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| **Unit 4: Origins of Modern Southwest Asia**  | **1st Nine Weeks** |
| **Suggested Time Frame: 3 weeks (1 wk. in Q1 and 2 wks. in Q2)** |
| **Elaborated Unit Focus:** Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture through **conflict and change**. Southwest Asia (Middle East) is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam. All share the common belief in one God, the God of Abraham. Throughout history these religions have attracted believers and influenced **culture** and world events, and political landscape of the region. The student will understand that the religious differences are cause for conflict and change in the region that has affected nations of the world politically and socially. Students will examine the collapse of the Ottoman Empire and European partitioning. |
| **Content Standards/Elements** | **Literacy, Map, Globe, and Information Processing Skills** |
| **SS7H2 Analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.** 1. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.
2. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
3. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).
4. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

**SS7G8 Describe the diverse cultures of the people who live in Southwest Asia (Middle East).** 1. Explain the differences between an ethnic group and a religious group.
2. Explain the diversity of religions within the Arabs, Persians, and Kurds.
3. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
4. Explain the reason for the division between Sunni and Shia Muslims.
 | IPS 1-Compare and Contrast Similarities and differences IPS 2-Organize items chronologically  IPS 3-Identify issues and/or problems and alternative solutions  IPS 4-Distinguish between fact and opinion  IPS 5-Identify main idea, detail, sequence of events, and cause and effect in a social studies context  IPS 6-Identify and use primary and secondary sources  IPS 7-Interpret timelines  IPS 8-Identify social studies reference resources to use for a specific purpose  IPS 9-Construct charts and tables  IPS 10-Analyze artifacts  IPS 11-Draw conclusions and make generalizations  IPS 12-Analyze graphs and diagrams  IPS 13-Translate dates into centuries, eras, or ages  IPS 14-Formulate appropriate research questions  IPS 15-Determine adequacy and/or relevancy of information  IPS 16-Check for consistency of information  |

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| **Learning Progression** |
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| In grade 6, students identify the religions of Judaism, Islam and Christianity while studying the regions in Europe, Latin America, Australia, and Canada. Students will need support identifying clear similarities and differences in these prominent religions by using textual evidence. Students can also define ethnic group and religious group. However, students will struggle to distinguish between the two and provide clear, specific examples of each. Consider using an anticipation guide to determine student misconceptions.  |

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| **Enduring Understanding** | **Essential Questions** |
| **Conflict and Change- The student will understand that when there is conflict between or within societies, change is the result.** | * How did European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire lead to regional conflict?
* Why was Israel established? (H2b)
* How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel?
* Why is conflict likely when two or more religious factions occupy the same region? (H2b, c, d; G8d)
* How does the presence or absence of oil influence political and economic decisions for a country? (H2c, d)
* Why does the United States maintain a strong presence in the Middle East? (H2d)
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| **Conflict and Change- The student will understand that when there is conflict between or within societies, change is the result.** | * How is the origin of Judaism, Islam, and Christianity a source of conflict over the land?
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| **Culture- The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**  | * What is the difference between an ethnic group and a religious group?
* How are the religions of the Arabs, Persians, and Kurds diverse?
* What are the similarities and differences between Judaism, Islam, and Christianity?
* What is the reason for the division between Sunni and Shia Muslims?
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| **Language of the Unit** |
| **SS7H2*** Continuity
* Change
* Conflict
* Partitioning
* Ottoman Empire
* Israel
* Holocaust
* Anti-Semitism
* Zionism
* Persian Gulf
* Afghanistan
* Iraq
 | **SS7G8*** ethnic group
* religious group
* customs
* traditions
* Arabs
* Persians
* Kurds
* Judaism
* Islam
* Christianity
* Monotheistic
* Abraham
* Patriarch
* Hereditary caliphate
* Sunni Muslims
* Shia Muslims
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| **Suggested Resources for Learning Plan** |
| **SS7H2****Textbook Correlation**1. **SE:** 151-152, 186-187, 220-221
2. **SE:** 186-187
3. **SE:** 145, 157, 166, 169-171, 186-187, 196-198, 200-201, 202-203, 220-223, 232-235
4. **SE:** 153, 226, 236

H2b *World in Transition: The Middle East in Transition* page 124 * [Article: Ottoman Empire- *When did the Middle East Emerge.* Junior Scholastic, April 2011](http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-040411-ASKMAPMAN.pdf)
* **Discovery Education/United Streaming:** [**Middle East/ Persian Gulf War**](https://app.discoveryeducation.com/search?Ntt=persian+gulf+war&utm_source=typeahead_selected&utm_medium=banner&utm_campaign=renewals2015)
* [**MidEast Web Gateway**](http://www.mideastweb.org/)
* [**Internet Modern History Sourcebook**](http://www.fordham.edu/halsall/mod/modsbook54.html)
* [**Middle East Peace: Treaties Historic Documents, Treaties, and Agreements**](http://www.ariga.com/treaties/)
* [**Via Dolorosa**](http://www.pbs.org/viadolorosa/history.html)
* [**Marketplace: Doing Business in Afghanistan EconEdLink Lesson**](http://www.econedlink.org/lessons/index.php?lid=773&type=student)
* [**Evaluating Websites**](http://www.classzone.com/books/research_guide/page_build.cfm?content=web_eval_criteria&state=none) **NEW!**
* [**Primary Resources**](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) **NEW!**
* [**Secondary Resources**](http://teachinghistory.org/best-practices/using-primary-sources/19080) **NEW!**
 | **SS7G8****Textbook Correlation**1. **SE:** 92-93, 144-145, 178-179, 188-191, 214-215
2. **SE:** 92-93, 144-145, 148-149, 156-157, 178-179, 181-184, 202, 214-215, 232-235, 236
3. **SE:** 92-93, 144-145, 148-149, 156-157, 178-179, 181-184, 188-191, 202, 214-215, 236
4. **SE:** 144-145, 149

Religion Facts Chart<http://www.religionfacts.com/big_religion_chart.htm> [Religious Beliefs-Judaism, Christianity, and Islam-Discovery Education Video](https://app.discoveryeducation.com/search?Ntt=judaism+christianity+islam&utm_source=typeahead_selected&utm_medium=banner&utm_campaign=renewals2015) **NEW!**[**Judaism-Discovery Education Video**](http://app.discoveryeducation.com/player/view/assetGuid/AC0AD99F-DC2D-4301-BCA9-3038ABA4B681) **NEW!**[**Islam-Discovery Education Video**](http://app.discoveryeducation.com/player/view/assetGuid/CAC3A3EF-9FAA-4DF7-8F7F-43D0DFD4486F) **NEW!**[**Christianity-Discovery Education Video**](http://app.discoveryeducation.com/player/view/assetGuid/E334AB01-C152-4588-8409-9B7D412200BA) **NEW!***World in Transition, The Middle East in Transition* has a very good section on the Kurds, see pages 203-206 *World in Transition: The Middle East in Transition* has an excellent section titled “Who are the Shia within Islam?” (see pages 209-214) This section meets the requirements for this element.  |

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| **Balanced Assessments** |
| **SS7H2** | **Portfolio Assessment Task****Continuity and Change in SW Asia: An Illustrated Timeline**  |