

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Seventh Grade Social Studies Course.

Seventh Grade Unit 2 – “The Modern Middle East”

Elaborated Unit Focus

In this unit students will gain an understanding of the modern cultural and physical landscape of Southwest Asia (Middle East). Students will examine how **conflict and change** have shaped and continue to shape the political boundaries of this region. When examining the specific elements of **culture**, students will work towards a deeper understanding of the prominent religions in the area. Students will examine the governance of the region including the role religion plays in **governance** and international relations of this area. Students will locate selected countries and physical features in the region and examine how **location**, climate, and physical characteristics have affected where people live, the types of work they do, and how they travel.

Standards/Elements

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

- b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
- d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

SS7G5 The student will locate selected features in Southwestern Asia (Middle East).

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.
- b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).

- a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- d. Explain the reason for the division between Sunni and Shia Muslims.
- e. Evaluate how the literacy rate affects the standard of living.

SS7CG4 The student will compare and contrast various forms of government.

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).

- a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Enduring Understandings/Essential Questions

Students will understand that when there is conflict between or within societies, change is the result.

- How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?
- How are land and religion reasons for continuing conflicts in Southwest Asia (Middle East)?
- What are factors that led to the U.S. participation in the Persian Gulf Conflict and the invasions of Afghanistan and Iraq?

Students will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- What is the difference between an ethnic group and a religious group?
- How are the religions of the Arabs, Persians, and Kurds diverse?
- What are the similarities and differences between Judaism, Islam, and Christianity?
- What is the reason for the division between Sunni and Shia Muslims?
- How does literacy rate affect the standard of living?

Students will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- How do the unitary, confederation, and federal government systems distribute power?
- How do autocratic, oligarchic, and democratic governments determine citizen participation?
- What are the components of parliamentary and presidential government?
- What distinguishes the form of leadership, public voting procedures and personal freedoms in the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran?

Students will understand that location affects a society's economy, culture, and development.

- Where are the Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip?
- Where are Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey?
- How does the distribution of oil affect the development of Southwest Asia (Middle East)?
- How do the deserts and rivers of Southwest Asia (Middle East) affect the population in terms of where people live, the type of work they do, and how they travel?

Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

**NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.*

Balanced Assessment Plan

<i>Description of Assessments</i>	<i>Standard/ Element</i>	<i>Type of Assessment</i>
Students will complete a KNL (Know, Need to Know, Learned) chart regarding the three major religions in Southwest Asia (Middle East); Judaism, Christianity, and Islam. This will be the springboard for class discussion regarding the similarities and differences between these religions and how they have influenced the cultures of the region. Students will add to the KNL chart throughout the unit.	G8c	Self-assessment, dialogue, discussion, and informal observation
After locating and reading about the nations of the region, students will work in groups of three analyzing physical, political, and distribution maps identifying major features of the region. Students will answer critical thinking questions relating to the major physical features and climatic conditions of the region and their impact on population, trade, agriculture, and industry as well as the effects on where people live, work that they do, and how they travel.	G5a,b G7a,b	Dialogue, discussion, constructed response
In small groups, have students identify the leadership of Israel, Iran, and Saudi Arabia. Students should chart the varying government structures of each type of leadership. Students should then discuss how they feel the countries of the region would change if they did a “Leader Swap” Tell them it would operate under the same principle as the television show “Wife Swap”. They are to present their findings to the class.	CG5a G5a,b	Dialogue, discussion, constructed response, and teacher observation
Teacher creates word wall using unitary, confederation, federal, autocratic, oligarchic, and democratic parliamentary and presidential governments. The definitions are then distributed randomly to the class and the students are to place them next to the definition they feel it matches. The accurate definitions are then distributed to each student in worksheet form (see teacher resources). After reading the definitions, students are to assess their performance and modify answers as needed.	CG4a,b,c	Teacher observation, dialogue, and response
Each student is assigned a country (Iran, Saudi Arabia, or Israel), a job (socio-economic level), gender, age, political affiliation, and religious affiliation. They will assume this role to write editorials for a fictitious local newspaper. The articles will address their character’s opinion of the role religion should or should not be playing in their government, and what the citizens’ role should be in their country. Grouped by country, they will read each other’s OP/ED pieces and write their character’s response to the other articles. This will lead to a class discussions in their own “voices” about how accurate or inaccurate they thought the opinions in the articles were.	CG5a	Constructed, response, self-assessment, dialogue, discussion, teacher observation

<p>Teacher will provide examples of political cartoons that illustrate different points of view about the Arab/ Israeli conflict.</p> <p>Students will construct a graphic organizer of the various issues related to the conflict between these two groups in the region.</p> <p>Then, students will find a current article related to the Arab/ Israeli conflict and write a brief summary and opinion about it. Student will work collaboratively to discuss their respective articles (i.e. “pair share”). Students are to discuss causes and effects found within their articles. Whole group discussion centers on identifying various reasons for conflict in the modern Middle East.</p>	<p>H2b,c</p>	<p>Constructed response, dialogue, discussion, and self assessment</p>
<p>Students construct a timeline of U.S. involvement in Southwest Asia (Middle East) from 1979 to the present given several key events (US support/shelter for Shah, American prisoners taken in Iran, Persian Gulf Conflict, Invasions of Afghanistan and Iraq, etc.) plus at least <i>x</i> more found from their own research. Next, students write a short reaction paper, where they will choose 2 events from the timeline and write their opinion about why there was or was not a need for US involvement in the chosen events.</p>	<p>H2d</p>	<p>Constructed response, and selected response</p>

Sample Performance Task

Southwest Asia Business Feasibility Research

Enduring Understanding: Culture-The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Standards: H2c; G5a,b; G8; CG4; CG5

Once known as the crossroads of trade because of its location, the Fertile Crescent, which today we call Southwest Asia (Middle East), was home to some of the wealthiest and most prosperous civilizations of ancient times. People traveled from near and far to visit and trade in the region. Unfortunately for the region, it no longer receives recognition as the trading center it once was.

Southwest Asia (Middle East) has been involved in conflict for centuries. There is a growing concern that this has resulted in a permanent smear upon the region's ability to develop its appeal to tourists and outside investors. The assignment is to investigate the feasibility or likelihood of this venture and offer solutions that address the indicated problem(s) or quell the negative views in key nations as identified in the GPS.

The task:

1. You will be taking on the role of an **investigative journalist** for an international news magazine or program.
2. You must describe whether or not someone can convince businesses from outside Southwest Asia (Middle East) to build factories, set up huge offices, and create large hotels and resorts.
3. You must explain whether or not you believe that people from outside this region would be willing to travel to this region to vacation, take a job, or even settle there permanently.
4. You must explain in depth the reasons for your answers citing specific evidence to support your reasoning.
5. You will work in groups and will have access to the library and computers to complete your research. You will also use the information learned in class and build upon that knowledge.
6. Information that **must** be included (but not limited to): crime rates, education, climate, availability of jobs, cost of living in populated regions, major religions, recreation activities, military presence or conflict, types of geographic features that would either attract or detract interest in the area, government policies, cultural events.

Your final product may take one of two forms:

1. You may create a front page news article worthy of publishing in the magazine.
2. You may choose to create a mini-documentary for a news program.

Map and Globe Skills: 1,2,4,6,7,8, 9,11,12

Information Processing Skills: 1-17

Content Rubric for Performance Task

Scale	<i>1</i> <i>Below Standard</i>	<i>2</i> <i>Needs Improvement</i>	<i>3</i> <i>Meets Standards</i>	<i>4</i> <i>Exceeds Standards</i>
Criteria				
<i>Student demonstrates knowledge of key areas of culture and location in the region</i>	Students do not accurately describe assigned characteristics of society that contribute to the human and physical geography of the region.	Students accurately describe some assigned characteristics of society that contribute to the human and physical geography of the region.	Students accurately describe all assigned characteristics of society that contribute to the human and physical geography of the region.	Students accurately describe and explain all assigned characteristics of society that contribute to the human and physical geography of the region. Student identifies several ways the key areas of culture can help promote or detract from the area's appeal.
<i>Correctly identifies sources of problems and conflicts</i>	Student does not accurately identify problems and conflicts in the selected region.	Student accurately identifies problems and conflicts in less than two countries.	Student accurately identifies problems and conflicts in the selected region.	Student accurately identifies problems and conflicts in additional countries of the selected region. Student connects historical references to current conflicts and problems.
<i>Synthesizes data and creates viable possible solutions</i>	Hypothesis is not supported by factual data and sources are limited. Students do not introduce viable solutions to the identified problems and conflicts.	Hypothesis is supported by factual data from limited sources. Students introduce several viable solutions to the identified problems and conflicts in some key nations.	Hypothesis is supported by factual data from multiple sources. Students create several viable solutions to the identified problems and conflicts in all key nations.	Hypothesis is supported by factual data from multiple sources. Students create several viable solutions to the identified problems and conflicts in all key nations. Students offer projected analysis of anticipated outcomes.

Product Rubric for Performance Task

Scale	1 <i>Below Standards</i>	2 <i>Needs Improvement</i>	3 <i>Meets Standards</i>	4 <i>Exceeds Standards</i>
Criteria				
Awareness of Audience	Vocabulary, audio, and graphics are not understandable or appropriate for audience.	One of the aspects of the final product (vocabulary, audio, and graphics) is not understandable or appropriate for audience.	Information is clearly presented, understandable and appropriate for the audience.	Information is clearly presented, understandable and appropriate for the audience. Vocabulary, graphics, and audio enhance presentation.
Point of View & Purpose	It was difficult to figure out the purpose of the product.	The purpose is somewhat clear but many aspects of the product seem only slightly related.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	Product establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.

Resources for Unit

<p>Classroom Atlases Internet or Media Center Almanacs, Encyclopedias www.unitedstreaming.org for video clips of ethnic groups www.cnn.org for examples of news reports, also for current event articles http://worldatlas.com/webimage/countrys/me.htm For detailed maps of physical features http://www.middle-east-pages.com/Atlas-of-the-Middle-East.html for excellent and comprehensive thematic maps related to G7a,b,d www.cia.gov for countries' statistics www.southerncenter.org for political cartoons and great thematic maps www.eia.doe.gov/emev/cabs/contents.html www.galileo.usg.edu Georgia's Virtual Library for research sources (media center has password)</p>
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Types of Governments Worksheet for unit 2

Unitary: characterized by or constituting a form of government in which power is held by one central authority.

Confederation: voluntary associations of independent states, to secure some common purpose, agree to certain limitations on their freedom of action and establish some joint machinery of consultation or deliberation.

Federal: characterized by or constituting a form of government in which power is divided between on central and several regional authorities.

Autocratic: government in which one person possesses unlimited power and the citizen has little if any role in the government.

Oligarchic: government by the few, sometimes in which a small group exercises control especially for corrupt and selfish purposes. The citizen has a very limited role.

Democratic: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.

Parliamentary: a system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to legislature. May have a Prime Minister elected by the legislature.

Presidential: a system of government in which the president is constitutionally independent of the legislature.