Jerusalem: A City of Conflict

Students will calculate percentages of the different religious populations in Jerusalem.

Author: Heather Terlecki
Grade Level: 6-8
Duration: 1 class period

Overview
Students will use a table of data listing the numbers of Jews, Muslims, and Christians in Jerusalem and determine the percentage of each religious group in the city. Students will observe the changes in the population percentages and analyze those changes. As a result, students will interpret the complexity of different populations in one region on the earth.

Purpose
In this lesson students will gain a better understanding of the religious groups in Jerusalem and the population change being experienced there. They will understand how to calculate percentages and compare and contrast the differences and changes over time.

Materials
- Jerusalem: A City in Conflict handout
- Jerusalem: A City in Conflict answer key
- Jerusalem map
- Map of Israel
- A calculator for each student
- Paper, pencil

Objectives
Jerusalem: A City of Conflict

The student will be able to:

1. Calculate percentage from the data given.

2. Determine the changes in percentages of religious groups that have occurred over the years in Jerusalem.

3. Predict changes in the religious groups in Jerusalem in the future years.

4. Infer what future conflicts the region will face based on the percentage of change predicted.

**Procedures**

*Students should have experience using a calculator, place value, and rounding.*

1. Ask if any students know of a time when they have heard of Israel or Jerusalem and reflect on current situation there. Create a KWL chart regarding the conflict in the region. Show a recent news clip, if possible, explaining a recent incident in the region.

2. Introduce the lesson by reading the introductory information on Jerusalem with the students and discuss the importance of the city to a number of religions.

3. View the map of Israel and Jerusalem, and locate the holy places of the three religions.

   Work through the first calculation with them (Jewish population in 1844).

4. Explain that all the percentages when rounded should add up to 100%, and if it doesn’t they should recalculate.

**Assessment**

Students will perform and analyze the calculations on the worksheet provided with 80% accuracy.

**Extensions**

Refer to the lesson: “Jerusalem: A Holy City” by Gale Ekiss on the GeoLiteracy CD produced by the Arizona Geographic Alliance. Information on ordering this CD is available on their website at http://alliance.la.asu.edu/azga/

Have students research Jerusalem on the Internet, in magazines, or in the newspapers for stories involving the different religions.

**Sources**