

**Randolph Township Schools
Randolph High School**

America and the Middle East

“When I want to understand what is happening today or try to decide what will happen tomorrow, I look back.”
Omar Khayyam

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**Randolph Township Schools
Department of Social Studies
America and the Middle East**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
America and the Middle East**

Introduction

This semester honors-level elective course studies the origin and impact of U.S. foreign policy in the Middle East. The course content will examine the regional politics of the Middle East since 1918 and their interaction with issues of international security, global resources, and great power policies. It will aim to give students a background in the development of international relations of the Middle East so as to enable them to relate the course of events in order to analyze modern issues. An additional aim of the course will be to analyze the phenomenon of political Islam by situating its emergence in the context of regional and global politics.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
America and the Middle East

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
2 weeks	I	The Emergence of the State System in the Middle East
2 weeks	II	The Treaty of Versailles and the Formation of the Modern Middle East
2 weeks	III	The Cold War
3 weeks	IV	The Arab-Israeli Conflict
3 weeks	V	US Foreign Policy and Important Nations
2 weeks	VI	Political Islam
3 weeks	VII	The U.S., the Middle East, and the End of the Cold War

RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

UNIT I: The Emergence of the State System in the Middle East

TRANSFER: Analyze the rivalry of nation states in Europe and evaluate how it impacted the peoples of the modern Middle East; apply this response to rivalry to relevant current events and discuss possible solutions and outcomes.

<p>GOALS:</p> <p>6.1.4.A.9 – Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.11 – Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.14 – Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15 – Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4.A.16 – Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4.B.8 – Compare ways people choose to use and distribute natural resources.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>The study of Middle Eastern cultures reveals the ideals, beliefs, values, and institutions of its people.</p>	<ul style="list-style-type: none"> To what extent does geography contribute to regional and cultural differences?
	<p>Political, economic, social, and religious factors led to the development of nation states in North Africa and the Middle East.</p>	<ul style="list-style-type: none"> What impact do beliefs and values have on society?
	<p>Social and religious conformity can be both a unifying and a destructive factor in maintaining cohesive communities.</p>	<ul style="list-style-type: none"> How does imperialism and war give meaning to nation-states?
	<p>The availability of resources impacts the individual and society.</p>	<ul style="list-style-type: none"> How should a country promote its own interests in its interactions with other countries?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>Mountains and deserts that divide the Middle East into six zones are both geographically distinct and have influenced the development and maintenance of cultural traditions through much of the history of the region.</p>	<p>Students will be able to:</p> <p>Describe how the geography of Middle East has affected the population in terms of where people live, the type of work they do, and how they travel.</p>
	<p>Theory of the relationship between natural resources and growth of civilizations</p>	

<p>6.1.4.B.9 – Relate advances in science and technology to environmental concerns, and to actions take to address them.</p> <p>6.1.4.D.15 – Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 – Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.18 – Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 – Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.8.D.2.b – Compare and contract the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.2.8.D.4 – Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p> <p>6.2.12.A.1.a – Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p>	<p>The deterministic model espoused by Diamond has provoked discussion among scholars; this model does not explain historical development at a smaller scale and resource distributions appear rarely to have determined the rise or fall of civilizations in the Middle East.</p> <p>The British and French influenced large portions of the Middle East and North Africa throughout the 1800s to the present, they played distinct roles in shaping the state system of the Middle East.</p> <p>British influence declined between 1919 and 1971.</p> <p>The history of the Middle East is rich with artifacts that explain the rise of many different civilizations.</p> <p>The legal status of women in the modern Middle East has been in transition since the early part of the twentieth century.</p> <p>In addition to Islam, other religions are practiced in the Middle East including Judaism, Christianity, and other smaller minority religions.</p>	<p>Analyze the difference between the growth of civilization in the Middle East and other parts of the world.</p> <p>Describe the diverse cultures of the people who live in the Middle East and the impact of resource allocation on their development.</p> <p>Identify the reasons for European colonial enthusiasm and imperial policy in the Middle East and North Africa.</p> <p>Identify why and how British and French colonial policy was successful.</p> <p>Compare the development of the Middle East and North Africa under imperialist influence and indigenous rule.</p> <p>Interpret Middle Eastern values based on examination of cultural artifacts such as proverbs, folktales, and art.</p> <p>Describe the role of women in the Middle East through discussion.</p> <p>Compare the prominent religions in Middle East: Judaism, Islam, and Christianity, and explain the diversity of the religious sects within the region.</p>
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<p>6.2.12.A.3.b – Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p>	<p>The impact of the Ottoman and Safavid Empires on the development of the Middle East and modern regimes are still felt.</p> <p>VOCABULARY & KEY TERMS: Civilization, colonialism, diversity, imperialism, indigenous rule, policy, rivalry, Judaism, Islam, and Christianity, natural resources, distribution of resources.</p>	<p>Analyze the early political precedents that influenced the development of the modern Middle East and North Africa.</p>
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning by:</p> <ul style="list-style-type: none"> • Constructing a map of geographical regions of North Africa and the Middle East and their physical landscape. • Analyze maps, charts, political cartoons and documents to evaluate the global impact of religion; reflect in both written and verbal formats. • Writing and speaking about a current event related to religious practice. • Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the introduction to the study of religion. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will read and analyze texts in groups explaining and deconstructing responses to imperialism during the twentieth century. • Students will compare and contrast secondary sources on the political and social structures of religious states. • Students will analyze the influence of the effectiveness of religiously inspired imperialism. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit I: The Emergence of the State System in the Middle East

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Challenges to Ottoman supremacy before 1900 European imperialism The Ottoman response to the rise of nationalism World War I The mandate system in Arab states Modernization in Turkey and Iran Nasser leads Arab nationalism o Political structures today The role of democracy Ethnic minorities	Library of Congress Country Studies. <i>The Middle East</i> . http://lcweb2.loc.gov/frd/cs/ <i>InspireEd Middle East Unit</i> . https://www.inspired-ed.com/ Kevin Sites. <i>In the HotZone</i> . https://www.npr.org/templates/story/story.php?storyId=15620268 Human Rights Watch. www.hrw.org/doc?t=mideast&c=saudi Amnesty International USA. <i>The Rise of Islam, Teachers Curriculum Institute</i> . www.amnestyusa.org/ State Department Backgrounders. www.cia.gov/library/publications/the-world-factbook/index/html www.america.gov/ www.arab.net/ www.arabnews.com/ www.armscontrol.org www.nti.org www.carnegieendowment.org www.brookings.edu Aljazeera.net

		<p>www.CNN.com</p> <p>www.columbia.edu/cu/lweb/indiv/middleeast/cluvm/news</p> <p>www.PBS.org, Frontline video series on the Middle East</p> <p>www.saudiembassy.net/</p> <p>http://news.bbc.co.uk/2/hi/middle_east/country_profiles/</p> <p>MiddleEastNews.com</p> <p>www.state.gov/countries</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

UNIT II: The Treaty of Versailles and the Formation of the Modern Middle East

TRANSFER: Analyze the significance of the Treaty of Versailles and evaluate how it impacted the peoples of the modern Middle East; consider how these impacts still affect the people of the Middle East, as well as the rest of the world, today.

<p>GOALS:</p> <p>6.1.8.A.4.a – Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.12.A.5.a – Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.B.7.a – Explain how global competition by nations for land and resources led to increase militarism.</p> <p>6.1.12.D.7.a – Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.</p> <p>6.1.12.D.7.b – Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p>6.1.12.D.7.c – Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>The Treaty of Versailles has had an enduring significance on 20th and 21st century global history.</p>	<ul style="list-style-type: none"> Which current-day issues can be traced back to the flawed peace of Versailles?
	<p>Power, authority and governance evolve through the rise and fall of empires and nations.</p>	<ul style="list-style-type: none"> Why did Arab civilizations fail by the 20th century?
	<p>War changes economies, political institutions, and societies.</p>	<ul style="list-style-type: none"> How is the treatment of conquered people and peasants related to the progression of governmental institutions?
	<p>Institutions and civilizations of the past continue to impact our world.</p>	<ul style="list-style-type: none"> How do the institutions of religion, government, and the economy shape the development of civilizations?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Students will know:</p> <p>During the 19th and 20th century, Ottoman power was eroded by: the ambitions of Russia and Austria, France, Britain and Italy in North Africa; the emergence of the Balkan nations; and the internal loss of authority.</p> <p>The Balfour Declaration was a short communication from the British Foreign Secretary to Lord Rothschild,</p>	<p>Students will be able to:</p> <p>Assess key background and current information about major contemporary international security crises, including geographic and strategic factors; historical, political, and economic developments; domestic political structures; and key political and military figures.</p>	

<p>6.1.12.D.9.a – Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.10.a – Analyze how other nations responded to the Great Depression.</p> <p>6.1.12.A.11.a – Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in preventing international disputes.</p> <p>6.1.12.A.11.b – Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.A.14.f – Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.2.12.A.1.a – Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.</p> <p>6.2.12.A.3.b – Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.e – Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p>	<p>expressing the British government’s disposition towards a Jewish national home in Palestine.</p> <p>The Sykes-Picot Agreement (1916) was a secret agreement between Britain and France to partition the Ottoman Empire after the war.</p> <p>In the 20th century, the Middle East’s significant stocks of crude oil gave it new strategic and economic importance.</p> <p>Zionism is the movement which sought to recover for the Jewish people its historic Palestinian homeland after centuries of dispersion.</p> <p>The Fourteen Points was a program outlined by Woodrow Wilson in a message to Congress in 1918; it offered the possibility of an acceptable peace to the Central Powers. Several points were compromised or defeated in the actual treaty.</p> <p>VOCABULARY & KEY TERMS: Balfour Declaration, Big Three, Fourteen Points, League of Nations, mandate, Ottoman Empire, Sykes-Picot Agreement, Zionism</p>	<p>Analyze the text of the Balfour Declaration, then describe the intentions and results through writing and speaking.</p> <p>Describe the terms and implications of the Sykes-Picot Agreement.</p> <p>Explain the economic and strategic implications of oil stores in the Middle East.</p> <p>Describe the tenets of Zionism and discuss with the class the impact it has had upon history.</p> <p>Describe what Woodrow Wilson tried to accomplish with the Fourteen Points.</p> <p>Assess how realistic and/or idealistic Wilson’s ideas were in accomplishing his goals and posit whether the Fourteen Points addressed the causes of World War I through discussion and reflective writing.</p>
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6.2.12.C.3.e – Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.A.4.b – Compare the rise of nationalism in China, Turkey, and India.

6.2.12.A.4.d – Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.B.4.a – Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.

6.2.12.B.4.c – Explain how the disintegration of the Ottoman Empire and the mandate system led to the creation of new nations in the Middle East.

ASSESSMENT EVIDENCE:

Students will show their learning by:

- Analyze maps, charts, political cartoons and documents to evaluate the global impact of imperialism; reflect in both written and verbal formats.
- Writing and speaking about a current event related to foreign involvement in a country of the Middle East.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the Versailles Treaty.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses to the Versailles Treaty.
- Students will compare and contrast secondary sources on the political and social implications of the Versailles Treaty.
- Students will analyze the influence of the effectiveness of religiously inspired foreign policy.

RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

Unit II: The Treaty of Versailles and the Formation of the Modern Middle East

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
<p>2 Weeks</p>	<p>Partitioning and Dissolution of the Ottoman Empire Balfour Declaration Sykes-Picot Agreement League of Nations Mandates Treaty of Versailles Egyptian Revolution of 1919 Discovery of Oil Zionism</p>	<p>Balfour-Paul, Glen. <i>The End of Empire in the Middle East</i>. <i>Britain's Relinquishment of Power in Her Last Three Arab Dependencies</i>. 1991.</p> <p>Bullard, Reader. <i>Britain and the Middle East: From Earliest Times to 1963</i>. 1964.</p> <p>Cohen, Michael and Martin Kolinsky, eds. <i>The Demise of the British Empire in the Middle East: Britain's Responses to Nationalist Movements, 1943-1955</i>. 1998.</p> <p><i>England and the Middle East: The Destruction of the Ottoman Empire, 1914-1921</i>. 1987.</p> <p>Fitzsimons, M.A. <i>Empire by Treaty: Britain and the Middle East in the Twentieth Century</i>. 1965.</p> <p>Fromkin, David. <i>A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East</i>. 2000.</p> <p>Hahn, Peter L. <i>The United States, Great Britain, and Egypt, 1945-1956: Strategy and Diplomacy in the Early Cold War</i>. 1991.</p>

		<p><i>Husayn Correspondence and its Interpretations, 1914-1939.</i> 2000.</p> <p>Louis, Wm. Roger. <i>The British Empire in the Middle East, 1945-1951: Arab Nationalism, the United States and Postwar Imperialism.</i> 1984.</p> <p>Monroe, Elizabeth. <i>Britain's Moment in the Middle East, 1914-1971.</i> 1981.</p> <p>Parsons, Anthony. <i>They Say the Lion: Britain's Legacy to the Arabs.</i> 1986.</p> <p>Tidrick, Kathryn. <i>Heart-beguiling Araby: The English Romance with Arabia.</i> 1989.</p> <p>Williams, Ann. <i>Britain and France in the Middle East and North Africa.</i> 1968.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

Unit III: The Cold War

<p>TRANSFER: Analyze the significance of the Cold War and evaluate how it impacted the nations of the modern Middle East; evaluate the current state of United States foreign policy and the United States’ relationship with the rest of the world.</p>		
<p>GOALS:</p> <p>6.1.12.A.11.b – Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.D.11.e – Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>6.1.12.A.12.a – Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>6.1.12.A.12.b – Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.2.12.C.4.c – Assess the short and long term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>The Cold War shaped much of American foreign policy in the post–World War II era.</p>	<ul style="list-style-type: none"> • Why are certain nations hostile towards the United States?
	<p>The Cold War was a period where the U.S. and USSR sought to stop or limit each other’s ambitions through propaganda or political means.</p>	<ul style="list-style-type: none"> • How does the United States’ influence and power positively and negatively impact the world?
	<p>Relationships between the United States government and the governments of the world are continually evolving.</p>	<ul style="list-style-type: none"> • Is it important for the United States government to establish relations with other countries? Why or why not?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Students will know:</p> <p>Cold War is the term frequently used to describe the relationship between the USSR and the major western powers, especially the USA, following World War II.</p> <p>The arms race of the 1960s between the US and USSR contributed to an intensified Cold War, whilst the process of détente, begun in the late 1960s, led through two decades of arms reduction and control negotiations to the ‘end’ of the Cold War in 1990.</p>	<p>Students will be able to:</p> <p>Read and interpret primary source documents from the Cold War.</p> <p>Trace the major events of the Cold War through historical analysis.</p> <p>Draw conclusions about various strategies and policies enacted to deal with the Cold War.</p>	

<p>6.2.12.C.4.d – Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.</p> <p>6.2.12.D.4.b – Analyze the Treaty of Versailles and the League of Nations from the perspectives of different nations.</p> <p>6.2.12.A.5.a – Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a Cold War, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).</p> <p>6.2.12.A.5.e – Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.B.5.a – Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.B.5.b – Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.B.5.c – Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p>	<p>Basic philosophical and cultural differences between the U.S. and USSR contributed to a Cold War.</p> <p>Cold War conflicts were generally diplomatic in nature; however, U.S. forces fought “hot” wars.</p> <p>American presidents modified policies and responses to Soviet actions throughout the Cold War.</p> <p>VOCABULARY & KEY TERMS: Arms race, Cold War, containment, détente, diplomacy, USSR, "hot war," realism, Eisenhower Doctrine, Iron Curtain, Truman Doctrine, Marshall Plan, zones of occupation, Berlin Airlift, Warsaw Pact, Taft-Hartley Act, Executive Order 9981, NATO, United Nations, Non-Aligned Movement, House Un-American Activities Committee, red scare, McCarthyism, brinkmanship, mutually assured destruction, ICBMs, sputnik, National Defense Education Act, Interstate Highway System, Civil Defense Administration.</p>	<p>Describe how the Cold War affected American life and culture.</p> <p>Describe how American policies regarding the Cold War were changed and modified during the second half of the 20th century.</p> <p>Posit how the Cold War affected the United States’ position as a world leader.</p> <p>Identify key persons associated with the Cold War, either in the area of diplomacy or the military.</p>
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<p>6.1.12.D.12.c – Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>6.1.12.A.14.f – Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.2.12.C.5.c – Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.C.5.d – Determine the challenges face by developing nations in their efforts to compete in a global economy.</p>		
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ASSESSMENT EVIDENCE:

Students will show their learning by:

- Analyze maps, charts, political cartoons and documents to evaluate the global impact of the Cold War; reflect in both written and verbal formats.
- Writing and speaking about a current event related to American or Russian involvement in a country of the Middle East.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the Cold War.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses to the Cold War.
- Students will compare and contrast secondary sources on the political and social implications of the Cold War.
- Students will analyze the influence of the effectiveness of ideologically inspired foreign policy.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit III: The Cold War

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Origins End of World War Two Beginnings of the Cold War Crisis and Escalation Confrontation Through Détente Second Cold War 1979-1985 Final Years Legacy	<p>Bar-Siman-Tov, Yaacov. <i>Israel, the Superpowers and War in the Middle East</i>. 1987.</p> <p>Badeau, John S. <i>The American Approach to the Arab World</i>. 1968.</p> <p>Bill, James A. <i>The Eagle and the Lion: The Tragedy of American-Iranian Relations</i>. 1988.</p> <p>Brands, H.W. <i>Into the Labyrinth: The United States and the Middle East, 1945- 1993</i>. 1994.</p> <p>Cobban, Helena. <i>The Superpowers and the Syrian-Israeli Conflict</i>. 1991.</p> <p>Campbell, John C. <i>Defense of the Middle East: Problems of American Policy</i>. 1960.</p> <p>Carter, Jimmy. <i>The Blood of Abraham: Insights into the Middle East</i>. 1985.</p> <p>Chomsky, Noam. <i>The Fateful Triangle: The US, Israel and the Palestinians</i>. 1999.</p> <p>Christison, Kathleen. <i>Perceptions of Palestine: Their Influence on U.S. Middle East Policy</i>. 1999.</p>

		<p>Copeland, Miles. <i>The Game of Nations: The Amorality of Power Politics</i>. 1969.</p> <p>Dowty, Alan. <i>Middle East Crisis: US Decision-making in 1958, 1970, & 1973</i>. 1984.</p> <p>Efrat, Moshe and Jacob Bercovitch, eds. <i>Superpowers and Client States in the Middle East: The Imbalance of Influence</i>. 1991.</p> <p>General Allison, Roy and Phil Williams, eds. <i>Superpower Competition and Crisis Prevention in the Third World</i>. 1989.</p> <p>Gerges, Fawaz A. <i>The Superpowers and the Middle East: Regional and International Politics</i>. 1994.</p> <p>Leitenberg, Milton and Gabriel Sheffer, eds. <i>Great Power Intervention in the Middle East</i>. 1979.</p> <p>Mangold, Peter. <i>Superpower Intervention in the Middle East</i>. 1978.</p> <p>Marantz, Paul and Blema S. Steinberg, eds. <i>Superpower Involvement in the Middle East: Dynamics of Foreign Policy</i>. 1985.</p> <p>Shearman, Peter and Phil Williams, eds. <i>The Superpowers, Central America and the Middle East</i>. 1988.</p> <p>Spiegel, Steven, Mark Heller, and Jacob Goldberg, eds. <i>The Soviet American Competition in the Middle East</i>. 1988.</p> <p>Wells, Samuel and Mark Bruzonsky, eds. <i>Security in the Middle East: Regional Change and Great Power Strategies</i>. 1987.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
UNIT IV: The Arab-Israeli Conflict

TRANSFER: Analyze the significance of Zionism and evaluate how it impacted the peoples living in the modern Middle East; consider the impact of differing philosophical and religious belief systems within our own country and other countries today.		
<p>GOALS:</p> <p>6.1.12.A.12.b – Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>6.1.12.A.12.c – Explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>6.1.12.A.15.c – Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.D.12.a – Analyze the impact of American governmental policies on independences movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>6.2.12.B.5.c – Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.B.5.e – Assess the role of boundary disputes and limited national resources as sources of conflict.</p> <p>6.2.12.C.5.c – Assess the impact of the international arms race, the space race, and</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Antisemitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel.	<ul style="list-style-type: none"> • What is identity?
	When there is conflict between or within societies, change is the result.	<ul style="list-style-type: none"> • What prompts change?
	Land and religion are reasons for continued conflicts in Middle East.	<ul style="list-style-type: none"> • How do you define “peace” and “conflict”?
	The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.	<ul style="list-style-type: none"> • Is peace merely the “absence of war”?
	There can be significant differences between an ethnic group and a religious group.	<ul style="list-style-type: none"> • What forces tend to bond people together?
	KNOWLEDGE	SKILLS
<p>Students will know:</p> <p>The historical reasons for the establishment of the modern State of Israel in 1948 include: the Jewish religious connection to the land, the Holocaust, antisemitism, and Zionism in Europe.</p> <p>The PLO changed its political program between 1964 and 1993.</p>	<p>Students will be able to:</p> <p>Examine critically the traditional Zionist and the revisionist accounts of the first Arab-Israeli war.</p> <p>Account for the progress made in resolving this conflict since 1991.</p>	

<p>nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.C.5.d – Determine the challenges face by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.D.5.c – Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.A.6.a – Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b – Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>	<p>Land and religion are reasons for continuing conflicts in the Middle East.</p> <p>The US has had a presence and interest in Southwest Asia; this has included interactions regarding the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>Significant rivers and locations include: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.</p> <p>Significant nations of the region include: Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.</p> <p>Leadership, public voting procedures, and personal freedoms in the parliamentary system of Israel, the monarchy of Saudi Arabia, and the theocracy of Iran differ for historical, social, and cultural reasons.</p> <p>The distribution of oil has affected the development of the Arab-Israeli conflict.</p> <p>KEY TERMS & VOCABULARY: Antisemitism, Holocaust, monarchy, parliamentary democracy, PLO, right of return, theocracy, Zionism, Afghanistan, Iran, Iraq, Israel, Saudi Arabia, Turkey, Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip</p>	<p>Analyze the recent events in the Israeli peace process, including the proposed “road map” for peace, and the opinions of major figures in this process.</p> <p>Distinguish US Policy between Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey through class discussion.</p> <p>Identify the Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.</p> <p>Research people, events, and policies involved in conflict since Israel’s statehood in 1948; reflect upon the progress of this process during different time periods.</p> <p>Differentiate between the forms of leadership, public voting procedures, and personal freedoms in the parliamentary democracy of Israel, the monarchy of Saudi Arabia, and the theocracy of Iran.</p> <p>Explain how the distribution of oil affects the development of the Middle East.</p>
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ASSESSMENT EVIDENCE:**Students will show their learning by:**

- Analyze maps, charts, political cartoons and documents to evaluate the global impact of Zionism or Palestinian nationalism; reflect in both written and verbal formats.
- Writing and speaking about a current event related to the Arab-Israeli conflict.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the Arab-Israeli conflict.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses to Zionism or Palestinian nationalism.
- Students will compare and contrast secondary sources on the political and social implications of Zionism or Palestinian nationalism.
- Students will analyze the influence of Zionism or Palestinian nationalism.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit IV: The Arab-Israeli Conflict

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Stages of The Conflict 1900-1948 1949-1967 1967-1973 1974-2000 2001-2009 2010-present</p> <p>Important Parties to the Conflict The Palestinians Egypt Jordan Saudi Arabia Syria Iran Lebanon</p> <p>Wars and violent events</p>	<p>Bailey, Sidney D. <i>Four Arab-Israeli Wars and the Peace Process</i>. 1990.</p> <p>Ben-Ami, Shlomo. <i>Scars of War, Wounds of Peace: The Israeli-Arab Tragedy</i>. 2005.</p> <p>Bregman, Ahron and Jihan El-Tahri. <i>The Fifty Years War: Israel and the Arabs</i>. 1998.</p> <p>Cohen, Michael J. <i>The Origins and Evolution of the Arab-Zionist Conflict</i>. 1987.</p> <p>Dayan, Moshe. <i>Breakthrough: A Personal Account of the Egypt-Israel Peace Negotiation</i>. 1981.</p> <p>Dupui, Trevor N. <i>Elusive Victory: The Arab-Israeli Wars, 1947-1974</i>. 1992.</p> <p>Eisenberg, Laura Zittrain and Neil Caplan. <i>Negotiating Arab-Israeli Peace: Patterns, Problems, Possibilities</i>. 1998.</p> <p>Finkelstein, Norman G. <i>Image and Reality of the Israel-Palestine Conflict</i>. 2003.</p> <p>Flapan, Simha. <i>Zionism and the Palestinians</i>. 1979.</p> <p>Fraser, T.G. <i>The Arab-Israeli Conflict</i>. 2004.</p>

		<p>Gabbay, Rony E. <i>A Political Study of the Arab-Jewish Conflict: the Arab Refugee Problem</i>. 1959.</p> <p>Gelvin, James L. <i>The Israel-Palestine Conflict: One Hundred Years of War</i>. 2005.</p> <p>Gilbert, Martin. <i>The Routledge Atlas of the Arab-Israeli Conflict</i>. 2005.</p> <p>Harkabi, Yehoshafat. <i>Arab Strategies and Israel's Response</i>. 1977.</p> <p>Heikal, Mohamed H. <i>Secret Channels: The Inside Story of Arab-Israeli Peace Negotiations</i>. 1996.</p> <p>Herzog, Chaim. <i>The Arab-Israeli Wars: War and Peace in the Middle East from the 1948 War of Independence to the Present</i>. 2004.</p> <p>Hirst, David. <i>The Gun and the Olive Branch: The Roots of Violence in the Middle East</i>. 2003.</p> <p>Khoury, Fred J. <i>The Arab-Israeli Dilemma</i>. 1976.</p> <p>Laqueur, Walter and Rubin, Barry, eds. <i>The Israel-Arab Reader: A Documentary History of the Middle East Conflict</i>. 2001.</p> <p>Lorch, Netanel. <i>One Long War: Arab versus Jew Since 1920</i>. 1976.</p> <p>Lukacs, Yehuda, ed. <i>The Israeli-Palestinian Conflict: A Documentary Record 1967- 1990</i>. 1992.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
UNIT V: United States Foreign Policy and Important Nations

TRANSFER: Analyze the significance of U.S. foreign policy and evaluate how it has impacted the peoples of the modern Middle East; consider what individuals in the United States can do to influence and/or change policy and cultural sentiment.

GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.12.b – Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	The United States and the global community are interdependent.	<ul style="list-style-type: none"> • Is it important that the United States government establish relations with other countries?
6.1.12.A.12.c – Explain how the Arab-Israeli conflict influenced American foreign policy.	Relationships between the United States government and the governments of the world are continually evolving.	<ul style="list-style-type: none"> • Why are certain nations hostile toward the United States?
6.1.12.A.15.c – Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	There is a complex relationship between the purpose of foreign relations, principles, and ideals.	<ul style="list-style-type: none"> • Does the United States influence and power impact the world?
6.1.12.D.12.a – Analyze the impact of American governmental policies on independences movements in Africa, Asia, the Caribbean, and the Middle East.	Different economic systems develop and change as society’s respond to three essential questions: what to produce, how to produce, and for whom to produce.	<ul style="list-style-type: none"> • Does the United States influence the world economy? • Should the United States government be concerned about economic growth in other countries? Why or why not?
6.2.12.B.5.c – Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.	Relationships between nations can impact both domestic and foreign affairs.	<ul style="list-style-type: none"> • How might interest groups influence the media?
	KNOWLEDGE	SKILLS
	<p>Students will know:</p> <p>Define key personalities and concepts shaping U.S. national interests and how they relate to the Middle East: national security, global economy, world leaders, United Nations, trade, United States foreign policy, diplomatic relations, interdependence.</p>	<p>Students will be able to:</p> <p>Evaluate the foreign policies of the United States administrations since 1919.</p>

<p>nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.C.5.d – Determine the challenges face by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.D.5.c – Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.A.6.a – Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b – Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p>	<p>Turkey’s role as a member of NATO and candidate for the EU; its primary political, economic, and security ties are with the West; and how it seeks to strengthen its links with its Middle Eastern neighbors.</p> <p>The nature and quality of the United States -Israeli relationship.</p> <p>To examine the foreign policy aims of revolutionary Iran and account for its failure to export the Islamic revolution.</p> <p>Egyptian foreign policy since the revolution has been characterized more by continuity than by change.</p> <p>How to account for the rise and/or decline of Arab nationalism since 1945.</p> <p>KEY TERMS & VOCABULARY: Alliance, Arab League, Arab World, foreign policy objectives, NATO, national interests, national security, global economy, world leaders, United Nations, Trade, US Foreign Policy, Diplomatic Relations, Interdependence, realism, revolution.</p>	<p>Evaluate threats to national security to determine whether they should be addressed by diplomacy or force.</p> <p>Debate whether nations should encourage interdependence.</p> <p>Determine why certain nations are hostile to the United States.</p> <p>Assess why the US can have both a positive and a negative impact on the world.</p> <p>Debate what the most important factor in economic decision making is: the impact on individuals or the impact on the economy.</p>
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ASSESSMENT EVIDENCE:

Students will show their learning by:

- Analyze maps, charts, political cartoons and documents to evaluate the global impact of U.S. foreign policy; reflect in both written and verbal formats.
- Writing and speaking about a current event related to U.S. foreign policy objectives in the Middle East.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the impact of U.S. foreign policy.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses to the impact of U.S. foreign policy.
- Students will compare and contrast secondary sources on the political and social implications of the impact of U.S. foreign policy.
- Students will analyze the influence of U.S. foreign policy objectives in the Middle East.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit V: United States Foreign Policy and Important Nations

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Turkey Egypt Iran Saudi Arabia Israel	<p>Aras, Bulent. <i>The Place of the Palestinian Israeli Peace Process in Turkish Foreign Policy</i>. Journal of South Asian and Middle Eastern Studies. Winter 1997.</p> <p>Barkey, Henri. <i>Reluctant Neighbour: Turkey's Role in the Middle East</i>. US Institute of Peace, Washington, DC. 1996.</p> <p>Bruce, James. <i>Israel and Turkey - The Mideast's Odd Couple Find Common Ground</i>. DefenseWeb. 1996.</p> <p><i>Alliance with Turkey inflames old foes</i>. Jane's Defence Weekly, vol. 25, no. 25. 19 June 1996.</p> <p>Cevik, Ilnur. <i>Interview of Uri Bar-Ner, Israeli Ambassador to Turkey</i>. Turkish Daily News. 15 June 1998.</p> <p>Civaoglu, Generi. <i>Syriens, prenez garde!</i>. Courier International no. 295. 1996.</p> <p>Eisenstadt, Michael. <i>Policywatch No. 262: Turkish-Israeli Military Cooperation: An Assessment</i>. The Washington Institute for Near East Policy, 24 July, 1997.</p> <p>Gresh, Alain. <i>Turkish-Israeli-Syrian Relations and their Impact on the Middle East</i>. Middle East Journal 52, no.2. 1998.</p>

		<p>Gruen, George. <i>Dynamic Progress in Turkish-Israeli Relations</i>. Israel Affairs 1, no.4. 1998.</p> <p>Jaafar, Kassem Mohamed. <i>L'accord israelo-turc prend la Syrie a revers</i>. Courier International no. 289. 15 May 1996.</p> <p><i>Jane's Defence Weekly</i>.</p> <p>Jogo, Marie. <i>Une affaire au coeur du triangle Ankara-Washington-Jerusalem</i>. Le Monde, 18 February 1999.</p> <p>Leitmann-Santa Cruz, Joseph and Cagri Erdem. <i>Turkey: Benefiting from David's Army: Turkish-Israeli Defense Cooperation</i>. The International Relations Journal. 1997.</p> <p>Lochery, Neil. <i>Israel and Turkey: Deepening Ties and Strategic Implications, 1995-98</i>. Israel Affairs 5, no.1. 1998.</p> <p>Makovsky, Alan. <i>Policywatch No. 292: Israeli-Turkish Cooperation: Full Steam Ahead</i>. The Washington Institute for Near East Policy. 6 January, 1998.</p> <p>Mefteler-Bac, Meltem. <i>Turkey and Israel: an axis of tension and security</i>. Dialogue, vol. 29. 1998.</p> <p>Migdalowitz, Carol. <i>Turkish-Israeli Relations for Congressional Research Service</i>. 1998.</p> <p>Meltem. <i>Turkey and Israel: A Strategic Realignment in the Middle East?</i>. 39th Annual Convention of the International Studies Association. Minneapolis, 1998.</p> <p>Nachmani, Amikam. <i>Israel, Turkey & Greece: Uneasy Relations in the East Mediterranean</i>. Frank Cass, London. 1988.</p>
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		<p><i>The Remarkable Turkish-Israeli Tie</i>. Middle East Quarterly. 1998.</p> <p>Nomikos, John M. <i>Israel-Turkey Defense Relations: Will It Last?</i>. Research Institute for European Studies. 1996.</p> <p><i>Looking Back to See Forward: Israeli-Turkey Defense Relations</i>. Research Institute for European Studies. 1997.</p> <p>Peterson, Scott. <i>Mideast Balance of Power Shifts as an "Axis" is Born</i>, Christian Science Monitor. 1996.</p> <p>Pipes, Daniel. <i>The Emerging Turkish-Israeli Entente</i>. The National Interest. 1998.</p> <p>Robins, Philip. <i>Turkish Foreign Policy under Erbakan</i>. Survival. Summer 1997.</p> <p>Rodan, Steven. <i>A Growing Alliance</i>. Jerusalem Post. 1997.</p> <p>Rubin, Barry. <i>Notes on Turkey-Israel Relations</i>. Middle East Review of International Affairs. July 1997.</p> <p>Sasley, Brent. <i>A Structural Reinterpretation of Power in the Middle East: Explanations and Implications of the Evolving Military Relationship Between Turkey and Israel</i>. University of Manitoba, 1998. http://home.cc.umanitoba.ca/~umsasley</p> <p>Taylor, Porcher. <i>Turk-Israel Pact Outflanks Syria</i>. Defense news. 2 December 1996.</p> <p><i>Turkey-Israel Defence Agreement</i>. Strategic Comments. July 1996.</p> <p>Yavuz, M. Hakan. <i>Turkish-Israeli Relations Through the Lens of the Turkish Identity Debate</i>. Journal of Palestine Studies. 1997.</p>
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		<p><i>The Birth of a New Middle East Alliance.</i> Washington Times. 5 January 1998.</p> <p>Waxman, Dov. <i>Turkey and Israel: A New Balance of Power in the Middle East.</i> The Washington Quarterly. 1999.</p> <p>Ayubi, Shaheen. <i>Nasser and Sadat: Decision-Making and Foreign Policy.</i> 1994.</p> <p>Boutros-Ghali, Boutros. <i>The Foreign Policy of Egypt in the Post-Sadat Era</i></p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

UNIT VI: Political Islam

TRANSFER: Analyze the ideologies of political Islam and evaluate how their variants have impacted the peoples of the modern Middle East; looking at current events and personal experiences, consider the impact on the lives of everyday Americans as well.

<p>GOALS:</p> <p>6.1.4.A.9 – Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.11 – Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.14 – Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15 – Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4.D.15 – Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 – Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>New global political paradigms in the world are difficult to discern and make sense of as events change quickly.</p>	<ul style="list-style-type: none"> • What happens when cultures collide? • How does religion influence society?
	<p>Identifying politically relevant issues of controversy and what effects they may have on political systems in diverse cultures and regions is complicated and crucial.</p>	<ul style="list-style-type: none"> • What motivates an individual to peruse terrorist acts?
	<p>Cultural changes accompany political and economic change.</p>	<ul style="list-style-type: none"> • How might it be possible for Islamic countries to separate religion and state?
	<p>There are many preconditions and processes that promote democratization.</p>	<ul style="list-style-type: none"> • Is Islam opposed to modernity?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>Students will know:</p> <p>Poverty, corruption, and disillusionment with conventional politics have affected the youth of the Arab world.</p> <p>Traditionalism and follows one of the four legal schools or Madh'hab (Shaf'i, Maliki, Hanafi, Hanbali). It may include Sufism.</p> <p>Reformist fundamentalism, which criticizes the tradition, the commentaries, popular religious practices, deviations, and superstitions, aims to return to the founding texts.</p>	<p>Students will be able to:</p> <p>Describe the attitudes of the youth in the Arab world.</p> <p>Describe Traditionalism, Reformist fundamentalism, and Islamism.</p> <p>Compare contemporary reform movements.</p>	

<p>6.1.4.D.18 – Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 – Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.2.12.B.5.c – Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.1.12.D.15.c – Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.2.12.D.5.c – Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.2.12.A.6.d – Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.B.6.a – Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p>	<p>Reformism is generally in response to an external threat; for example; Shah Wali Allah in India and Muhammad ibn Abd-al Wahhab in the Arabian Peninsula and Salafism (Salafiyya).</p> <p>Islamism both follows and departs from reformist fundamentalism, embracing a return to the sharia, but adopting Western terminology such as revolution and ideology, including taking a more liberal attitude towards women's rights.</p> <p>Contemporary reform movements include the Jamaat-eIslami, Muslim Brotherhood, the Iranian Islamic Revolution, and The Masyumi Party.</p> <p>Liberal movements within Islam generally define themselves in opposition to Islamic political movements, but often embrace many of its anti-imperialist elements.</p> <p>Common opposition to colonialism, corruption, and racism was established as a focus for political Islam in the latter 20th century.</p> <p>Debates in political Islam became generally focused on several core issues from the 1970s: The status of women and integration of priorities of feminism; Islamic economics and the role of debt in oppression and stagnation of Muslim states; Zionism and the response to the formation of the Jewish state of Israel and the question of Palestinian statehood; self-governance in Muslim</p>	<p>Compare primary and secondary religious texts including The Old Testament, The Koran, and The New Testament.</p> <p>Analyze Muhammad’s view of society by reading passages from the Koran and compare with other Judeo/Christian texts.</p> <p>Evaluate significant periods from Middle East history of Political Islam.</p> <p>Analyze multiple interpretations of Islam throughout Middle East history.</p> <p>Evaluate reformist and liberalization movements and their effectiveness at meeting their stated goals.</p> <p>Discuss the focus of political Islam in the latter 20th century.</p> <p>Collaboratively debate the role of political Islam in the latter 20th century.</p>
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<p>6.2.12.C.6.a – Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.b – Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p>	<p>nations or in nations with significant Muslim minorities; and control of oil revenues in the Middle East.</p> <p>KEY TERMS & VOCABULARY: Self-governance, global political paradigms, colonialism, corruption, racism, poverty, The Old Testament, The Koran, The New Testament, Jamaat-e-Islami, Muslim Brotherhood, Iranian Islamic Revolution, Masyumi party, Islamic economics, Shah Wali Allah in India, Muhammad ibn Abd-alWahhab in the Arabian Peninsula, Salafism (Salafiyya), maraboutism-"the cult of saints," deviations, superstitions, Traditionalism, Reformist fundamentalism, Islamism, takfir, taqlid, four legal schools or Madh'hab (Shaf'i, Maliki, Hanafi, Hanbali), Sufism.</p>	
<p>ASSESSMENT EVIDENCE:</p> <p>Students will show their learning by:</p> <ul style="list-style-type: none"> Analyze maps, charts, political cartoons and documents to evaluate the global impact of political Islam; reflect in both written and verbal formats. Writing and speaking about a current event related to political Islam in the Middle East. Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the impact of political Islam. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will read and analyze texts in groups explaining and deconstructing responses to the impact of political Islam. Students will compare and contrast secondary sources on the political and social implications of the impact of political Islam. Students will analyze the influence of political Islam in the Middle East. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit VI: Political Islam

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Contemporary movements Sunni and Shia differences Modern debates: Perception of persecution Reactive Islam Cold War exploitation Role in terrorism Movements described as 'Islamist' o Globalization Internationalism	Kramer, Martin. <i>The Islamism Debate</i> . 1997. Kurzman, Charles. <i>Liberal Islam: A Sourcebook</i> . Oxford University Press, 1998. Davies, Merryl Wyn. <i>Beyond Frontiers: Islam and Contemporary Needs</i> G. H. Jansen. Militant Islam. 1980. Enyat, Hamid. <i>Modern Islamic Political Thought Democracy in the Middle East, the role of Islamist political parties, and the war on terrorism</i> . Ayoob, Mohammed. <i>The Many Faces of Political Islam: Religion and Politics in the Muslim World</i> . University of Michigan Press, 2007. Marina Ottoway, et al., <i>Democratic Mirage in the Middle East</i> [dead link], <i>Carnegie Endowment for Ethics and International Peace</i> , Policy Brief 20. 2002. Marina Ottoway and Thomas Carothers. <i>Think Again: Middle East Democracy, Foreign Policy</i> . 2004. Wright, Steven. <i>The United States and Persian Gulf Security: The Foundations of the War on Terror</i> , Ithaca Press, 2007.

		<p>Zambelis, Chris. <i>The Strategic Implications of Political Liberalization and Democratization in the Middle East, Parameters</i>. Autumn 2005.</p> <p>Hayajneh, Adnan M. <i>The U.S. Strategy: Democracy and Internal Stability in the Arab World, Alternatives</i>. 2004.</p> <p>Gambill, Gary. <i>Jumpstarting Arab Reform: The Bush Administration's Greater Middle East Initiative</i>. Middle East Intelligence Bulletin. 2004.</p> <p>Blecher, Robert. <i>Free People Will Set the Course of History: Intellectuals, Democracy and American Empire</i>, Middle East Report. 2003.</p> <p>Fisk, Robert. <i>What Does Democracy Really Mean In The Middle East? Whatever The West Decides</i>. The Independent, 8 August 2005.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT

America and the Middle East

UNIT VII: The United States, the Middle East, and the End of the Cold War

<p>TRANSFER: Understand the multiple facets of America’s relationship with the Middle East and analyze how national governments have increased their scope of power during times of crisis and evaluate how their responses have impacted the peoples of the modern Middle East.</p>		
<p>GOALS:</p> <p>6.1.4.A.9 – Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.4.A.11 – Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</p> <p>6.1.4.A.14 – Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.</p> <p>6.1.4.A.15 – Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</p> <p>6.1.4.A.16 – Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.</p> <p>6.1.4.B.8 – Compare ways people choose to use and distribute natural resources.</p>	<p>ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>
	<p>Power, authority and governance evolve through the rise and fall of empires and nations</p>	<ul style="list-style-type: none"> • What are viable solutions for conflicts in the Middle East? • How has oil impacted modern society? • How has rapid communication impacted world security?
	<p>Institutions and civilizations of the past continue to impact our world, and the development and spread of the great world religions influences the character of civilizations.</p>	<ul style="list-style-type: none"> • Is radical Islam influential on a global level?
	<p>Regions of the world develop unique government institutions, cultures, and religions, and have become increasingly interdependent through trade and cultural diffusion.</p>	<ul style="list-style-type: none"> • How have political and economic changes connected the world?
	<p>Competition between superpowers has been divisive globally.</p>	<ul style="list-style-type: none"> • Why is America perceived to be the “Great Satan” by some in the Middle East?
	<p>Conflict often erupts over control of resources, land, and people</p>	<ul style="list-style-type: none"> • How might disputes over control of resources, land, and people lead to international conflicts?
	<p>Culture is both a unifying and divisive force in human relations, and the social and cultural values of a society may influence political and economic decisions.</p>	<ul style="list-style-type: none"> • How could society balance the desire to increase freedoms while maintaining national security?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p>	<p>Students will be able to:</p>

<p>6.1.4.B.9 – Relate advances in science and technology to environmental concerns, and to actions take to address them.</p> <p>6.1.4.D.15 – Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 – Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.18 – Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 – Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 – Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>6.1.8.D.2.b – Compare and contract the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.12.A.5.a – Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.D.12.a – Analyze the impact of American governmental policies on independences movements in Africa, Asia, the Caribbean, and the Middle East.</p> <p>6.1.12.D.12.c – Evaluate how the development of nuclear weapons by</p>	<p>There are many challenges to the growth of statehood and stability in the Middle East.</p> <p>The importance of assessing current U.S. foreign policy in the Middle East and evaluating the reasons for the rise of radical Islam, poverty, and lack of suffrage.</p> <p>The petroleum industry has had far-reaching impacts on both the people and governments of the Middle East, but also on religion, alliances with other nations, and overall stability.</p> <p>The impact of Islam on everyday life and its compatibility with America’s main interests in the Middle East since 1945.</p> <p>The Soviet Union used its disenfranchisement of European Imperialism to gain economic cooperation with the Arab World during the Cold War, and extended their influence in the Middle East by inciting proxy conflicts between the Arab states and their Jewish neighbors.</p> <p>The United States has attempted to promote stability in the region through a series of political, economic, and social measures.</p> <p>Terrorism has become a political and social weapon.</p> <p>KEY TERMS & VOCABULARY:</p>	<p>Develop insights into basic elements of the process and dynamics of foreign policy formulation within current U.S. foreign policy bureaucratic structures.</p> <p>Outline critical national security issues of today, to encourage creative and alternative solutions to current problems in the Middle East, and to foster balanced analytical assessments of alternative options.</p> <p>After research and investigation, assess the problems facing the United States in its conduct of foreign policy.</p> <p>Through reading, speaking, and listening, situate the United States as a diverse and powerful nation in the international context of other states, nations, transnational actors, and international organizations</p> <p>Analyze the main causes of proxy wars, and what role third parties played in determining their course and outcome.</p> <p>Examine the causes and consequences of the 1991 Gulf War.</p> <p>Map out the locations of terrorist activity at the beginning of the 21st century. Analyze the patterns and predict future trends.</p>
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<p>industrialized countries and developing countries affected international relations.</p> <p>6.1.12.A.14.f – Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>6.1.12.D.14.e – Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.A.15.b – Determine the effectiveness of the United States in pursuing national interests while also attempting to address global, political, economic, and social problems.</p> <p>6.1.12.A.15.c – Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.B.15.a – Evaluate the effectiveness of the United States government’s efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p>6.1.12.C.15.a – Relate the role of America’s dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.D.15.b – Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c – Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p>	<p>Analytical assessments, critical national security issues, “Great Satan,” 1991 Gulf War, Patriot Act, Alien and Sedition Acts, Iran-Iraq War, transnational actors, international organizations, terrorism, foreign policy formulation, bureaucratic structures.</p>	
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6.1.12.D.15.d – Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nationals to prevent terrorism.

6.1.12.A.16.a – Examine the impact of media and technology on political and social issues in a global society.

6.2.12.D.5.c – Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.A.6.a – Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b – Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.c – Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.

6.2.12.A.6.d – Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a – Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.a – Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.

6.2.12.C.6.b – Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

ASSESSMENT EVIDENCE:

Students will show their learning by:

- Analyze maps, charts, political cartoons and documents to evaluate the impact of the end of the Cold War in the Middle East; reflect in both written and verbal formats.
- Writing and speaking about a current event related to the end of the Cold War in the Middle East.
- Taking part in various formal and informal formative assessments meant to evaluate their knowledge and skills related to the study of the impact of the end of the Cold War in the Middle East.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will read and analyze texts in groups explaining and deconstructing responses about the end of the Cold War in the Middle East.
- Students will compare and contrast secondary sources on the political and social implications of the end of the Cold War in the Middle East.
- Students will analyze the outcomes of the end of the Cold War in the Middle East.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
America and the Middle East
Unit VII

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	US Foreign Policy Israel Syria Saudi Arabia and the Gulf Iran Egypt The Palestinians Iraq Algeria Libya Afghanistan and Pakistan	<p>Abir, Mordechai. <i>Oil, Power and Politics: Conflict in Arabia, the Red Sea and the Gulf</i>. 1974.</p> <p>Amirsadeghi, Hossein, ed. <i>The Security of the Persian Gulf</i>. 1981.</p> <p>Cordesman, Anthony H. <i>The Gulf and the West: Strategic Relations and Military Realities</i>. 1988.</p> <p>Cotterell, Alvin L., ed. <i>The Persian Gulf States: A General Survey</i>. 1980.</p> <p>Ehteshami, Anoushiravan, and Nonnermann. <i>War and Peace in the Gulf</i>. 1991.</p> <p>Gause, F. Gregory. <i>Oil Monarchies: Domestic and Security Challenges in the Arab Gulf States</i>. 1994.</p> <p>Halliday, Fred. <i>Arabia Without Sultans</i>. 2002.</p> <p>Kelly, J. B. <i>Arabia, the Gulf and the West</i>. 1980.</p> <p>Murden, Simon. <i>Emergent Regional Powers and International Relations in the Gulf</i>. 1995.</p> <p>Potter, Lawrence G. and Gary G. Sick, eds. <i>Security in the Persian Gulf: Origins, Obstacles, and the Search for Consensus</i>. 2002.</p>

		<p>Ramazani, R. K. <i>The Gulf Cooperation Council: Record and Analysis</i>. 1988.</p> <p>Robins, Philip. <i>The Future of the Gulf: Politics and Oil in the 1990s</i>. 1989.</p> <p>Sandwick, John, ed. <i>The Gulf Cooperation Council: Moderation and Stability in an Interdependent World</i>. 1987.</p> <p>Sick, Gary G. and Lawrence G. Potter, eds. <i>The Persian Gulf at the Millennium: Essays in Politics, Economy, Security, and Religion</i>. 1997.</p> <p>Yergin, Daniel. <i>The Prize: The Epic Quest for Oil, Money and Power</i>. 1993.</p> <p>Zahlan, Rosemarie Said. <i>The Making of the Modern Gulf States: Kuwait, Bahrain, Qatar, the United Arab Emirates, and Oman</i>. 1998.</p> <p>Aruri, Naseer Hasan. <i>Dishonest Broker: The U.S. Role in Israel and Palestine</i>. 2003.</p> <p>Ashrawi, Hanan. <i>This Side of Peace: A Personal Account</i>. 1996.</p> <p>Beilin, Yossi. <i>Touching Peace: From the Oslo Accord to a Final Agreement</i>. 1999.</p> <p>Bouillon, Markus E. <i>The Peace Business: Money and Power in the Palestine-Israel Conflict</i>. 2004.</p> <p>Bregman, Ahron. <i>Elusive Peace: How the Holy Land Defeated America</i>. 2005.</p> <p>Cobban, Helena. <i>The Israeli-Syrian Peace Talks, 1991-96 and Beyond</i>. 1999.</p>
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