Germany. After a struggle that left a coach and an athlete dead, the terrorists take nine Israeli athletes hostage, demanding the release of Palestinian prisoners in return for the hostages' release. Israel refuses, and a shootout between the attackers and West German authorities leaves all nine hostages, four terrorists and a policeman dead.

April 1973: Israeli elite commandos -- dressed as women and led by future Israeli Prime Minister Ehud Barak -- kill three PLO leaders in Beirut.

1975: Civil war breaks out in Lebanon, pitting Palestinians and pro-Palestinian Lebanese militias against Lebanon's Christian militias. The war would last nearly 15 years, officially ending in 1990.

1976: Syria sends military peacekeepers during the early months of the civil war to help end it. The troops would remain there nearly 30 years, until April 2005.

March 1978: A PLO attack on a bus in northern Israel prompts Israeli military forces to move into Lebanon to push the PLO back from the border. Israel withdraws after the U.N. Security Council passes a resolution for the immediate withdrawal of Israeli forces. Under the leadership of Lebanese army Maj. Saad Haddad, an Israeli ally, a 12-mile wide "security zone" is established to protect Israeli territory from cross-border attacks.

September 1978: The Camp David Accords, brokered by U.S. President Jimmy Carter, lead to a peace treaty between Israel and Egypt. The accords lay the groundwork for a similar treaty between Israel and Lebanon, as well as its other Arab neighbors.

July 17, 1981: Israeli forces bomb PLO headquarters in West Beirut, killing more than 300 civilians. The attack leads to a U.S.-brokered cease-fire between Israel, the PLO and Syria, whose troops were in Lebanon.

1982: The cease-fire lasts until June 6, 1982, when Israel invades Lebanon with about 60,000 troops in a push to destroy the PLO, after an assassination attempt on Israel's ambassador to Britain. Arafat and the PLO flee Lebanon in August and settle in Tunis, Tunisia, where they remain until moving to Gaza in 1994.

The Israel-backed Lebanese president-elect, Bashir Gemayel, is assassinated September 14, shortly before his inauguration. Israeli troops enter West Beirut a day later, and the following day, nearly 800 Palestinian refugees are massacred at the hands of Lebanese Christian militias in the Sabra and Shatila camps. Israel is accused of doing nothing to prevent or stop the massacre.

Hezbollah, a fundamentalist Shiite Muslim militant group, emerges as a force in Beirut, the Bekaa Valley and southern Lebanon. Sponsored by Iran, modeled after Iran's Revolutionary Guards and supported by Syria, Hezbollah aims to establish a Shiite Islamic state in Lebanon and force Western interests like Israel and the United States out of the region.

April 18, 1983: A suicide attack by Hezbollah on the U.S. Embassy in West Beirut kills 63 people, a harbinger of future attacks against U.S. and Western interests.

May 17, 1983: Lebanon and Israel sign a U.S.-brokered peace agreement, spelling out terms of Israeli withdrawal from Lebanon, conditional on the withdrawal of Syrian forces. Syria opposes the agreement.

October 23, 1983: A Hezbollah suicide bomber blows up the headquarters of U.S. Marine and French forces in Beirut, killing 298 people -- 241 of them U.S. Marines and other military personnel. U.S. troops are withdrawn from Lebanon a few months later.

January 18, 1984: American University of Beirut President Malcolm Kerr is assassinated.

March 1984: With pressure mounting from Syria, Lebanon cancels the May 17, 1983, peace agreement.

September 20, 1984: The U.S. Embassy annex in East Beirut is bombed, and 23 people are killed.

June 1985: Israel withdraws from most of Lebanon but keeps control of the 12-mile-wide security zone in the south. Israel remains there until May 2000.

1990: Lebanon's 15-year civil war officially ends.

July 1993: Israel attacks southern Lebanon in a weeklong operation aimed at ending Hezbollah attacks on Israeli towns.

April 1996: Israel and Hezbollah militants engage in a 16-day battle, in which at least 137 people, mostly Lebanese civilians, are killed.

May 2000: Israeli troops withdraw from southern Lebanon, and the United Nations establishes the "Blue Line" as a border between the two countries.

September 2003: Israeli warplanes hit southern Lebanon in response to Hezbollah's firing anti-aircraft missiles at Israeli planes in the area.

October 2003: Israel and Lebanon exchange gunfire in the disputed area known as Shebaa Farms.

February 14, 2005: Former Lebanese Prime Minister Rafik Hariri is assassinated. Pressure builds on Syria to withdraw its remaining troops from Lebanon, which it does in April.

July 2006: Hezbollah militants cross into Israel, kill three Israeli soldiers and kidnap two others in a bid to negotiate a prisoner exchange, a demand rebuffed by Israel. Another five Israeli soldiers are killed after the ambush. Israel responds with a naval blockade and by bombing hundreds of targets in Lebanon, including Beirut's airport and Hezbollah's headquarters in southern Beirut. Hezbollah responds with rocket attacks targeting northern Israeli cities. Fighting leaves dozens of Lebanese civilians dead and coincides with a two-week-old Israeli military campaign in Gaza in response to the kidnapping of an Israeli soldier by Palestinian militants.

Timeline

Significant events, statements and decisions that reveal how the United States and the West chose not to act to save hundreds of thousands of lives in the Rwandan genocide of 1994.

A P R I L 7

Hutu gunmen systematically start tracking down and killing moderate Hutu politicians and Tutsi leaders. The deputy to the U.S. ambassador in Rwanda tells Washington that the killings involve not just political murders, but genocide.

The U.S. decides to evacuate all Americans.

Canadian General Romeo Dallaire, head of the U.N. peacekeeping force in Rwanda, is told by headquarters not to intervene and to avoid armed conflict.

Day 1

Estimated Death Toll: **8,000**

A P R I L 9, 10, 11

Evidence mounts of massacres targeting ordinary Tutsis.

Nearly 3,300 Americans, French, Italians and Belgians are evacuated by troops sent in from their countries.

Day 4

Estimated Death Toll: **32,000**

A P R I L 15

Belgium withdraws its troops from the U.N. force after ten Belgian soldiers are slain.

Day 8

Estimated Death Toll: **64,000**

A P R I L 16

The New York Times reports the shooting of some 1000 men, women and children in a church where they sought refuge.

Day 9

Estimated Death Toll: **72,000**

A P R I L 19

Belgian troops leave Rwanda; Gen. Dallaire is down to a force of 2,100. He will soon lose communication lines to outlying areas and will have only a satellite link to the outside world.

Day 12

Estimated Death Toll: **100,000**

A P R I L 21, 22

The U.S. and the entire U.N. Security Council vote to withdraw 90% of the peacekeepers in Rwanda.

At the urging of Human Rights Watch, the White House issues a statement calling on four Rwandan military leaders to "end the violence."

Day 14

Estimated Death Toll: **112,000**

A P R I L 25

Gen. Dallaire is down to 450 poorly-equipped troops from developing countries. He works to protect some 25,000 Rwandans who are at places guarded by U.N. forces.

Day 18

Estimated Death Toll: **144,000**

A P R I L 27

Pope John Paul II uses the word "genocide" for the first time in describing the situation in Rwanda. This same day, Czechoslovakia and Argentina introduce a draft resolution to the U.N. Security Council that includes the word "genocide."

Day 20

Estimated Death Toll: **160,000**

A P R I L 28

The press ask State Department spokeswoman Christine Shelly whether genocide is happening. Her response carefully tries to avoid the word: "...we have to undertake a very careful study before we can make a final kind of determination...."

Day 21

Estimated Death Toll: **168,000**

M A Y 1

A Defense Department discussion paper, prepared for a meeting of officials having day-to-day responsibility on the crisis, is filled with cautions about the U.S. becoming committed to taking action. The word genocide is a concern. "Be careful. Legal at State was worried about this

yesterday -- Genocide finding could commit [the U.S.] to actually 'do something.'"

Day 25

Estimated Death Toll: 200,000

M A Y 3

The U.S. unveils long-planned new peacekeeping doctrine (Presidential Decision Directive 25). In emphasizing the need to establish first what is in the "national interest," it limits U.S. participation in U.N. missions and U.S. support for other nations that hope to carry out U.N. missions.

Day 27

Estimated Death Toll: 216,000

M A Y 5

A Pentagon memo rejects a proposal from Gen. Dallaire and State Department officials to diminish the killings by using Pentagon technology to jam the extremists' hate radio transmissions.

Day 29

Estimated Death Toll: 232,000

M A Y 13

Horrified by the scale of the killings, some members of the U.N. Security Council are ready to increase Gen. Dallaire's force. Dallaire's plan is for 5,000 more troops to secure Kigali and create safe havens in the countryside. But the State Department instructs U.N. Ambassador Albright to work to modify the plan. The U.S. wants to create protected zones at Rwanda's border areas, a less risky option for intervening troops.

Day 37

Estimated Death Toll: 296,000

M A Y 17

Six weeks into the genocide, the U.N. and U.S. finally agree to a version of Gen. Dallaire's plan: nearly 5,000 mainly African U.N. forces will be sent in and the U.N. requests that the U.S. provide 50 armored personnel carriers (APCs).

Few African countries offer troops for the mission and the Pentagon and U.N. argue for two weeks over who will pay the costs of the APCs and who will pay for transporting them.

It takes a full month before the U.S. begins sending the APCs to Africa. They don't arrive until July.

Day 41

Estimated Death Toll: **328,000**

M A Y 25

Seven weeks into the genocide, President Clinton gives speech that restates his policy that humanitarian action anywhere in the world would have to be in America's national interest:

Day 49

Estimated Death Toll: **392,000**

J U N E 22

Eleven weeks into the genocide, with still no sign of a U.N. deployment to Rwanda, the U.N. Security Council authorizes France to unilaterally intervene in southwest Rwanda.

French forces create a safe area in territory controlled by the Rwanda Hutu government. But killings of Tutsis continue in the safe area.

Day 77

Estimated Death Toll: **616,000**

J U L Y 17

By this date, Tutsi forces have captured Kigali. The Hutu government flees to Zaire, followed by a tide of refugees. The French end their mission in Rwanda and are replaced by Ethiopian U.N. troops. The RPF sets up an interim government in Kigali.

Although disease and more killings claim additional lives in the refugee camps, the genocide is over.

Day 100

An estimated 800,000 Rwandans have been killed

Name: _____ Period: _____

Warm-ups October 30th -November 3rd

Monday, October 30th

List any events that you know occurred before the Texas Revolution that we have NOT yet covered in class.

Tuesday, October 31st

Why was the Mexican Constitution of 1824 written?

Wednesday, November 1st

What changes did the Mexican government make in Texas by writing the Law of April 6 1830?

Thursday, November 2nd

If you lived in Mexico during the 1830's would you support or oppose Santa Anna's revolt against the Mexican government? Why?

Friday, November 3rd

List the reasons that the Mexican government gave for arresting Stephen F. Austin. Do you think that the revolution would have occurred without Austin being arrested?

Name: _____ Period: _____

Warm-ups November 6th – 10th

Monday, November 6th

What were the two major factions in Texas discussed in Chapter 9 Section 3?

1. _____
2. _____

Tuesday, November 7th

List three major events discussed so far that led to the Texas Revolution.

1. _____
2. _____
3. _____

Wednesday, November 8th

Thursday, November 9th

Pick one historical figure we have discussed so far and explain why they are important to Texas history.

Friday, November 10th

Did you enjoy/have you enjoyed the “Wanted” activity so far? Explain why or why not.

Name: _____ Period: _____

Warm-ups November 13th – 17th

(I will write these warm-ups as I am closer to this week. I could write them now, but I would rather wait and be able to write warm-ups that truly help uncover what we are working on in class.)

Monday, November 13th

Tuesday, October 14th

Wednesday, November 15th

Thursday, November 16th

Friday, November 17th