13 Middle East

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 2**
Length: **2-3 weeks**
Status: **Published**

Standards

6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
b6.2.12.EconGE.1.b	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
6.2.12.EconGE.3.c	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.HistoryUP.3.a	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.HistoryCC.3.c	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.HistoryCC.4.d	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.HistoryCA.4.a	Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India.
6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.

Enduring Understandings

1. Religion can be a motivating factor for unity or conflict.

2. Tradition is a powerful influence on cultural norms.

3. Studying other cultures can help explain international relations.

4. Human rights are often violated in the name of fear.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison,

Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How has the climate and topography of the Middle East affected its politics and economics?

2. What should be America's role in the Middle East?

3. How do religious differences continue to cause violent outbreaks in the Middle East?

4. How do societies balance tradition and change?

5. To what extent has religion influenced conflict in the Middle East?

Knowledge and Skills

The origin and impact of Judaism, Christianity, and Islam on the political and cultural lives of Middle Easterners and citizens of the world

Elements that contributed to the "golden age" of Islam

The impact of the Armenian genocide on the Armenian population, the world's relationship with Turkey and the role it played in influencing Hitler

The short-term and long-term effects of European colonization

How current differences caused political instability and conflict

Examine the debate regarding the role of women in places such as Afghanistan, Syria, Saudi Arabia, etc.

Use simulations (i.e. Model United Nations, Sheg, Brown's Choices) to look at current economic decisions, foreign policy, and national security.

Transfer Goals

In the long run, students will be able to independently apply the concepts of perspective, experiences, and place in society to make

meaning of the current conflicts in the Middle East.

Students will be able to independently apply their knowledge towards solving issues in alternative ways by encouraging active citizen participation.

Resources

Textbook: Global Mosaic

Supplemental Readings and Sources:

New Visions

Newsela

UpFront Scholastic

Looking in Depth - The Armenian Genocide

Israeli Palestinian Crisis (News Hour Extra)

World History Continuity and Change - Arab Israeli Conflict

The Rightly Guided Caliphs (Chapter 11, Section 2)

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Supplemental Videos:

Sykes - Picot: Carving up the Middle East (The Economist)

Road to 9/11

Syria's War: Who's Fighting and Why (Vox)

Exodus - Syria (FrontLine)

How Life Changed in the Middle East Over the Past 58 Years

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews,

historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1vzwdWxfDEQEDCSamYQlm4wkXa3exuI1tLNXpg4DbSJ4/edit