

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: The Middle East	Course Number: 3453
Department: Social Studies	Grade(s): 11-12
Level(s): Academic	Credit: 1/2
<p>Course Description This course will examine the region of the Middle East, which is a controversial and important area for American students to understand in the world they live in today. An overview of the region from Morocco in Northern Africa to Afghanistan in Asia will be studied. Specific attention will be given to the countries of Iran, Iraq, Saudi Arabia, Israel/Palestine, and Egypt. Through an in-depth exploration of the three major world religions (Judaism, Christianity, and Islam), which have their birthplace in this region, students will understand the current complexities that exist. They will examine the history, culture, economies, and civilizations from ancient times to the present, with an emphasis on the Middle Eastern world today. Finally, students will examine current problems and possible solutions from both an Eastern and Western perspective.</p>	
<p>Required Instructional Materials</p> <ul style="list-style-type: none"> • <i>Through Middle Eastern Eyes</i>, Robert Pearson and Leon Clark, Apex Press, 2002 • <i>Teen Voices From the Holy Land: Who Am I To You?</i>, Mahmoud Watad and Leonard Grob, Prometheus Books, 2007 	<p>Completion/Revision Date</p> <p>Approved by Board of Education on May 19, 2008</p>

<p>Mission Statement of the Curriculum Management Team</p> <p>The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.</p>

<p>Enduring Understandings for the Course</p> <p><i>Students will understand that:</i></p>
<p>Content</p>
<ul style="list-style-type: none"> • Geography influences people and societies. • The study of Middle Eastern cultures reveals the ideals, beliefs, values, and institutions of its people. • Religion can be a unifying and divisive force in society. • Knowledge of the past helps one understand the present and make decisions about the future. • Culture is both a unifying and divisive force in human relations.

- The availability of resources impacts the individual and society.

Skills

- Analytical questioning creates a purpose for research.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
- Language reflects historical changes and cultural differences.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

Students will understand that:

- Analytical questioning creates a purpose for research.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
- Language reflects historical changes and cultural differences.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

ESSENTIAL QUESTION(S)

- How does bias affect one's perspective?
- Can one affect political/social change?
- Why do we need to evaluate what we read?
- How do we view different sources?
- How can we use evaluation and reflection to improve our writing?
- What are the benefits and limitations of using technology?

LEARNING OBJECTIVES *The student will:*

- 1.1 Analyze various political, economic, social, and cultural issues and develop solutions to those issues.
- 1.2 Justify personal beliefs, feelings, and convictions through the use of credible evidence.
- 1.3 Assess the responsibility of citizens in the need for political and social reform.
- 1.4 Compose a variety of writing pieces incorporating pertinent/related vocabulary for different audiences.

INSTRUCTIONAL SUPPORT MATERIALS

- See other learning strands.

SUGGESTED INSTRUCTIONAL STRATEGIES

- Reflective journal writing
- Web-based research and/or WebQuests
- Debate
- Speakers
- Role plays and/or simulations
- Current events
- Political cartoon analysis
- Projects
- Guided reading

SUGGESTED ASSESSMENT METHODS

- Student presentations
- Projects
- Writing pieces/journals
- Debates
- Critiques
- Simulations
- Portfolios
- Authentic assessments

LEARNING STRAND

2.0 Geography and Culture of the Middle East

ENDURING UNDERSTANDING(S)

Students will understand that:

- Geography influences people and societies.
- The study of Middle Eastern cultures reveals the ideals, beliefs, values, and institutions of its people.

ESSENTIAL QUESTION(S)

- To what extent does Middle Eastern geography contribute to regional and cultural differences?
- What factors have contributed to geographic changes in the region?
- What impact do beliefs and values have on society?
- Is there just one Middle Eastern culture?
- What is the main focus of the arts in Islam?
- What is the Arabic language?
- What are the gender roles in the Middle East?
- How are Middle Eastern perspectives on the family different from western views?

LEARNING OBJECTIVES *The student will:*

- 2.1 Explore the major geographical features of the different regions of the Middle East.
- 2.2 Determine how geography affects culture.
- 2.3 Examine and interpret maps, charts, and graphs.
- 2.4 Analyze the impact of economic choices on the allocation of scarce resources.
- 2.5 Compare how Middle Eastern values are similar to and different from western values.
- 2.6 Interpret Middle Eastern values based on examination of cultural artifacts such as proverbs, folktales, and art.
- 2.7 Analyze the role of women in various Middle Eastern societies.

INSTRUCTIONAL SUPPORT MATERIALS

- The Modern Middle East, Teachers Curriculum Institute
- Columbia University Library, Middle Eastern Studies, www.columbia.edu/cu/lweb/indiv/middleeast/cluvm/news
- CNN International/Arab news, www.CNN.com
- www.CNN.com, Kevin Sites: In the Hot Zone (online travel blog for countries in crisis)
- www.PBS.org, Frontline video series on the Middle East
- MiddleEastNews.com
- The Rise of Islam, Teachers Curriculum Institute
- InspireEd Middle East Unit
- Aljazeera.net
- www.cia.gov/library/publications/the-world-factbook/index.html, CIA World Factbook
- www.state.gov/countries/, U.S. Department of State
- www.arabnews.com/
- www.arab.net/
- www.hrw.org/doc?t=mideast&c=saudi, Human Rights Watch
- <http://lcweb2.loc.gov/frd/cs/>, Library of Congress Country Studies

- www.amnestyusa.org/, Amnesty International USA (human rights)
- www.mofa.gov.sa/detail.asp?InServiceID=205&intemplatekey=MainPage, Kingdom of Saudi Arabia: Ministry of Foreign Affairs
- www.saudiembassy.net/
- http://news.bbc.co.uk/2/hi/middle_east/country_profiles/, BBC News

SUGGESTED INSTRUCTIONAL STRATEGIES

- Physical Examination: Identify and describe important geographic features of the Middle East region on a map, InspirEd Middle East Unit
- Debate the roles of men and women in the Middle East
- Islamic art analysis
- Calligraphy lesson, Modern Middle East, Teacher's Curriculum Institute
- Compose Islamic poetry
- Create folktales and/or proverbs

SUGGESTED ASSESSMENT METHODS

- Map assessments
- Written assessments
- PowerPoint presentations
- Debates
- Poetry writing
- Projects

<u>LEARNING STRAND</u>	
3.0 History and Religion of the Middle East	
<p><u>ENDURING UNDERSTANDING(S)</u> <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future. • Religion can be a unifying and divisive force in society. 	<p><u>ESSENTIAL QUESTION(S)</u></p> <ul style="list-style-type: none"> • What happens when cultures collide? • How does religion influence society? • How has the interpretation of history changed? • Why did Islam split between the Sunnis and Shiites?
<p><u>LEARNING OBJECTIVES</u> <i>The student will:</i></p> <p>3.1 Compare and contrast primary and secondary religious texts: The Old Testament, The Koran, The New Testament.</p> <p>3.2 Compare and contrast the three great religions of Christianity, Judaism, and Islam.</p> <p>3.3 Analyze Muhammad’s view of society by reading passages from the Koran and compare with other Judeo/Christian texts.</p> <p>3.4 Evaluate significant periods from Middle East history:</p> <ul style="list-style-type: none"> – Muhammad and Early Islam – The Crusades – Islamic caliphates – Conquests to 1914 – WWI through Mandate Period – Arab/Israeli Wars 1948-1973 – Civil Unrest, War, and Independence 1974 to present <p>3.5 Analyze multiple interpretations of cause and effect throughout Middle East history.</p>	<p><u>INSTRUCTIONAL SUPPORT MATERIALS</u></p> <ul style="list-style-type: none"> • Columbia University Library, Middle Eastern Studies, www.columbia.edu/cu/lweb/indiv/middleeast/cluvm/news • The Modern Middle East, Teachers Curriculum Institute • CNN International/Arab news, www.CNN.com • www.PBS.org, Frontline video series on the Middle East • MiddleEastNews.com • The Rise of Islam, Teachers Curriculum Institute • InspireEd Middle East Unit • Spice/Stanford Islamic Civilization and the Arts • Global Studies: The Middle East, William Spencer • Aljazeera.net • www.cia.gov/library/publications/the-world-factbook/index.html, CIA World Factbook • www.state.gov/countries/, U.S. Department of State • www.arabnews.com/ • www.arab.net/ • www.hrw.org/doc?t=mideast&c=saudi, Human Rights Watch • http://lcweb2.loc.gov/frd/cs/, Library of Congress Country Studies <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Compare and contrast the three major world religions using a Venn diagram • Role play the European partition of the Middle East • Debate the Arab/Israeli conflict

- Compose newspaper articles/editorials from the Middle Eastern perspective
- Reflective journal writing

SUGGESTED ASSESSMENT METHODS

- Venn diagrams
- Role plays
- Debates
- Newspaper and journal writing

LEARNING STRAND

4.0 Contemporary Middle East

ENDURING UNDERSTANDING(S)

Students will understand that:

- The study of Middle Eastern cultures reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Culture is both a unifying and divisive force in human relations.
- The availability of resources impacts the individual and society.

ESSENTIAL QUESTION(S)

- To what extent do democracies exist in the Middle East?
- Why is America perceived to be the “Great Satan” by some in the Middle East?
- Is radical Islam a global threat?
- What makes one a suicide bomber?
- Are there viable solutions to the conflicts in the Middle East?
- How has oil impacted modern society?
- What is the status of women in contemporary Middle Eastern cultures?
- What should be done with the occupied territories?
- What should American long-term foreign policy be toward Iraq and Afghanistan?
- How have political borders changed as a result of

LEARNING OBJECTIVES *The student will:*

- 4.1 Formulate solutions to current problems in the Middle East.
- 4.2 Assess current US foreign policy in the Middle East.
- 4.3 Evaluate the reasons for the rise of radical Islam – poverty, lack of suffrage, etc.
- 4.4 Discuss the effect of petroleum on social, economic, political, and religious issues.
- 4.5 Assess the impact of Islam on everyday life.
- 4.6 Compare and contrast the status of women in various Middle Eastern countries.

INSTRUCTIONAL SUPPORT MATERIALS

- Columbia University Library, Middle Eastern Studies, www.columbia.edu/cu/lweb/indiv/middleeast/cluvm/news
- The Modern Middle East, Teachers Curriculum Institute
- CNN International/Arab news, www.CNN.com
- www.CNN.com, Kevin Sites: In the Hot Zone (online travel blog for countries in crisis)
- www.PBS.org, Frontline video series on the Middle East
- MiddleEastNews.com
- The Rise of Islam, Teachers Curriculum Institute
- InspireEd Middle East Unit
- Spice/Stanford Islamic Civilization and the Arts
- Global Studies: The Middle East, William Spencer
- Beyond the Veil, video series
- Lonely Planet: “The Middle East” (Globe trekker travel series)
- Death in Gaza, An HBO Documentary Film, 2005; VHS/DVD

- A Woman Called Golda, Paramount Pictures, 1982; VHS/DVD
- AP World History DBQ Practice, Social Studies School Service
- [Aljazeera.net](http://www.aljazeera.net)
- www.mofa.gov.sa/detail.asp?InServiceID=205&intemplatekey=MainPage, Kingdom of Saudi Arabia: Ministry of Foreign Affairs
- www.saudiembassy.net/
- www.amnestyusa.org/, Amnesty International USA (human rights)
- http://news.bbc.co.uk/2/hi/middle_east/country_profiles/, BBC News
- www.cia.gov/library/publications/the-world-factbook/index.html, CIA World Factbook
- www.state.gov/countries/, U.S. Department of State
- www.arabnews.com/
- www.arab.net/
- www.hrw.org/doc?t=mideast&c=saudi, Human Rights Watch
- <http://lcweb2.loc.gov/frd/cs/>, Library of Congress Country Studies

SUGGESTED INSTRUCTIONAL STRATEGIES

- Articulate a new course of action for US foreign policy in the Middle East through role play.
- Debate the controversies surrounding the West Bank and the Gaza Strip
- Political simulation of Palestinian statehood
- Symposium on the War in Iraq – representing various perspectives – Kurds, Sunnis, Shiites, etc.
- Document Based Question – How Does Islam Influence the Daily Lives of Muslims?
- Debate whether American troops should be withdrawn from Iraq
- Write movie or book reviews on titles pertaining to the Middle East

SUGGESTED ASSESSMENT METHODS

- Venn diagram
- Debates
- Simulations
- Symposiums
- Document Based Questions – essay writing
- Movie reviews
- Book reviews

