



The Middle East—Its Complicated!

Date: To Be Determined

Day: Monday-Friday

Periods: 3, 7 & 8

Objectives: Students will be able to—

- Define the “Middle East”
- Understand that there is a difference between an “Arab” and a “Muslim”
- Recognize that the Middle East has many diverse religions
- Explain how natural resources (oil & water) have contributed to the conflict in the Middle East
- Identify how U.S. foreign and economic policy decisions have been impacted by the distribution of natural resources in the Middle East
- Evaluate how American foreign policies may have encouraged Islamic extremists’ attacks on the western world.
- Assess the P.A.T.R.I.O.T. acts and determine if of the infringements on Americans civil rights were necessary
- Explain how the Iraq and Afghanistan wars impacted the war on terror
- Determine how human and environmental interactions in the Middle East pose a threat to mankind and the environment

**Wiggins: assignments**

Content Standards:

- §§.11.C.6: examine the global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction demographic shifts, famine, natural disasters, climate change and religious, cultural and ideological conflicts
- §§11.G.4: connect how natural resources of various world regions impact foreign and economic policy decisions (e.g., Middle Eastern oil supplies and United States coal deposits, etc.).
- §§.11.G.5: hypothesize how human and environmental interactions (terrorist attacks, pollution, global warming and overpopulation) pose a threat to mankind and environment.
- §§.11.H.CL9.1: assess American foreign policies that may have encouraged Islamic extremists’ attacks on western world
- §§11.H. CL 9.2: Outline provisions of the P.A.T.R.I.O.T. Act (providing appropriate tools required to intercept and obstruct terrorism Act of 2001) and assess the necessity of such infringements of American civil rights

- SS.11.H.CL.9.3: critique the effectiveness of wars in Iraq and Afghanistan upon the war against terror
- SS.11.H.CL.9.4: analyze both the positive and negative aspects of the Internet and social networking in revolutionizing thinking and organizing people through the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, Google and Facebook)

#### Materials Needed:

Handouts, resource materials, white board, writing utensils, class notebook, loose leaf paper, television and apple TV, computer lab access, markers, colored pencils, writing utensils

#### Procedures and Agendas

##### Monday:

1. TDH (This Day in History Facts)
2. 2 sided blank map of MENA (Middle East and North Africa)—students will have 10 minutes to label the countries they think belong in the Middle East
3. 3 Maps on TV—What countries are “usually”, “sometimes” and “occasionally” considered to be Middle East—they will color code these on the other side of their maps (students will need to study these for a quiz on Thursday)
4. Discussion/notes on the climate and geography of the Middle East—vocabulary to go into notes
5. Homework: Read and annotate “Guilty: Hollywood’s verdict on Arabs After 9/11

##### Tuesday

1. TDH
2. Students will get 3 minutes to list 3-5 things that come to mind when they think of the Middle East (do not put their names on it), teacher will collect and discuss
3. Finish vocabulary notes
4. Discussion: From where do our images/stereotypes of Middle Eastern people come?
5. Clips from *The Sheik (1921)*, *Son of the Sahara (1924)*, *The Black Stallion (1979)*, *Back to the Future (1985)*, *Bugs Bunny*, *Aladdin*, *Bugs Bunny & True Lies*
6. Discussion of how stereotypes of learned, what other stereotypes can they come up with, show clip from *The Breakfast Club* (jocks, geeks, preps, goths, etc..)

##### Wednesday

1. TDH
2. Continued discussion of stereotypes. Small groups will brainstorm ways dispel stereotypes and then share with the class.
3. How did the modern Middle East come to be? Notes on the fall of the Ottoman Empire and spread of European Imperialism

#### Thursday:

1. TDH
2. Quiz—Countries of MENA
3. Notes/Discussion: How did WWI shape the “Middle East”

#### Friday:

1. TDH
2. Finish notes/discussion from yesterday
3. \*\*Students will use a ticket out of the door—They must write a paragraph about at least 5 new things they have discovered about the “Middle East” this week.
4. Homework: Students will read and annotate *Independent States and Geopolitics: the Legacy of Western Imperialism*

#### Monday:

1. TDH
2. Assign current events for Wednesday-Friday—Students must present a current event relating to one of the countries in the “Middle East”
3. Discussion of weekend reading
4. Discussion of the impact of WWII on the “Middle East”
5. Students will read pages 415 & 416 from the text book—Discussion & notes on the Suez Crisis & Eisenhower Doctrine

#### Tuesday:

1. TDH
2. The Middle East and the Cold War—Students will complete a map that shows which countries aligned with the U.S.A. and which aligned with the U.S.S.R.
3. Discussion: Why did the “Middle East” matter in the Cold War?
4. Homework: Students will read pages 615-619 in the text book

#### Wednesday

1. TDH
2. Discussion of reading assignment: Helsinki Accords, SALT II & Camp David Accords
3. Current Event Presentations and Discussions

#### Thursday

1. TDH
2. Current Event Presentations and Discussions

#### Friday

1. TDH

2. Current Event Presentations and Discussions
3. Notes/Discussion: Iran—Nuclear Development, Iranian Hostage Crisis and Iranian Revolution
4. \*\*TOD: Write a paragraph describing 5 things you have learned about the modern day “Middle East”
5. Homework: Students will read pages 639-644 in the text book

#### Monday

1. TDH
2. Notes/Discussion: The end of the Cold War, Iran-Contra Affair
3. Students will read pages 647-649 and discuss the Persian Gulf War
4. Notes/Discussion of the lasting effects of U.S. Involvement in the Middle East and Arab Spring
5. Notes/Discussion: The War on Terror
6. View news clips on U.S. involvement in the “Middle East” today
7. Hand out packet of readings for the week. Read and annotate “Going Places”

#### Tuesday

1. TDH
2. Discussion of “Going Places”
3. Notes/Discussion of Islam and the different groups within Islam
4. Homework: Read and annotate “Hijab Unwrapped” & “Five Common Myths about Islam”

#### Wednesday

1. TDH
2. Discussion of readings—what surprised you about what you read? What did you learn from the readings?
3. T-Shirt design assignment—Students will design a t-shirt to “explain” the “Middle East”—They will begin with *The Middle East—It’s COMPLICATED*. The student must incorporate religion, geography, political history and current happenings in their design. Pass out the rubric and explain the assignment. These will be done in class on Friday so students need to begin to think about what to include and make notes.
4. Homework: Read and annotate “The Olive Grove” and “The Plan”

#### Thursday

1. TDH
2. Answer any questions about the assignment for tomorrow
3. Discussion of the readings
4. Video Clips from Youtube: A Day in the Life of a Middle East Teen, Teens Talk Middle East Series
5. Modern Music from the Middle East—video

#### Friday

1. TDH
2. Students will design a t-shirt describing the "Middle East" using the rubric from Wednesday. This assignment must be completed in class.
3. Monday will be the Open-Notes exam. Students may use their own hand written notes from the last 3 weeks.

#### Monday

1. \*\*Short answer, open note exam—Students must turn in their notes with their exam.

Students will be evaluated by: Geography Quiz, Vocabulary Quiz, Open Note exam, Current Events and T-shirt design

#### Accommodations:

The teacher will follow the established 504 plans and other accommodations that were outlined by the Special Education IEPs. The teacher will make the necessary modifications and accommodations for the class.