

## Curriculum: The Middle East: Past and Present

### Curricular Unit: Geography

Instructional Unit: A. Evaluate the geography of the region and geographic barriers to development

#### **Standard Alignments (Section 2)**

SSCLE: MUSWH.3b.O (World History); EGSA.5.Bb,Fc (Geography) Knowledge: (SS) 5,7 CCSS: 11-12.RH.7 NETS: 3a,c; 5a; 6a,b Performance: 2.1, 3.5
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#### **Unit (Section 3)**

Learning Targets:

- Identify and describe the geographical regions of the Middle East
- Determine the geographical barriers to development that exist in the Middle East
- Identify the differences in climate types, as related to regions, in the Middle East
- Develop a logical argument on the importance of “Holy Cities” as related to the geography of the Middle East
- Investigate the importance of “Special Places” in relation to the geography of the Middle East

Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the geography of the Middle East
  - compile a list of geographical areas, countries, specific regions or cities for students to research for the construction of a Middle East “Travel Brochure”
  - research and discover any topics related to geographical barriers in the Middle East in order to lead the students in class discussion
  - construct a geographical packet for the students to complete using an Atlas of the Middle East to further their social science inquiry skills

Assessments/Evaluations:

- Teacher created scoring guide for the “Travel Brochure”
- Summative unit evaluation

Mastery: 80%

Sample Assessment Questions:

- Describe the barriers to development that exist from a geographical standpoint in the Middle East
- Analyze the differing geographical regions of the Middle East and how they determine the unique identity of each region

Instructional Resources/Tools:

- PowerPoint
- Atlas of the Middle East – Maps.com (2003)
- Travel brochure electronic template

Cross Curricular Connections:

- ELA:
  - Writing
  - Reading – informational text
  - Researching
- Social Studies
  - World History
  - Geography

**Depth of Knowledge (Section 5)**

DOK: 3

## Curriculum: The Middle East: Past and Present

### Curricular Unit: Religion

Instructional Unit: B. Determine the role that religion plays in understanding the Middle East and how it affects the region

#### **Standard Alignments (Section 2)**

SSCLE: RIGIT.6.M (World History); RIGIT.6.O (Geography)

Knowledge: (SS) 5,7

CCSS: 11-12.RH.9

NETS: 5a

Performance: 2.1, 3.5

#### **Unit (Section 3)**

Learning Targets:

- Identify and describe the main ideas of the Big Three religions in the Middle East
- Compare the basic belief systems of Christianity, Islam and Judaism and how they are similar and different
- Summarize the effects of religion on Middle Eastern governments and how it connects the idea of a secular mission to that of a religious mission (i.e., Israel)
- Recognize the importance of religion to the Middle East region as a whole and within the various subgroups of the region

Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the geography of the Middle East
  - use informational articles on the Big Three religions of the Middle East and lead student discussion of the similarities and differences
  - collect information regarding state-sponsored religions, the separation between church and state and the misuse of religion to help students assess the importance of religion from a regional and cultural standpoint

Assessments/Evaluations:

- Summative unit evaluation

Mastery: 80%

Sample Assessment Questions:

- Develop a logical argument in regards to the importance of religion in the Middle East and how it influences the region today
- Compare the Big Three religions in the Middle East in regards to similarities and differences

Board Approved 8-3-15

Instructional Resources/Tools:
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| <ul style="list-style-type: none"><li>• PowerPoint</li><li>• Use of video clips</li><li>• Internet research</li></ul> |
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Cross Curricular Connections:
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| <ul style="list-style-type: none"><li>• ELA:<ul style="list-style-type: none"><li>• Writing</li><li>• Reading</li></ul></li><li>• Social Studies<ul style="list-style-type: none"><li>• World History</li><li>• Geography</li></ul></li></ul> |
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<b>Depth of Knowledge (Section 5)</b>
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DOK: 2
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Curriculum: The Middle East: Past and Present

Curricular Unit: World War I to the Cold War

Instructional Unit: C. Analyze the development and changes that occurred in the Middle East from 1914 to the Cold War Era

### **Standard Alignments (Section 2)**

SSCLE: PPGS.2.B; MUSWH.3b.M,N (World History)

Knowledge: (SS) 3

CCSS:

NETS: 1a; 3a,c; 5a

Performance: 1.2, 1.10, 2.1

### **Unit (Section 3)**

Learning Targets:

- Identify the pattern of colonialism that occurred after the end of World War I
- Analyze the effects of the British and French mandates in the Middle East
- Investigate the involvement of Middle Eastern countries during World War II and the impact the end of the war had on the region
- Assess the increasing involvement of the United States into the affairs of Middle Eastern countries as a result of the Cold War
- Estimate and interpret the impact the creation of Israel had on the Middle East in the post-World War II era and into the Cold War
- Summarize the refugee problem and how it has impacted the status of the Palestinian concept of “Right of Return”

Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the topics
  - compile a list of events that occurred during the post-World War I to Cold War era for students to choose from to create a two-page “Newspaper”
  - use any current articles written on the Middle East that are directly applicable to the units of study for class discussion
  - use the Displaced Persons activity for students to analyze and formulate an opinion regarding the Palestinian refugee problem

<p>Assessments/Evaluations:</p> <ul style="list-style-type: none"> <li>• Teacher created scoring guide for the two-page “Newspaper” checking for: <ul style="list-style-type: none"> <li>• historical accuracy</li> <li>• use of technology</li> <li>• grammar and spelling</li> </ul> </li> <li>• Summative unit evaluation</li> </ul> <p>Mastery: 80%</p>
<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Synthesize the effects of colonialism in the post-World War I era and asses how that has shaped the modern Middle East</li> <li>• Analyze the impact that the creation of Israel has had on the Middle East</li> <li>• Determine the importance of the Palestinian refugee problem and how that has impacted modern day issues in the area formerly known as Palestine</li> </ul>
<p>Instructional Resources/Tools:</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Guided internet research and interpretation</li> <li>• Current articles (if applicable)</li> <li>• Activity on Displaced Persons and Internally Displaced Persons</li> </ul>
<p>Cross Curricular Connections:</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Writing – conventions and grammar</li> <li>• Research</li> <li>• Reading – informational text</li> </ul> </li> <li>• World History</li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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Curriculum: The Middle East: Past and Present

Curricular Unit: Cold War to Modern Day

Instructional Unit: D. Compare and contrast current political, social and economic issues from the Cold War to the present day

### **Standard Alignments (Section 2)**

SSCLE: MUSWH.3b.M; ECP.4.J (World History); RIGIT.6.0 (Economics) Knowledge: (CA) 1 (SS) 3,4 CCSS: 11-12.RH.1; 11-12.RH.2 NETS: 3c,d; 5a Performance: 3.2, 3.6, 3.8
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### **Unit (Section 3)**

Learning Targets:

- Describe the differing forms of government currently used by countries in the Middle East
- Identify the major social and economic issues in the Middle East
- Examine the military conflicts during the time period and how that has shaped the modern Middle East
- Critique the Middle East peace process and determine the barriers to lasting peace

Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of the topics
  - collect and organize various documents to enable students to analyze the types of political institutions in the Middle East
  - compile and distribute a list of current social and economic issues for students to research pertaining to the Middle East
  - use current articles related to the Middle East in order to guide group discussion over these topics
  - provide students with abbreviated summaries of peace agreements pertaining to the Middle East during the time period in order for students to examine and critique these agreements

Assessments/Evaluations:

- Unit summative assessment
- Teacher created scoring guide for “Terrorism Brief” project

Mastery: 80%

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Sample Assessment Questions:

- Describe the current political systems in the Middle East
- Determine the three most important social and economic issues in the Middle East
- Analyze the consequences, specific to the Middle East, when governmental systems fail to provide the necessary leadership

Instructional Resources/Tools:

- PowerPoint
- Internet research
- Electronic templates
- Current articles

Cross Curricular Connections:

- ELA:
  - Writing
  - Reading – informational text
  - Research
- World History

**Depth of Knowledge (Section 5)**

DOK: 4



## Curriculum: The Middle East: Past and Present

### Curricular Unit: Terrorism

Instructional Unit: E. Identify the history, causes and modern day problems concerning terrorism and how it has become a global issue

#### **Standard Alignments (Section 2)**

SSCLE: RIGIT.6.N (World History); RIGIT.6.L (Government); RIGIT.6.0 (Geography) Knowledge: (CA) 1,7 (SS) 3,6 CCSS: 11-12.RH.7; 11-12.RH.9 NETS: 1b,d; 2d; 3b,d; 5a Performance: 3.2, 3.6, 3.8
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#### **Unit (Section 3)**

##### Learning Targets:

- Understand the construction of Arabic names and the information that is contained within those names
- Examine the history of terrorism and the reasons for its emergence
- Distinguish the causes of terrorism and how they have led to a rise in terrorist activity
- Investigate modern day Terrorist Organizations and the reason they reference certain historical figures and their writings as justification for their actions
- Determine the consequences, specific to the Middle East, when political systems fail to meet the needs of their citizens in relation to Terrorist Organizations

##### Instructional Strategies:

- The teacher will:
  - organize and present a multi-media presentation related to the unit to enable students to gain further understanding of terrorism and terrorist activities
  - use current articles for students to examine regarding terrorist activities across the globe and the justifications for their actions
  - use an electronic template to guide students in composing a “Terrorism Brief” for a currently identified Terrorist Organization (TO) of their choosing

##### Assessments/Evaluations:

- Unit summative assessment
- Teacher created scoring guide for “Terrorism Brief” project

Mastery: 80%

<p>Sample Assessment Questions:</p> <ul style="list-style-type: none"> <li>• Assess how Arabic names can provide essential information relating to an individual person and the region/country they are from</li> <li>• Analyze the consequences, specific to the Middle East, when governmental systems fail to provide the necessary leadership as it pertains to Terrorist Organizations</li> </ul>
<p>Instructional Resources/Tools: (What are you using to teach it?)</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Internet research</li> <li>• Electronic templates</li> <li>• Saber Group briefing on Terrorism</li> <li>• Current articles</li> </ul>
<p>Cross Curricular Connections: (How are you using ELA?)</p> <ul style="list-style-type: none"> <li>• ELA: <ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading – informational text</li> <li>• Research</li> </ul> </li> <li>• Social Studies <ul style="list-style-type: none"> <li>• Government</li> <li>• World History</li> </ul> </li> </ul>

### **Depth of Knowledge (Section 5)**

DOK: 3
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