



**Unit Title: Middle East History**

**Enduring Understanding: Middle East History**

**Standards to Address in Unit:**

**Social Studies:**

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

- a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
- 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 the Middle East.
- d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**Common Core**

**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/ experin 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.

**L6-8RST7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experin 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**ASSESSMENTS:**

**Diagnostic:**

Middle East Pretest Standards SS7H2

**Formative:**

Answers on CRCT worksheets  
Q & A

**Summative:**

Study Island test results

**Warm up questions**

**Essential Questions:**

**Evaluate continuity and change in Southwest Asia (Middle East) leading to the 21<sup>st</sup> century.**

Analyze European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.

Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.

Investigate historical reasons for the establishment of the modern State of Israel in 1948; include Diaspora, the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.

Justify how the situations in Europe lead to the United Nations Creating the State of Israel in 1948.

Compare and contrast different ethnic and religious groups view of the land and religion are reasons for continuing conflicts in the Middle East.

Discuss U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**Vocabulary: Ottoman Empire, Partitioning, WWI, Ethnic Groups, Balkans, People of the Book, Alms, Trade Routes, Turks, Diaspora, Pogroms, Zionism, Anti-Semitism, Dreyfus Affair, Palestine, Holocaust, Exodus, United Nations, Ethnic Conflict, Sectarian Conflict, Promised Land, Israel**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Objective	Who were the Ottomans and why did the division of the Ottoman Empire cause conflicts?	Who were the Ottomans and why did the division of the Ottoman Empire cause conflicts?	What events lead to the Zionist movement in Europe and eventual formation of the State of Israel?	What events lead to the Zionist movement in Europe and eventual formation of the State of Israel?	Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19 <sup>th</sup> and 20 <sup>th</sup> century.
Warm-up Getting students ready to learn	Write down vocab	Answer objective.	Write down Vocab and check homework	Check Homework and review missed questions.	Log into Study Island

<p><b>Lesson</b> Releasing students to do the work</p>	<p><b>Powerpoint on Ottoman Empire</b></p>	<p><b>Work in pairs on Ottoman Empire reading and Questions.</b></p> <p><b>Enrichment:</b> <b>Create Outline for Essay Questions-</b> Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.</p>	<p><b>Powerpoint on conditions for Jews in Europe which lead to the development of Israel in 1948</b></p>	<p><b>Class discussion on issues for Jews since Diaspora.</b></p> <p><b>Small group preparation for class discussion/debate on hypothesizing how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.</b></p>	<p><b>All Students take 15 question quiz on Study Island Middle East History.</b></p> <p><b>Students who score 85% and above can play games. Students who score between 75-85% study on study island Below 75% need to see me to clarify questions and so I can re-teach needed skills.</b></p>
<p><b>Wrap-up</b> Helping students make sense of their learning</p>	<p><b>Graphic Organizer on Ottoman Empire</b></p>	<p><b>Q &amp; A on Ottoman Empire and continuing conflict in the Middle East SS7H2a/c</b></p>	<p><b>Graphic Organizer on Formation of State of Israel</b></p>	<p><b>Begin citing evidence and preparing for debate Monday</b></p>	<p><b>Q &amp; A SS7H2</b></p>
<p><b>Homework</b></p>		<p><b>Finish Worksheets and reading for homework</b></p>	<p><b>Read and answer Questions on conditions of Jews in Europe and the Formation of the State of Israel.</b></p>	<p>Prepare for class discussion/debate on Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.</p>	<p>Prepare for class discussion/debate on Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Differentiation</b></p>	<p><b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b></p>	<p><b>Enrichment: Create Outline for Essay Questions-</b> Hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19<sup>th</sup> and 20<sup>th</sup> century.</p> <p><b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b></p>	<p><b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b></p>	<p><b>Optional Enrichment opportunity to enter an Essay Competition on Human Rights.</b></p>	<p><b>Remediation through Study Island and re-teaching.</b> Students who score 85% and above can play games. Students who score between 75-85% study on study island Below 75% need to see me to clarify questions and so I can reteach.</p>
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