

The Milton Wolf Prize in Student Diplomacy

*Lesson Title:
“Beyond Boundaries”*

*Created by: Mr. Price
Julius West Middle School*

Student Learning Packet

Name/Period _____
Date _____

DAY #1

Video Questions

<i>Questions:</i>	<i>Student Responses:</i>
1. Describe the living conditions of Sarajevo between 1992 and 1995.	
2. How did the United States and Europe respond to Sarajevo after it was bombed? Do you believe these actions were justified?	
3. "People were losing hope, holding on. Even though most Serbs and Croats had left Sarajevo, some chose not to listen to their political leaders and felt that different people could live together." Do you agree or disagree with the actions of Serbs and Croats who resisted the ideas of their political leaders? Explain why or why not.	
4. What impact did the people of La Benevolencija have on Sarajevo? Provide one example.	

Photograph Analysis

1. Study the photograph for 1 minute to form a complete impression of what makes up the image.
2. Then, divide the photograph into quadrants and study each quadrant to see what new details become visible.
3. Fill in your chart by recording the details you observe from each photograph.

Photograph One Comments:

People	Objects	Activities

Photograph Two Comments:

People	Objects	Activities

Photograph One:



Photograph Two:



Photograph Three:



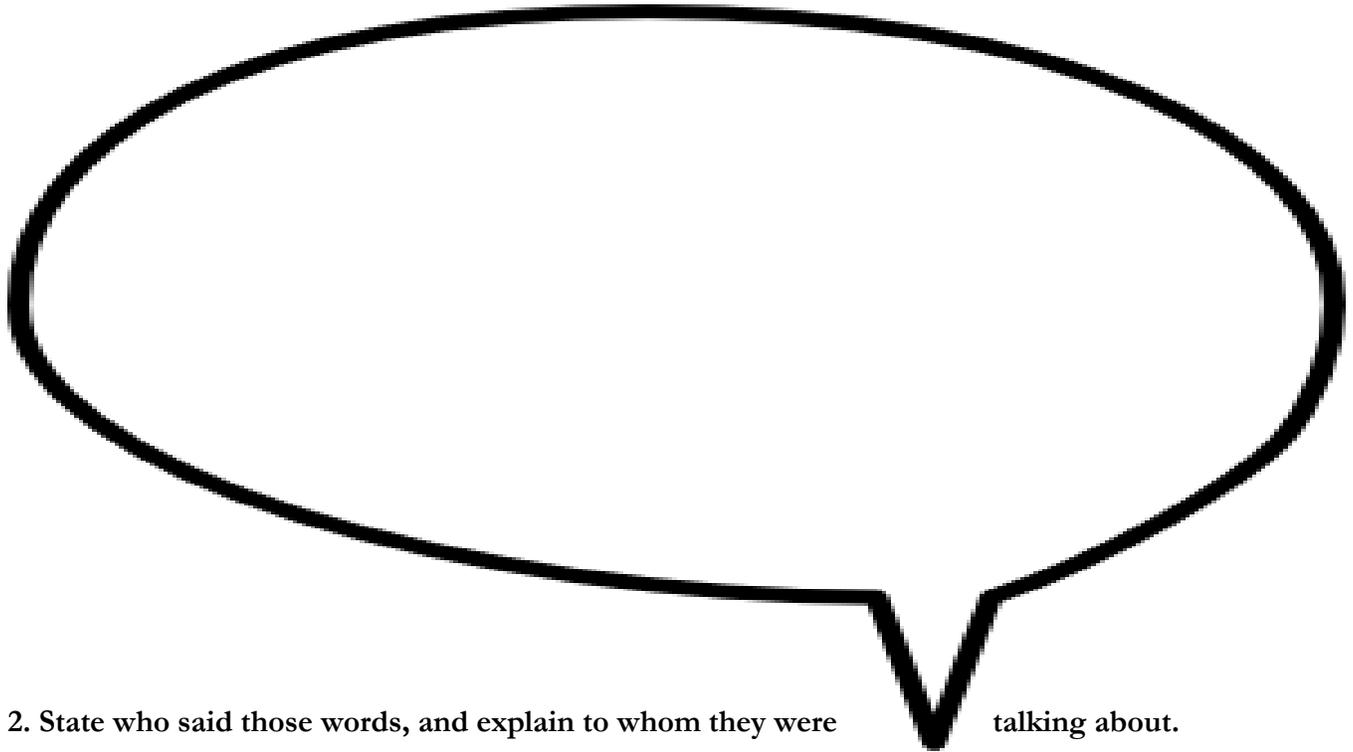
DAY #2 & 3

Mr. Price
8th Grade United States History

Quote Analysis Worksheet

Name/Period _____ Date _____

1. Write the quote below. Remember to put it in quotation marks.



2. State who said those words, and explain to whom they were talking about.

3. **Paraphrase key details/information:** Which words or phrases best paraphrases the information in this quote?

A. _____ B. _____ C. _____

- Now, put the quote in your own words. Don't use quotation marks here because you are no longer using the words from the quote.

4. Explain analyses/ inferences/ conclusions/ predictions/ generalizations by citing appropriate textual evidence.

- Select one character trait to describe this character: _____
- Which specific details in the text led you to this conclusion about this character?

***Congratulations, you have officially
analyzed another writer's work!***

Take a bow. 😊

Mr. Price

8th Grade United States History

Name/Period _____ Date _____

Final Activity: La Benevolencija Instagram Project

Prompt: The Jewish community of Sarajevo looked beyond religious and cultural differences to unite at the time of the Bosnian War. Create an original Instagram post (*following the expectations of the rubric below*) that highlights the role of the people of La Benevolencija but also draws on the importance of the two quotes below.

“When the Jews are leaving, it is a bad sign for the city,”—*Bosnian proverb*

“In the end, we will remember not the words of our enemies, but the silence of our friends,”—*Dr. Martin Luther King, Jr.*

	Points Earned	Possible Points
one or both of the quotes (Bosnian proverb and Dr. King quote)	/ 5	5
detailed visual highlighting the work of the people of La Benevolencija	/ 5	5
images should be in color	/ 2.5	2.5
Instagram logo	/ 2.5	2.5
at least 3 hashtags	/ 5	5
at least 3 comments	/ 5	5

Total Points Earned = _____

NOTE: Julius West Middle School is an International Baccalaureate (IB) school offering the Middle Years Programme (MYP). The rubric format below mirrors what our teachers use to assess student work. For the La Benevolecija Instagram Project, I wanted to connect the work of this two-day lesson to our IB/MYP Programme.

Criterion C: Communicating

At the end of year 3, students should be able to:

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions

ASSIGNMENT: Performance-Based Assessment (*La Benevolecija Instagram Project Rubric*)

MCPS Grade	MYP Achievement Level	Achievement level descriptor
Below 59.5% 18 and under	0	The student does not reach a standard described by any of the descriptors below.
60-65% 19 20 21	1-2	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way
70-75% 22 23 24	3-4	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas
80-85% 25 26 27	5-6	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose ii. mostly structures information and ideas according to the task instructions
90-100% 28 29 30	7-8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose ii. structures information and ideas completely according to the task instructions