



Unit Title: Middle East Culture

Enduring Understanding: Middle East Culture

**Standards to Address in Unit:**

**Social Studies:**

**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.

**Common Core**

**L6-8RH2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in texts.

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**ASSESSMENTS:**

**Diagnostic:**

**Formative:**

**3 minute pause**  
**Student Presentations on Ethnic Groups**

**Summative:**

**Culture Book**  
**Culture Test**  
**Ethnic Group Presentations**

**Essential Questions:**

Describe the origins of Judaism, Christianity, and Islam.

Determine the prominent religions in the Middle East.

Prioritize sequentially the creation of Judaism, Christianity and Islam.

Compare and contrast the differences and similarities in the Abrahamic Religions.

Summarize key reasons for the division of Sunni and Shia Muslims.

Identify key attributes of in the cultures of Arabs, Bedouins, Kurds, and Persians.

Summarize the underlining theme that culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Formulate visually through symbols and pictures the characteristics of the various ethnic and religious groups in the Middle East.

**Objectives:**

1.	2. Analyze the Diverse Cultures of the People who live in the Middle East	3. Explain tolerance of religions in a real life setting.	4. Analyze the Diverse Cultures of the People who live in the Middle East	5. Analyze the Diverse Rights of the People who live in the world around us.
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARD-EQ-VOCAB	Teacher Work Day	Christianity, New Testament, Jesus of Nazareth, Jerusalem Bible, Gospel, Disciples, Abrahamic Religions, Abraham, Patriarch, Judaism, Jews, Monotheism, Exodus, Moses, Ten Commandments, Torah Islam, Muhammad, Angel Gabriel, Allah, 5 pillars of Islam, Hajj, Mecca, Medina, Alms, Arabs, Bedouins, Kurds, Persians, Jews, Ethnic Groups	Religious Tolerance, Monotheism, Abrahamic Religions	Christianity, New Testament, Jesus of Nazareth, Jerusalem Bible, Gospel, Disciples, Abrahamic Religions, Abraham, Patriarch, Judaism, Jews, Monotheism, Exodus, Moses, Ten Commandments, Torah Islam, Muhammad, Angel Gabriel, Allah, 5 pillars of Islam, Hajj, Mecca, Medina, Alms, Arabs, Bedouins, Kurds, Persians, Jews, Ethnic Groups	Human Rights, Civil Liberties, tolerance, Global Citizenship, Diversity, freedom
Warm-up Getting students ready to learn		Get ready for Test	Get ready to present Culture Books	Review Test	Students skim Human rights and get prepared to take notes.
Lesson Releasing students to do the work		Middle East Cultures Test Groups	Excellent Work Samples Will present to other Social Studies Classes  Other students will take notes on what they liked and what they learned from other culture books.	Stations: 1. Remediation of Test with direct instruction as needed. 2. Study Island Middle East History.	Youth for Human Rights Videos. Introduces how different places have different human rights and beliefs in what people should and can do. Prepares students for human rights.

<b>Wrap-up</b> Helping students make sense of their learning		<b>Review Culture Book if Presenting.</b> <b>Read Page 110-117 and take notes.</b>	<b>Give Student feedback about the things they did well in their culture books.</b>	<b>Q &amp; A SS7G8</b>	<b>Have students reflect and begin an outline for essay contest.</b>
<b>Homework</b>		<b>Read Page 110-117 and take notes-Due Monday</b>  <b>Work on Essay Contest</b>	<b>Read Page 110-117 and take notes-Due Monday</b>  <b>Work on Essay Contest</b>	<b>Read Page 110-117 and take notes-Due Monday</b>  <b>Work on Essay Contest</b>	<b>Read Page 110-117 and take notes-Due Monday</b>  <b>Work on Essay Contest</b>
<b>Differentiation</b>	<b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b>	<b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b>	<b>1. Some students will take notes and observe presentations.</b> <b>2. Exemplary Work will be presented to other students. Model work is shown and students can see what the optimal work should look like.</b>	<b>1. Remediation of Test with direct instruction as needed.</b> <b>2. Study Island Middle East History as Enrichment for students who mastered standard using Mobile computer Lab.</b>	<b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b>