

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 4 – “Origins of Modern Southwest Asia (Middle East)”

Elaborated Unit Focus

Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture through **conflict and change**. Southwest Asia (Middle East) is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam. All share the common belief in one God, the God of Abraham. Throughout history these religions have attracted believers and influenced **culture** and world events, and political landscape of the region. The student will understand that the religious differences are cause for conflict and change in the region that has affected nations of the world politically and socially. Students will examine the *collapse* of the Ottoman Empire and European partitioning.

Standards/Elements

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

- Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.
- 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.
- Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
- Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

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

- Explain the differences between an ethnic group and a religious group.
- Explain the diversity of religions within the Arabs, Persians, and Kurds.
- Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- Explain the reason for the division between Sunni and Shia Muslims.

Enduring Understandings/Essential Questions

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

- How did European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire lead to regional conflict?
- How is the origin of Judaism, Islam, and Christianity a source of conflict over the land?
- How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?

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?

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 Assessment</i>	<i>Standard/ Element</i>	<i>Type of Assessment</i>
Students will work in groups of three to complete a timeline puzzle (see below) putting a series of dates and events in chronological order (approximate date and place of origin of Judaism, Christianity, and Islam, person associated with founding of the religion, approximate dates of divisions within the religions, major historical events such as religious expansion and conflict). On a wall or a bulletin board, the teacher will have an incomplete timeline and will select a member from each group to place a different event on the timeline. This will lead to a class discussion of the chronological history of the region and religions.	G8c,d H2b, c	Constructed response, dialogue and discussion, informal observation
In small groups, students will create a graphic organizer for each of the three religions, listing the name of the holy book, founder, place of worship, sects, god, and major practices and beliefs. Students will then use this information to create a Venn diagram, or advanced comparison/contrast writing graphic organizer demonstrating/discussing common characteristics of these religions.	G8c	Constructed response, dialogue and discussion
Teacher should develop a lecture supported by a PowerPoint presentation on assorted Middle Eastern conflicts. Students should participate in lecture by explaining the role of anti-Semitism, Zionism, the Holocaust, the collapse of the Ottoman Empire, and Sunni and Shia Muslims, in your lecture as it is appropriate. The class will help the teacher design a graphic organizer that charts conflicts, those involved in conflicts, the location of the conflicts, and reasons for the conflict.	H2a,b,c G8b,d	Dialogue and discussion, constructed response
Provide students with reading selections that highlight “the Western World’s” involvement in Southwest Asia. Have students read section on the involvement of Europe and the United States in Southwest Asia (Middle East) in the link below . Students write a comparing and contrasting essay on the presence of the two powers in the region <i>or</i> students informally debate the presence of Western Powers in the region. http://www.state.gov/www/current/middle_east/ispeace.html * Examples are provided in resources section.	H2d G8a	Observation, constructed response, dialogue and discussion
Teacher identifies the four reasons for the development of the modern state of Israel. Teacher uses a comparative graphic organizer to lead the discussion on this topic (see resource section for sample). Teacher divides students into groups of four. Each group discusses the source of conflict in the region as it relates to the development of the modern state of Israel.	H2b	Dialogue, discussion, constructed response

Sample Performance Task***The Development of Modern Southwest Asia (Middle East)***

Enduring Understanding: Students will understand that while change occurs over time, there is continuity to the basic structure of that society.

Standards: SS7H2a,b,c,d; SS7G8a,b,c,d

You will work in groups of 4-6 people, according to teacher instruction. You are a 22nd century museum curator. You are developing a museum exhibit that focuses on the geographical, political, social, and economic structure of Southwest Asia (Middle East) from late 20th century to the early 21st century. Your exhibit will be the opening to the exposition entitled “The Development of Modern Southwest Asia (Middle East)”. Your display should emphasize the environmental, governmental, cultural, and economic developments that you believe have created the world that you now experience in the 22nd century. The following items should be evident in your exhibition:

- Provide historical background that contributes to ethnic or political tension of the late 20th to the early 21st century.
- Artifacts can be maps, photos (replicated or actual) with historical significance to Southwest Asia at the turn of the 20th century.
- Provide personal statements or views of people in Southwest Asia (Middle East) during the same time period. The focus of the statements should represent the viewpoint of one or more of the following: Israeli Jew, Palestinian, Arab, Afghani, Kurdish, Turkish, Sunni and Shiite Muslims, oil company CEO (perhaps an American). Students create statements coming from internet or other independent research.
- Insert commentary to accompany the perspectives and voice at appropriate points, which explain the relationships between physical geography, diverse cultures, and political systems.
- Address any on-going conflicts in Southwest Asia (Middle East) during that time.
- Include your overall evaluation of how physical geography, diverse cultures, and political systems contribute to conflict.
- Predict what you think life will be like in the 22nd century based on the events of the late 20th and 21st century.

Students must turn in anecdotal schema of presentation.

Acceptable Presentation Formats:

1. Display
2. multimedia presentation
3. Live interactive Exhibit

Map and Globe Skills: 4, 7, 8, 11, 12

Information Processing Skills: 1-6, 8-16

***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Rubric for Performance Task

SCALE	1	2	3	4
CRITERIA	<i>Below standards</i>	<i>Improving</i>	<i>Meets standards</i>	<i>Exceeds standards</i>
<i>Correctly identifies the geographical, political, social, and economic structure of the region.</i>	Does not correctly identify the geographical, political, social, and economic structure of this region.	Correctly identifies at either the geographical, political, social, and economic structure on their assigned category.	Correctly identifies the geographical, political, social, and economic structures of this region.	Correctly identifies more than 3 geographical, political, social, and economic structures. Draws generalizations about the interactions and interdependence between all the categories and uses several examples of the interaction.
<i>Analyzes life in the 22nd century based on the events of the late 20th and 21st century supports position with specific evidence.</i>	There is no definitive position about what you think life will be like in the 22 nd century based on the events of the late 20 th and 21 st century. Does not accurately support their position with evidence. Does not address conflicts in the region.	There is a definitive position about what you think life will be like in the 22 nd century based on the events of the late 20 th and 21 st century. At most, uses one example to support their position. Inadequately addresses the effects that solving this problem would have on the region.	There is a definitive position what you think life will be like in the 22 nd century based on the events of the late 20 th and 21 st century. Correctly uses 2-3 examples of the issue's effect on the assigned nation. Adequately explains how solving this problem would have the greatest positive effect on this region.	There is a definitive position about the priority of what you think life will be like in the 22 nd century based on the events of the late 20 th and 21 st century. Correctly uses multiple examples of the issue's effect on the assigned nation. Persuasive explanation of how solving this problem would have the greatest positive effect on the region, and references the greater implications for the world.
<i>Synthesizes major events to demonstrate a correlation between those events and modern occurrences in the region that contributes to ethnic or political tension of late 20th to early 21st century.</i>	Does not demonstrate a reasonable cause and effect correlation of the historical events with a modern occurrence.	Correctly demonstrates 1-2 reasonable cause and effect correlations of the historical events with a modern occurrence.	Correctly identifies several reasonable cause and effect correlations of the historical events with a modern occurrence(s). Accurately explains the correlation between the two events.	Correctly identifies multiple reasonable cause and effect correlations of the historical events with a modern occurrence(s). Accurately explains the correlation between the two events. Evaluates the possible global implications of the proposed solution.

Product Rubric

Scale	<i>1 Below Expectation</i>	<i>2 Needs Improvement</i>	<i>3 Meets Expectation</i>	<i>4 Exceeds Expectation</i>
Criteria				
<i>Students produce a product that is attractive.</i>	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
<i>Students produce a product that is organized.</i>	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
<i>Awareness of Audience</i>	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.
<i>Point of View - Purpose</i>	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 exhibit!

Resources for Unit

NewsHour Extra

<http://www.pbs.org/newshour/extra/features/jan-june02/mideast.html>

If you would like students to read the most recent news, please use an update from the [Online NewsHour's special report](#).

Via Dolorosa

<http://www.pbs.org/viadolorosa/history.html>

Middle East Peace: Treaties Historic Documents, Treaties, and Agreements

<http://www.ariga.com/treaties/>

Internet Modern History Sourcebook

<http://www.fordham.edu/halsall/mod/modsbook54.html>

MidEast Web Gateway

<http://www.mideastweb.org/>

Fact Sheet: Southwest Asia (Middle East) Peace Process

http://www.state.gov/www/current/middle_east/ispeace.html

<http://www.galileo.usg.edu/> Georgia's Virtual Library (see media specialist for monthly password)

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Reason for the creation of Modern Israel	Sources of Conflict from the Perspective of Israel	Sources of Conflict from From the Perspective of Palestinians

Religions of Southwest Asia (Middle East) Timeline (Example)

Directions: Place the following events in order of their occurrence on the timeline.

- Birth of Muhammad, 570 CE
- Approximate date of Abraham's life, 2000 BCE
- Jesus' crucifixion, 33 CE
- Separation of Eastern and Western Christian Church, 1054 CE
- Death of Muhammad, 632 CE
- Approximate date of the Exodus, 1250 BCE
- Christianity becomes accepted religion of Rome, 300 CE

BCE



CE