



**Unit Title: Geography in the Middle East**

**Enduring Understanding: Impact of climate, location, proximity to water, natural resources and population on the people and nations of SW Asia (Middle East)**

**Standards to Address in Unit:**  
**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.  
**SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).**  
 a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.  
**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.

**ASSESSMENTS:**

<b>Diagnostic: 10 question diagnostic quiz</b>	<b>Formative: Physical-Political Map with Rubric, 3 minute pause, KWL</b>	<b>Summative: 5 question quiz</b>
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**Essential Questions:**  
 How does climate and proximity to water affect where people live in SW Asia?

**Objectives:**

<b>1. Why do we study current events in Social Studies?</b>	<b>2. How does Global technology affect current events?</b>	<b>3 How do political boundaries help you understand the geography of the Middle East?</b>	<b>4. Does the location of major bodies of water and rivers affect where people live</b>	<b>5. How does defining key words Irrigation, drinking water, oil, desert, Arid, unequal distribution, water pollution help you understand politics and geography in the Middle East?</b>
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	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>STANDARD-EQ- VOCAB</b>	Gaza Strip, Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey	Current Events, Blog	Gaza Strip, Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey	Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea	Irrigation, drinking water, oil, desert, Arid, unequal distribution, water pollution

<p><b>Warm-up</b> Getting students ready to learn</p>	<p>Come in and get new weekly warm up sheet. Quiz re-takers clean off desk of everything but book and pen. Perfect score students silently review and make notes on your current event article.</p>	<p>*Read over blog sheet</p>	<p>*Copy standard, Objective, vocab and EQ from board</p>	<p>*Copy standard, Objective and EQ from board *KWL: What do you know about SW Asia? What do you want to know? What do you think we will learn?  *Discuss Standard and review opener</p>	<p>*Copy standard, Objective and EQ from board *Opener: Short writing assignment. Do you think water affects where people live? Why or why not? Give an example using your maps from earlier this week.  *Discuss Standard and review opener</p>
<p><b>Lesson</b> Releasing students to do the work</p>	<p>*Quiz re take  *Current event discussions in cooperative groups.  *As time permits current event swap.</p>	<p>*Class Current Events Blog tutorial in computer lab.</p>	<p>*Mapping Activity: Locate and color countries in SW Asia. Highlight or differentiate key countries as defined by the standard.</p>	<p>*Continue Mapping Activity: Locate and color countries in SW Asia. Label Key bodies of water.  *Discuss population and country location. Do we notice more populated countries have something in common? (Water/ oil)</p>	<p>***Jigsaw*** Going around the room have students define Irrigation, drinking water, oil, desert, Arid, unequal distribution, water pollution in small groups (based with high-low and multiple ethnicities in all groups) then students will discuss their Vocab word as a group locating what country/countries it might relate to. After about 15 minutes students will present word to peers and with teacher guidance students will define key vocabulary for unit.</p>
<p><b>Wrap-up</b> Helping students make sense of their learning</p>	<p>*3 minute pause: What did you learn today?</p>	<p>*3 minute pause: What did you learn today? Do you understand our blog?</p>	<p>*. How do political boundaries help you understand the geography of the Middle East?  *3 minute pause: What did you learn today?</p>	<p>*3 minute pause: What did you learn today? Where is ___Country? What country is located next to ___ country? *Does the location of major bodies of water and rivers affect where people live? *Have students access if Standard was answered</p>	<p>*3 minute pause: What did you learn today? Define: Irrigation, drinking water, oil, desert, Arid, unequal distribution, water pollution</p>