



Modern Middle East - Unit 1 - Identity in the Middle East

Unit Focus

In the first unit of the course, students will explore the many questions surrounding identity in the Middle East. The complexities of identity in the region are numerous, and a key to developing a greater understanding of the region is to overcome stereotypes by investigating the historical religious, ethnic, and tribal roots of people who live in the region. Once students have developed this understanding, they will then learn about the mandate system imposed after WWI, which placed many people with deep, historical conflicts into artificially created nations. The performance task asks students to do a deep inquiry into the creation and conflicts that exist within one nation in the Middle East, with the aim of better understanding the nation's internal conflicts.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 <i>Dimension 1. Developing Questions & PLANNING INQUIRIES</i> 921846 <i>Constructing Compelling Questions</i> • 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... 921850 <i>Constructing Supporting Questions</i> • 921851 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... 921854 <i>Determining Helpful Sources</i> 921855 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</i> • 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. 921857 <i>Dimension 2. Applying Disciplinary Concepts & TOOLS</i> 921903 <i>GEOGRAPHY</i> 921909 <i>Human-Environment Interaction: Place, Regions, and Culture</i> 921910 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. 921924 <i>HISTORY</i> 921930 <i>Perspectives</i> 921931 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 921937 <i>Historical Sources and Evidence</i></p>	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 The people in the Middle East are diverse in terms of their ethnicity, religion, political beliefs, and history, and what parts of their identity they attach importance to U2 Conflicts in the Middle East are rooted in artificial borders created by Western nations...People have many different ways of identifying themselves and the groups they belong to U3 The notion of freedom is a powerful force in driving human actions, and many of the conflicts in the Middle East are driven by resistance to regimes perceived as restricting freedom</p>	<p><i>Students will keep considering...</i> Q1 Why is identity such a complex issue in the Middle East? Q2 Why are there so many internal conflicts within modern Middle East nations?</p>

Stage 1: Desired Results - Key Understandings

<p>921938 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. <p>921944 <i>Causation and Argumentation</i></p> <p>921945 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. <p>921950 <i>Dimension 3. Evaluating Sources & USING EVIDENCE</i></p> <p>921951 <i>Gathering and Evaluating Sources</i></p> <p>921952 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • 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. <p>921955 <i>Developing Claims and Using Evidence</i></p> <p>921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> • 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. • 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. <p>921959 <i>Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i></p> <p>921960 <i>Communicating Conclusions</i></p> <p>921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i></p> <ul style="list-style-type: none"> • 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). <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2) 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> K1 Basic tenets of Islam K2 Key differences between Shia and Sunni Muslims K3 Geographic roots of ethnicities, including: Kurds, Turks, Persians, Jews, Palestinians K4 Timeline of Ottoman Empire, and effects of WWI on Ottomans K5 Causes and effects of Mandate System 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> S1 Using historical thinking to analyze evidence: sourcing, contextualizing, close reading, and corroborating. S2 Comparing and contrasting S3 Identifying causes and effects S4 Oral presentations 	