

# Unit 2: Geography & Resources

## 7<sup>th</sup> Grade Honors Social Studies

22 Class Meetings

*Created June 2023*

### Essential Questions

- How does the geography of where we live define our lives?
- How can natural resources that benefit one group of people hurt another group?

### Enduring Understandings with Unit Goals

**EU 1:** Social Scientist Tim Marshall’s argument that humans are “prisoners of geography” posits that natural landforms and climate are the determining factors shaping our political topography.

- Describe the effects of different geographical features that support Tim Marshall’s argument
- Evaluate criticisms from other social scientists for their perspectives and corroborating evidence

**EU 2:** The success of human civilization is causally related to access to water, both promoting life in ancient history and causing conflict in modern history.

- Describe the geography of the Middle East in terms of landforms, bodies of water, climate, and political boundaries and compare it to local geography
- Analyze the conditions necessary for human civilization to arise and determine whether ancient history corroborates the “prisoners of geography” theory

**EU 3:** The geography of the Middle East and North Africa has contributed to increasing tensions between countries and may lead to regional conflict.

- Evaluate the connection between geography, major economic activity, and water scarcity
- Compare and contrast daily life in water-poor locations to student life to explain the relationship between water scarcity and conflict

**EU 4:** Natural resources in the Middle East have contributed to both increased wealth and political power, as well as heightened income inequity and international military conflict, and their impact is mediated by coordinated regional efforts.

- Critique the role natural resources, such as oil, play in international cooperation and warfare
- Evaluate the impact of OPEC on regional relationships in the Middle East and international relationships

### Standards

#### CT Social Studies Frameworks Standards:

- **INQ 6-8.15:** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- **INQ 6-8.16:** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes

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- **INQ 6-8.17:** Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
- **GEO 6-7.1:** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.2:** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.
- **GEO 6-7.3:** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.4:** Analyze the cultural and environmental characteristics that make places both similar to and different from one another.
- **GEO 6-7.5:** Explain the connections between the physical and human characteristics of a region and the identify of individuals and cultures living there.
- **GEO 6-7.7:** Analyze how relationships between humans and environments extend or contract settlement and movement.
- **GEO 6-7.8:** Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.
- **ECO 6-7.1:** Explain how economic decisions affect the well-being of individuals, businesses, and society.
- **ECO 6-7.7:** Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- **HIST 6-8.1** Use questions about historically significant people or events to explain the impact on a region.

#### **Common Core State Standards:**

- **CCSS.ELA-LITERACY.WHST.6-8.1:** Write arguments focused on *discipline-specific content*
- **CCSS.ELA-LITERACY.WHST.6-8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
- **CCSS.ELA-LITERACY.WHST.6-8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.RH.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.2:** 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.
- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

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#### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

#### Unit Content Overview

- **Tim Marshall and “Prisoners of Geography”**
  - Describe Tim Marshall’s geopolitical argument
  - Analyze the role of different geographical features in determining the fate of nations
  - Evaluate criticism of Tim Marshall’s argument
- **Water Shapes Human Civilizations**
  - Describe the factors allowing civilization to spring up around the Tigris and Euphrates, Huang He, Harappa, and the Nile
  - Investigate the impact of water on both early and modern human culture
- **Modern Water Conflicts**
  - Analyze maps of water-scarce and water-rich areas to use geography to identify and predict regions of future conflict over water scarcity
  - Complete research to explore the role of water scarcity in modern human conflict
  - Compare and contrast natives of daily life in water-scarce and water-rich to infer the role of water scarcity in a region’s quality of life
  - Evaluate different regional maps to make predictions about future conflicts over water and the shape of political countries
- **Oil, Wealth, and War**
  - Explore the role of natural resources in Tim Marshall’s argument
  - Research oil’s impact on a nation’s GDP, wealth distribution, and international relations
  - Analyze the role of OPEC in changing the influence of geography

#### **Vocabulary:**

- Geopolitics, International Relations, Civilization, Agriculture, Nomad, Hunter-Gatherers, Division of Labor, Surplus, Scarcity, Culture, Religion, Government, Economics, Literature, Customs and Traditions, Festivals, Water Scarcity, Economic Scarcity, Physical Scarcity, Quality of Life, Drought, Agriculture, OPEC, Crude Oil, GDP, Wealth Distribution, International Relations, International Conflict, Persuasive, Argumentative, Rebuttal

#### **Interdisciplinary Connection:**

- Language Arts – reading informational texts and writing persuasive, argumentative responses

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#### Daily Learning Objectives with *Think, Write, Pair, Shares*

##### Students will be able to...

- Analyze the elements of Tim Marshall’s “Prisoners of Geography” claim and identify the roles of different geographical features
  - *“Men make their own history, but they do not make it as they please.” What does this quote mean, and do you agree? Why?*
- Evaluate the “prisoners of geography” theory and counterclaims using world maps
  - *What is one way that humans are NOT prisoners of their geography?*
- Predict the geographical factors that contributed to the birth of civilizations around the world \*\*
  - *Which human invention do you think is the most important, and why?*
  - *Will farming always be the most important invention? Why or why not?*
- Investigate the influence of geography on human culture \*\*
  - *If we are prisoners of our geography, how does geography impact our culture?*
  - *What are some ways we might see our geography represented in New London County culture?*
- Predict the world’s water-scarce regions today by analyzing geographical features
  - *What might be the geographical features of an area facing water scarcity?*
- Analyze the cause and effect of historical water scarcity in the Middle East
  - *List three things you believe are worth going to war for and why.*
- Compare and contrast narratives of daily life to see impact of water scarcity
  - *How might your day be different if you were experiencing water scarcity?*
- Create an argument predicting future conflict based on map analysis, research, and personal narratives
  - *How is climate change going to impact our geography and the relationships different countries have with each other?*
- Plan, write, revise informative essay about water in shaping human life \*\*
  - *What are the three steps of writing an essay from start to finish?*
- Evaluate the role of natural resources in shaping a nation’s destiny
  - *Imagine your country had a lot of gold buried underground. How would that help AND harm your country?*
- Test hypotheses about past conflict and their consequences in the Middle East based on a map analysis (research to follow up) \*\*
  - *What might be the geographical features of an area that experiences a lot of war or conflict?*
  - *After your map study yesterday, which country in the Middle East are you choosing to research?*
- Analyze the impact of OPEC on mediating the impact of oil reserves in the Middle East
  - *What is one strategy an oil-rich country might use to reduce its risk of war?*
- Demonstrate an understanding of Unit 2 concepts in a summative test and essay
- Re-draw a map of the Middle East that would ultimately reduce conflict between nations also identifying non-geographical influences that can change the outcome \*\*\*\*
  - *How have the fates of the countries in the Middle East been influenced by its geography?*

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- Which part of your project are you still working on? Write down one thing you're working on that you want to ask your TWPS partner for help with.
- Today we're going to share our re-drawn maps and have an accountable talk discussion about our changes. What is one piece of advice you would like to give your TWPS partner about public speaking or accountable talk before we begin?

#### Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Paragraph frames and sentence starters
- Student-led instruction
- Student choice
- Written feedback
- Cornell notes
- Accountable talk
- Homework
- Anchor charts
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions
- Close reading with text-dependent questions

#### EL Differentiation Strategies

- Word walls with visuals
- TWPS (think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal assessments

#### Assessments

##### FORMATIVE ASSESSMENTS:

- Do Now
- Student discussions and responses
- Exit Slips
- Accountable Talk Discussions
- Completed notes

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- Completed graphic organizers
- Homework
- Map work
- Informative Essay: How has water changed the course of human life? (EU 1 and EU 2)
  - Literacy Rubric #2
- Argumentative Essay: Defending a new map of the Middle East
  - Literacy Rubric #3
- Unit Task - “UN General Assembly”
  - Accountable Talk Rubric #2

#### **SUMMATIVE ASSESSMENTS:**

- Quiz #1: “Prisoners of Geography” and landform vocabulary (EU 1)
- Quiz #2: Birth of Civilizations (EU 2)
- Quiz #3: Modern Water Scarcity (EU 3)
- Summative Unit 2 Test (EU 1, EU 2, EU 3, and EU 4)
- Informative Essay: How has water changed the course of human life? (EU 1, EU 2, and EU 3)
- Argumentative Essay: Defending a new map of the Middle East (EU 1, EU 2, EU 3, and EU 4)
- Unit Task – “Changing Destinies in the Middle East”

### Unit Task

**Unit Task Name:** Changing Destinies in the Middle East

**Description:** Students will work in small groups to re-draw a map of the Middle East with the goal of reducing conflict and improving the quality of life of its citizens. Students will create both a map and write a one-page argumentative defense of their choices. The map must identify five specific geographical features used in the “Prisoners of Geography” argument and explain their role. (EU 1) Students must also refer to historical and modern events as evidence to support their choices. (EU 2, EU 3, and EU 4) Finally, students must also create one organization that allows their nations to transcend their geography, similar to OPEC. (EU 4) Students will present their maps and participate in an accountable talk defense of their choices with their peers.

**Evaluation:** Accountable Talk Rubric and Literacy Rubric

### Unit Resources

- Tim Marshall’s [Prisoners of Geography: Our World Explained in 12 Simple Maps, Illustrated Young Readers Edition](#)
- Tim Marshall’s [Prisoners of Geography: Ten Maps that Explain Everything About the World](#) and Tim Marshall’s [The Power of Geography: Ten Maps that Reveal the Future of Our World](#)

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- Teacher-created interactive Google maps, adapted Epic of Gilgamesh, adapted Hammurabi's Code, abridged timeline of Israeli-Palestinian conflict with causes, narratives of middle school students
- Videos on Mesopotamia:  
[https://www.youtube.com/watch?v=xVf5kZA0HtQ&list=PLHu2czQRGxxcrzy2XWWxRenDfpETV-LTF&index=30&ab\\_channel=NationalGeographic](https://www.youtube.com/watch?v=xVf5kZA0HtQ&list=PLHu2czQRGxxcrzy2XWWxRenDfpETV-LTF&index=30&ab_channel=NationalGeographic);  
<https://www.youtube.com/watch?v=XBk9KywTIgk>
- Video on Gilgamesh: <https://www.youtube.com/watch?v=BV9t3Cp18Rc>
- The Royal Game of Ur (online): <http://www.playonlinedicegames.com/royal-game-of-ur>
- History.com: <https://www.history.com/news/sumerians-inventions-mesopotamia>
- The British Museum: <http://www.mesopotamia.co.uk/>
- Frontline's Oral History of the Gulf War: <https://www.pbs.org/wgbh/pages/frontline/gulf/oral/>
- PBS'S Global Connections Middle East:  
<http://www.pbs.org/wgbh/globalconnections/mideast/index.html>
- National Archives document analysis: <https://www.archives.gov/education/lessons/worksheets>
- Newsela: <https://newsela.com/read/lib-life-sumer-mesopotamia/id/32778/>,  
<https://newsela.com/read/lib-overview-mesopotamia-culture/id/32870/>
- NPR: <https://www.npr.org/2020/01/09/795002059/how-much-the-u-s-relies-on-oil-from-the-middle-east>
- The Arab Weekly: <https://the arabweekly.com/middle-east-leads-world-income-inequality>
- Imageryforcitizens.com: <http://www.cotf.edu/earthinfo/meast/MEeco.html>
- Georgia DOE: <https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-7th-Grade-Unit-3-Sample-Unit.pdf>
- Laptops or notebooks to capture notes
- Graphic organizers
- Worksheets
- Readings