

**Course Title – World Cultures**

**Implement start year – 2014-2015**

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**Unit #3, topic – Middle East**

Students will be able to independently use their learning to acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect the Middle East. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

6.2.12.C.1.e

Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.D.2.c

Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

6.2.12.A.3.c

Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.B.3.a

Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.

6.2.12.C.3.e

Assess the impact of imperialism on economic development in Africa and Asia.

6.2.12.D.3.a

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.d

Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e

Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.A.4.b

Compare the rise of nationalism in China, Turkey, and India.

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.

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.

6.2.12.D.4.h

Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.

6.2.12.B.5.e

Assess the role of boundary disputes and limited natural resources as sources of conflict.

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.

6.2.12.C.5.d

Determine the challenges faced by developing nations in their efforts to compete in a global economy

6.2.12.C.5.g

Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.

6.2.12.D.5.d

Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.

6.2.12.A.6.a

Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

Leadership and Responsibility

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.

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text

<p>complexity band independently and proficiently.</p>	
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Religious development reflects a culture's perceived needs and norms and impacts its relationship with outside groups.</p> <p><i>EU 2</i>  Access to resources impacts political, economic, and social development.</p> <p><i>EU 3</i>  Political, economic, geographic, and social differences shape culture and life in the world.</p> <p><i>EU 4</i>  The economic opportunities and resources available in a culture help shape the people's standard of living.</p> <p><i>EU 5</i>  Conflict is the result of the perceived need for political, economic, or social change by a population.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why do the Abrahamic faiths struggle in their coexistence?</li> <li>• Why has Islam become such a cultural anchor in the Middle East?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What is the power of oil in the Middle East?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How has the global location of the Middle East shaped its culture?</li> <li>• How are gender roles defined in different parts of the Middle East?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How closely tied is access to natural resources to the distribution of wealth in the Middle East?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• How did Islam influence political identity in the Middle East?</li> <li>• Why has the Arab-Israeli conflict been so difficult to resolve?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Events of major religious conflict in the region.</li> <li>• Daily influence of Islam on Middle Eastern citizenry.</li> <li>• Ideological difference between Sunni and Shi'ite Muslims.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> <li>• Read and analyze primary source documents to determine different points of view (EU 1, EU 2, EU 3, EU 4, EU 5)</li> <li>• Evaluate the 1948 United Nations Partition Plan. (EU1)</li> </ul>

<p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• The location of major oil reserves in the Middle East.</li> <li>• The role OPEC plays in international relations.</li> <li>• The role oil has played in Middle Eastern conflict.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• Key trade routes through the Middle East.</li> <li>• The cross-cultural exchanges between the Middle East, Europe, and Asia</li> <li>• Various levels of freedom experienced by women in the Middle East.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• The disparity of wealth as created by oil in the Middle East.</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• Key events within the Arab-Israeli conflict.</li> <li>• Major conflicts in the Middle East such as the Iran-Iraq War, Persian Gulf War, and U.S. involvement in Iraq and Afghanistan.</li> <li>• Major nation building events and revolutions in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• (EU 1)</li> <li>• Debug the tensions between branches of Islam (EU 1)</li> <li>• Justify the application of secular and religious law (EU 1, EU 2)</li> <li>• Argue the value of major oil reserves to a nation's culture. (EU 2)</li> <li>• (EU 2)</li> <li>• Assess the implication of OPEC policies on international economies. (EU 2)</li> <li>• Identify key technologies and cultural aspects that moved from Europe and Asia through the Middle East (EU 3)</li> <li>• Compare and contrast the role of "western" women and women in the Middle East (EU 3).</li> <li>• Access the standards of living throughout the Middle East (EU 4)</li> <li>• Critique the Arab-Israeli conflict from both points of view (EU 5)</li> <li>• Analyze the continued tensions that have led to various conflicts in the Middle East (EU 5)</li> <li>• Predict the stability of past and present government regimes found in the Middle East (EU 5)</li> <li>• Recognize the elements that have led to various conflicts in the Middle East (EU 5)</li> </ul>
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## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays

- Quizzes
- Tests
- Presentations
- Research Projects

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Read and analyze various primary source documents from the region. (M)
- Hold a Middle East peace conference to discuss various issues of importance to the major Middle Eastern countries. (M)
- Create a Middle Eastern newspaper that has articles covering current events, the role of women/family/etc. in society, famous landmarks and religious sites. (M)
- Teacher notes and PowerPoint presentations defining key terms and timelines. (A)
- Complete maps of physical and political features of the Middle East. (A)
- Create Venn Diagram comparing and contrasting the three major monotheistic religions. (M)
- Create a timeline for the Arab-Israeli conflict. (A)
- List key people and events of Middle Eastern conflicts. (A)
- Write a DBQ essay on the role of women in the Middle East. (M)
- View and discuss "Not Without My Daughter" or "Argo". (M)
- View "True Life: I Live in the Terror Zone" and discussing differing viewpoints on the Arab-Israeli conflict. (M)
- View "No End in Sight" and discuss the problems of the Iraq War. (M)
- Create a United Nations Peace Plan for the Arab-Israeli conflict. (T)
- View and discuss Rick Steves' Iran Special. (M)
- Read excerpts of *The Septembers of Shiraz* by Dalia Sofer or *The Bookseller of Kabul* by Asne Seirestad and discuss. (M)
- Read excerpts of *Beirut to Jerusalem* by Thomas Friedman. (A)
- Watch clips from [www.memritv.org](http://www.memritv.org) of regional television translated into English. (A)
- Watch excerpts from Thomas Friedman's *Three Rivers of Hate*. (A)
- Write a journal entry of a girl or her male family member involved in an honor killing scenario after reading coinciding article(s). (M)
- In pairs create an interview between a western journalist and the president of Iran. (M)