



Unit Title: Middle East Geography and Environment

Enduring Understanding: Middle East Geography: Physical, Political and Environmental

Standards to Address in Unit:

Social Studies:

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.

Common Core

L6-8RH3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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
Water Matters Worksheet
Debate

Summative:

Study Guide
Test to follow

Essential Questions:

Why do people live where they live?

Objectives:

1. Where are things located in the Middle East?	2. How does water and climate affect how people live and the environment around them?	3. Who has rights to the water?	4. How does location, climate and distribution of natural resources impact the human and physical geography in the Middle East?	5. How does location, climate and distribution of natural resources impact the human and physical geography in the Middle East?
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARD-EQ-VOCAB	Irrigation, Drinking Water, Arid, Semi Arid, Mediterranean, climate, precipitation, unequal distribution, natural resources, hydroelectric power, water rights, chemical fertilizer, scarcity	Irrigation, Drinking Water, Arid, Semi Arid, Mediterranean, climate, precipitation, unequal distribution, natural resources, hydroelectric power, water rights, chemical fertilizer, scarcity	Irrigation, Drinking Water, Arid, Semi Arid, Mediterranean, climate, precipitation, unequal distribution, natural resources, hydroelectric power, water rights, chemical fertilizer, scarcity	Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, Gaza Strip, Afghanistan, Iran, Iraq, Israel, Saudi Arabia, Turkey, water pollution, unequal distribution of water, irrigation, drinking water, population density, OPEC, Arid, Oil, scarcity	Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, Gaza Strip, Afghanistan, Iran, Iraq, Israel, Saudi Arabia, Turkey, water pollution, unequal distribution of water, irrigation, drinking water, population density, OPEC, Arid, Oil, scarcity
Warm-up Getting students ready to learn	Sub today for Duty Day: Take Role	Discuss Water Matters activity and homework	Break into inner circle outer circle	Pass out study guides As a class go over expectation for test and writing standards.	Review Study Guide

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Releasing students to do the work</p>	<ul style="list-style-type: none"> ✓ Work Sheet ✓ Page 73-77 ALL QUESTIONS on ALL PAGES ✓ Page 107-109, page 109 questions 1-4 ✓ Page 125-127, page 127 all questions ✓ Page 142, questions 14-17 	<p>Review textbook and oil distribution information</p> <p>Revisit key concepts:</p> <ul style="list-style-type: none"> -irrigation -Suez Canal -unequal distribution -Concentration of oil -OPEC 	<p>First debate groups inner circle and outer circle judges:</p> <p>1st Who has the rights to the water? Anyone, no one, upstream, downstream, equal rights.</p> <p>2nd Should we build a desalinization plant? Pros and cons</p> <p>3rd Is irrigation good or bad? Affects downstream and water quality.</p> <p>4th What is better for the population fresh water and arable land or oil?</p>	<p>In pairs work on Study Guide.</p> <p>Highlight questions you don't understand.</p> <p>Use note cards and maps for stations</p>	<p>Review Game</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wrap-up</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Helping students make sense of their learning</p>	<p>Please finish work for homework</p>	<p>Break into groups and prepare for water rights debate</p>	<p>Decide winners</p>	<p>Finish Study Guide</p>	<p>Take student questions on test</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p>Do your best to finish for homework</p> <p>TEST Sept 17th</p>	<p>Prepare for debate</p> <p>TEST Sept 17th</p>	<p>TEST Sept 17th</p>	<p>Finish Study Guide</p> <p>TEST Sept 17th</p>	<p>TEST Sept 17th Study!!</p>