



Unit Title: Middle East Geography and Environment

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

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.

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.

e. Evaluate how the literacy rate affects the standard of living.

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: Unit Test Warm up questions		Formative: 3 minute pause Hammurabi's Code Project Class Discussion		Summative: Test
Essential Questions: Why do people live where they live?				
Objectives:				
1. Where are things located in the Middle East? How does water and climate affect how people live and the environment around them?	2. What are the Bill of Rights and why do they matter?	3. Where are things located in the Middle East? How does water and climate affect how people live and the environment around them?	4. How does location, climate and distribution of natural resources impact evolution of society in the Middle East?	5. Why do written laws help people live in a society?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARD-EQ-VOCAB	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	Constitution, Bill of Rights, Civil Liberties, Freedoms, Rights, Protection, Citizenship	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	Nomads, irrigation, division of labor, Agriculture, Fertile Crescent, River Valley Civilization, Sumerians, Hammurabi, Written Law, Society, Anarchy	Nomads, irrigation, division of labor, Agriculture, Fertile Crescent, River Valley Civilization, Sumerians, Hammurabi, Written Law, Society, Anarchy
Warm-up Getting students ready to learn	Clear Desk except for pencil. Write down Pledge of academic honesty on test.	Write down as many rights as a USA Citizen you can think of.	Get out binder with notes from Geography lesson. Pass out test with grades	Jot down key ideas from last night's reading. (Textbook pages 83-90) Review answers as a class	How do written laws help people live in a society? Review Hammurabi's code and Meanings of select laws

Lesson Releasing students to do the work	Middle East Geography Test	Powerpoint, reading and discussion of Bill of Rights. Break them down piece by piece, word by word.	Review test together. Discuss commonly missed questions and interpret correct answers for commonly missed questions.	PowerPoint on Ancient River Civilizations.	*Explain “Code of Conduct” activity using If...then formula.
Wrap-up Helping students make sense of their learning	If finish test be silent. You may study for other classes, draw, or read national geographic. You may not leave the room and disrupt other students.	Discuss importance of Bill of Rights. 3 minute pause	Remediate if necessary	Primary Source analyzes of Hammurabi’s Code	*Begin creating personalized Code Rough drafts
Homework	None	Read Textbook pages 83-90	Read Textbook pages 83-90	Read and outline Hammurabi’s Code	Finish Hammurabi’s Code for Homework