

# Unit #4: Middle East and Africa

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students

## Unit #4: Middle East and Africa

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### Learning Objectives

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- Analyze how geography influences culture and society.
- Analyze how migration is influenced by geography.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

### Essential Skills

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- Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities.
- Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems).
- Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time.
- Determine the physical and human characteristics that comprise the identity of a given place.
- Determine the unifying characteristics that regions possess and explain changes that they have experienced over time.
- Explain and give examples of natural and human processes that shape Earth's surface and identify specific locations where these processes occur.

- Explain how human and physical characteristics facilitate or hinder regional interactions.
- Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region.
- Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems.

## Standards

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SOC.6.2.12.GeoGl.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.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

## Instructional Tasks/Activities

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- Artists will label various styles of maps of the region.
- Artists will take notes on the various geographical elements associated with the region.
- Choose one specific region and conduct a mini- research project that includes the following: a. physical characteristics of the region b. map drawn of the region with clearly labeled elements c. impact these physical characteristics have on the region and its people
- Compare and contrast different types of regions within the continent. Identify characteristics of those regions. Use a graphic organizer to illustrate the similarities and differences. Comparisons will be done using the following ways: a. climate b. plant and animal life c. physical and human characteristics d. geographical elements (rivers, lakes, mountains, etc.) e. natural and human processes
- Create a presentation on how human processes shaped the geographical landscape of the region. This presentation will include a before and after map. Artists will explain the impact humans had on the region.
- Examine a series of maps of a particular region and then conduct and share research on the impact changes had on the region.

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review

- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates

- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Honors Modifications

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## Resources

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- ABC-CLIO online textbook
- Contemporary Human Geography (Macmillan Learning)
- Google Docs
- Google Slides
- Into the Okavango
- Living Physical Geography (Macmillan Learning)
- National Geographic website
- primary source documents from the online textbook
- The Internet
- Various maps