



**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:**

Class debate and discussion  
Answers to reading questions

**Summative:**

Ottoman Empire decline and effect Graphic Organizer  
Israel Creation causes and Effects Graphic Organizer

**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: Gulf Wars, Ayatollah, Invasion of Afghanistan and Iraq, Taliban, Saddam Hassan, Osama Bin Laden, 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	Compare and contrast different ethnic and religious groups view of the land and religion are reasons for continuing conflicts in the Middle East.	Investigate U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.	Investigate U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.	<b>Investigate change and continuity in the Middle East in the 20<sup>th</sup> and 21<sup>st</sup> century.</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.
Warm-up Getting students ready to learn	<b>Form Circle and prepare for continuing conflict discussion.</b>	<b>Write Down Vocab Gulf Wars, Ayatollah, Invasion of Afghanistan and Iraq, Operation Iraqi Freedom, War on Terror, Sectarian Conflict, Taliban, Saddam Hasein, al-Qaeda, Osama Bin Laden, Iranian Revolution</b>	<b>Read over vocab. Highlight/check the ones you do not know. Review Persian Gulf Wars and Invasions of Iraq and Afghanistan Questions</b>	<b>Review change and continuity in Iraq over the last 100 years.</b>	<b>Write down the top reasons for continuing conflict in the Middle East.</b>

<b>Lesson</b> Releasing students to do the work	Continuing conflict discussions that class prepared with Graphic organizers.	Mini Class discussion on Gulf Wars and invasions of Afghanistan and Iraq.	Work in pairs on Gulf War and reasons for conflict in Iraq work sheets. Compare the different types of sources used-primary autobiography, summary from website, and article.	Work on Study Guide in Pairs.  Enrichment: <input type="radio"/> Create vocab note cards for early finishers. <input type="radio"/> Or write an Outline for Essay Questions	Check Study Guide as a class. Remediate when necessary.
<b>Wrap-up</b> Helping students make sense of their learning	As a class hypothesize how ethnic and religious groups of former Ottoman Empire experienced difficulties during the 19 <sup>th</sup> and 20 <sup>th</sup> century.	Q & A in SS7H2d	Organize your notes chronologically into a systematic timeline including change and continuity in Iraq over the last 100 years.	Pairs quizzing.	Review Game
<b>Homework</b>	Study Guide Due Friday Nov 2nd Study For Test Nov 5th	Wars and Invasions reading and questions. Read, highlight and write paragraph number of answer.  Study Guide Due Friday Nov 2nd Study For Test Nov 5th	Wars and Invasions reading and questions that were not finished in class. Read, highlight and write paragraph number of answer.  Study Guide Due Friday Nov 2nd Study For Test Nov 5th	Study Guide Due Friday Nov 2nd Study For Test Nov 5th	Study Guide Due Friday Nov 2nd Study For Test Nov 5th

<b>Differentiation</b>	<p>Graphic Organizers help organizer the students.</p> <p>All students should talk before students can talk twice.</p> <p>Alternation between volunteers and teacher picking students to join discussion.</p>	<p>Uses DBQ reading strategies to help guide students.</p> <p>Teacher picks groups based on individualized students needs, interests, and abilities.</p>	<p>Uses DBQ reading strategies to help guide students.</p> <p>Teacher picks groups based on individualized students needs, interests, and abilities.</p>	<p>Enrichment:</p> <ul style="list-style-type: none"><li>○ Create vocab note cards for early finishers.</li><li>○ Or write an Outline for Essay Questions</li></ul>	<p>Remediation through missed questions on Study Guide.</p>
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