



## Modern Middle East - Unit 3 - Inquiries about the Middle East and West

### Unit Focus

In this third and final unit, students will take more independence for their learning as they construct inquiries in order to explore the tensions between the Middle East and the West. The teacher will lead the class through a collaborative model of this process with the Iranian Revolution, and then students will work in small groups to design and conduct inquiries around other instances of Western involvement in the Middle East. Students will share their findings in a simulation of the UN Security Council as it grapples with the problems posed by Syrian refugees, and considers whether or not Western nations bear enough responsibility for the crisis that they should be required to accept Syrian refugees.

This unit also challenges students to take collective responsibility for their learning. Success on the PBA requires that students successfully complete inquiries and also that they engage when other groups are sharing/presenting. While we often expect students to present findings, this unit also asks students to consider how they can learn from their peers in this setting.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 10</i>            921845 Dimension 1. Developing Questions &amp; <i>PLANNING INQUIRIES</i>            921846 Constructing Compelling Questions            921847 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i></p> <ul style="list-style-type: none"> <li>• D1.1.9-12. Explain how a question reflects an enduring issue in the field.</li> <li>• D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</li> </ul> <p>921850 Constructing Supporting Questions            921851 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...</i></p> <ul style="list-style-type: none"> <li>• D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</li> <li>• D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</li> </ul> <p>921854 Determining Helpful Sources            921855 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</i></p> <ul style="list-style-type: none"> <li>• D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</li> </ul> <p>921950 Dimension 3. Evaluating Sources &amp; <i>USING EVIDENCE</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p> <p><b>T2</b> Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective.</p>	
	Meaning	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
<p><i>Students will understand that...</i></p> <p><b>U1</b> People in the Middle East have a long history of living under the influence of foreign powers; often, these foreign powers have pursued exploitative policies.</p> <p><b>U2</b> Historians engage in a recursive process of asking questions, gathering and interpreting evidence, refining existing questions and asking new ones, and then conducting more research.</p> <p><b>U3</b> The complex nature of tensions in the Middle East lead to a wide variety of perspectives on responsibility for those problems, and to the degree which foreign powers are responsible, there is also great debate over how foreign powers could take action to alleviate tensions.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> Why do many people in the Middle East harbor resentment towards the United States and other Western nations?</p> <p><b>Q2</b> How do I think like a historian to plan and conduct inquiries into the past?</p> <p><b>Q3</b> What responsibility do Western nations bear for problems in the Middle East?</p>	

## Stage 1: Desired Results - Key Understandings

<p>921951 <i>Gathering and Evaluating Sources</i>            921952 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul> <p>921955 <i>Developing Claims and Using Evidence</i>            921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</li> <li>• D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</li> </ul> <p>921959 <i>Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION</i>            921960 <i>Communicating Conclusions</i>            921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> <li>• D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</li> <li>• D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> <li>• D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</li> </ul> <p>921969 <i>Taking Informed Action</i>            921970 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li> <li>• Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> </ul>	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><i>Students will know...</i></p> <p><b>K1</b> Key facts about: Iranian Revolution, Iran-Iraq War, US involvement in Afghanistan during Cold War, First and Second Persian Gulf Wars, US Invasion of Afghanistan</p> <p><b>K2</b> Scope and severity of Syrian refugee crisis</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Historical thinking skills: Sourcing, corroboration, close reading, contextualization</p> <p><b>S2</b> Asking and refining compelling and supporting questions</p> <p><b>S3</b> Gathering relevant and meaningful evidence</p> <p><b>S4</b> Communicating findings orally</p> <p><b>S5</b> Engaging with presentations produced by classmates</p> <p><b>S6</b> Deliberating in a democratic setting</p>