

7th GRADE
SOCIAL STUDIES
TEACHER NOTES: Southwest Asia
Geographic Understandings

STANDARD/ELEMENT	TEACHER NOTES
SS7G5 The student will locate selected features in Southwest Asia (Middle East).	The intent of this standard is for students to be able to locate selected countries and major physical features in Southwest Asia using a world and regional political-physical map.
a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip. EU- Location: The student will understand that location affects a society's economy, culture, and development.	Students are expected to be able to use a political-physical or physical map to locate where in Southwest Asia the listed physical features are located. They should be able to locate the physical features either on a world map or regional map of Southwest Asia, Asia or Eurasia. For the CRCT, students will be provided a political-physical or a physical map and asked to locate a specific physical feature from the element. There are two ways this element may be assessed. The question may name a physical feature and ask students to locate the feature on a map, or a physical feature will be identified on a map and the student will be asked to give its name.
b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey. EU- Location	Students are expected to be able to use a world and regional political-physical map to locate listed countries in Southwest Asia, Asia, or Eurasia. For the CRCT, students will be provided a political-physical map and asked to locate a specific country from the element. There are two ways this element may be assessed. The question may name a country and ask students to locate this place on a map, or a country will identified on a map and the student will be asked to give its name.

There are no sample questions for SS7G5.

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).</p>	<p>The intent of this standard is to have students investigate several major environmental issues in Southwest Asia. Students should be able to discuss how the specific environmental issues identified in the elements affect the economies and population of Southwest Asia. A student should understand the specific aspects of the issues in the element, but based on the standard should also be able to provide some background on the issues and their consequences.</p>
<p>a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.</p> <p>EU-Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p>	<p>In this element, the student is asked to explain the impact of two significant issues surrounding water in the region. The first is the issue of unequal distribution of water. A limited amount of time, perhaps a small part of a class period, should be spent helping students understand the importance of water to the region. Students should be able to discuss the impact of water shortages in the region and problems associated with the control of water resources, such as building dams, and potential consequences of such actions. The second issue is that of pollution. Students should be able to explain the reasons for water pollution, the extent of the pollution, and the consequences for the region economically (agriculture, irrigation) and for the population (drinking water). To extend this element, students may examine ways these two issues are being resolved by some countries.</p>

Sample Questions for Standard SS7G6

<p>Turkey's building a dam on the Euphrates to protect and ensure their water supply had what effect on the neighboring country of Iraq?</p> <ol style="list-style-type: none"> a. led to an increase in oil export b. decreased available shipping routes from the Persian Gulf c. decreased the amount of travel on the respective waterways d. led to the unequal distribution of water * 	
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7G7 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).</p>	<p>This standard requires students to explain how location, climate, and distribution of natural resources have impacted population distribution and trade in Southwest Asia.</p>
<p>a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).</p> <p>EU-Location</p>	<p>In this element, development refers to population and population distribution, changes in standard of living, and overall economic development. This element should be taught in conjunction with SS7E7. For this element, students need to determine where oil fields are located in Southwest Asia, and which countries do not have access to oil fields. As part of their learning, students should note the differing development of countries that do and do not have access to oil. They should compare indicators of the standard of living, literacy rates, and other measures of development to assess the impact the distribution of oil has had on Southwest Asia. The students should be able to use maps, graphs, and charts to draw conclusions about the impact of oil on Southwest Asian development.</p> <p>Description of question format:</p> <p>For the CRCT, students may be provided a thematic, political-physical, or political map showing oil distribution. They may also have charts or graphs with data about population, GDP and/or other indicators of development. Students will need to make connections between the distribution of oil and various aspects of development within Southwest Asia such as literacy rate and standard of living.</p>
<p>b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.</p>	<p>This element focuses on the impact of Southwest Asia’s physical features on the population (where people live). Students should use a variety of maps (population distribution, natural resource distribution, climate, and physical-political) to explain population distribution in relationship to the deserts and rivers of the region. Students should use different types of maps found in atlases to learn this element.</p> <p>The second essential aspect of this element is the impact of deserts and rivers on the type of work and modes of transportation available for the region’s population. Students should be able to explain how the factors in</p>

EU-Location	<p>elements “a” and “b” affect the type of work available for the people of this region and the methods of transportation used.</p> <p>Sample Question: For the CRCT, students may be provided a thematic political-physical map, political map, and/or a chart. Students will be tasked to make connections between the location of deserts and rivers and where people live within Southwest Asia. Students may also be asked to explain why people do not live in certain areas of the region.</p>
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Sample Questions for Standard SS7G7

<p>Explain why the population of the Sahara is low.</p> <ol style="list-style-type: none"> Limited access to water* Limited access to oil Too much oil Too much water 	
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).</p>	<p>The intent of this standard is for students to understand the diversity of cultures in Southwest Asia. It is not necessary for students to understand all of the nuances of the various cultures of Southwest Asia. Students should understand what factors make cultures unique, and what factors differentiate them from other groups. This is a shared standard. Elements (a) and (c) should be taught in depth when they are introduced the first time and afterwards they should be reviewed as each new region is taught.</p>
<p>a. Explain the differences between an ethnic group and a religious group.</p> <p>EU – 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.</p>	<p>Before studying the diversity of cultures in any region, students need to understand the differences between ethnic groups and religious groups. Ethnic groups share many common characteristics, such as language, physical appearance, customs, and traditions. Religious groups share a common belief system, but are not necessarily composed of a single ethnic group. Students can share examples of different religions and how these include different ethnic groups. Students should understand that ethnic groups and religious groups are not defined by political borders.</p>
<p>b. Explain the diversity of religions within the Arabs, Persians, and Kurds.</p>	<p>The intent of this element is not for students to understand in detail the specifics of each religion of each ethnic group, but rather to grasp the wide diversity of religious beliefs within selected ethnic groups in Southwest Asia. Students should know the type of or name of the</p>

<p>EU - Culture</p>	<p>religion(s) practiced by each ethnic group. Detailed comparisons are not necessary; they will do some of this in element c. The Southern Center for International Studies, <i>World in Transition, The Middle East in Transition</i> has a very good section on the Kurds, see pages 203-206.</p>
<p>c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</p>	<p>This element is not an evaluation of any religion, nor is it a course in the belief system of any religion. It is important that students understand the differences between each of these religions to help them understand the tensions that exist in the region. Students should understand the following aspects: all three are monotheistic, all three acknowledge Abraham as the patriarch of their faith, each has a holy book, each has a specific place of worship, each one has a different view about Jesus Christ, and some of these religions share common holy sites in the region but also have their own unique holy sites. This element is not about the issues that produce conflict between these religions, rather students should understand the major differences between these religions.</p>
<p>d. Explain the reason for the division between Sunni and Shia Muslims.</p>	<p>This element requires students to understand the historical reasons for the separation of Islam into two major factions. Students should understand the importance of this division as it has produced significant tensions within the Islamic religion. This is not an element that requires an extensive lesson on the origins and development of Islam, but rather a short lesson on the end of the hereditary caliphate and the dispute over qualifications to lead Islam. The Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i> has an excellent section titled “Who are the Shia within Islam?” (see pages 209-214) This section meets the requirements for this element.</p>
<p>e. Evaluate how the literacy rate affects the standard of living.</p> <p>EU – Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>This element should be taught using graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. It does not matter what country you choose to use when discussing this element. CRCT questions will ask students to draw conclusions based on the use of graphs and charts. The intent is for students to understand the relationship of literacy to the standard of living of a country. Yemen and Lebanon are two countries in Southwest Asia that would make a good contrast for this element. Literacy Rate (Y – 50.2%; L – 87.4%), GDP per Capita (Y - \$2,600; L- \$11,100), Life Expectancy (Y – 63.25; L- 73.66), Unemployment Rate (Y- 35%; L-9.2%). These are just a few factors to help gauge standard of living.</p>

	<p>For updated data, or to find additional factors that represent standard of living, use the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/index.html) and/or the State Department’s Background Notes (http://www.state.gov/countries/).</p> <p>For the CRCT, students may be provided a thematic, political-physical, political map or a chart. Students will be tasked to make connections between the region/ countries’ literacy and various aspects of development within Southwest Asia (i.e. standard of living).</p>
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Sample Questions for Standard SS7G8

<p>Although Judaism, Islam and Christianity are similar one key difference is</p> <ol style="list-style-type: none"> their patriarchal leader their view on Jesus Christ* they have place of worship Jerusalem is sacred Christianity alone 	<p>The religions of Judaism, Islam and Christianity all have which characteristic in common.</p> <ol style="list-style-type: none"> polytheistic monotheistic* ethnic groups same holy book
<p>The reason for division between Sunni and Shia Muslims is based on the issue of</p> <ol style="list-style-type: none"> the issue of women’s rights within the religion who should control the natural resources of the region who should succeed Muhammad as leader or caliph after his death* where the geographic center of the Islamic world should be located 	

Civics/Government Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7CG4 The student will compare and contrast various forms of government.</p>	<p>This is a shared standard that appears at the beginning of each Civics/Government section. It is to be taught in depth the first time it is encountered. In subsequent units, the information should be reviewed to help students make connections to their new learning. The intent of this standard is to lay a foundation to help students understand the basic organization of governments before they attempt to compare actual governments.</p>

<p>a. Describe the ways government systems distribute power: unitary, confederation, and federal.</p> <p>EU - Governance</p>	<p>Students should be able to describe the ways governments distribute power and be able to identify the type of distribution from a description.</p> <p>Unitary: characterized by or constituting a form of government in which power is held by one central authority; EXAMPLES: Saudi Arabia</p> <p>Confederation: voluntary associations of independent states that, to secure some common purpose, agree to certain limitations on their freedom of action, and establish some joint machinery of consultation or deliberation. EXAMPLE: None in this region</p> <p>Federal: characterized by or constituting a form of government in which power is divided between one central and several regional authorities. EXAMPLES: Iraq</p> <p>Note: Countries do not design their government systems to fit into categories. Therefore, a government may have aspects of more than one system. Sources that attempt to categorize may sometimes conflict. For example, China may be listed as a Unitary system on one source and a Federal system on another (Scholastic/Grolier Online). Rather than focus on classifying a specific country’s government, teachers should focus more on the characteristics of government systems in general. A government newsletter, PowerPoint, and webinar were developed and made available to teachers to clarify government questions regarding the sixth and seventh grade standards.</p> <p>Sample Questions: The country provided in the stem does not matter, as questions will provide enough information for students to determine the type of government regardless of the country.</p>
<p>b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.</p>	<p>Students should be able to explain the different ways citizen participation in their government is defined.</p> <p>Autocratic: government in which one person possesses unlimited power and the citizen has little if any role in the government. EXAMPLE: Oman</p>

<p>EU - Governance</p>	<p>Oligarchic: government by the few, sometimes a government in which a small group exercises control especially for corrupt and selfish purposes. The citizen has a very limited role. EXAMPLE:</p> <p>Democratic: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections. EXAMPLE: Turkey</p>
<p>c. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p>EU - Governance</p>	<p>The students should be able to explain each form of government and identify the major differences in these two forms of democratic governments.</p> <p>Parliamentary: a system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature. May have a Prime Minister elected by the legislature. EXAMPLE: Turkey (Turkey has a president and a prime minister. The president is head of state and the prime minister is head of government.)</p> <p>Presidential: a system of government in which the president is constitutionally independent of the legislature. EXAMPLE: Syria</p>

Sample Questions for Standard SS7CG4

<p>How does a Democratic government differ from an Oligarchic government</p> <p>A. Judicial system B. Role of the citizen* C. Law making process D. Executive Branch</p>	<p>In a parliamentary government, unlike the presidential system, the head of government belongs to which branch?</p> <p>A. Judicial B. National C. Executive D. Legislative*</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7CG5 The student will explain the structures of the modern governments of Southwest Asia.</p>	<p>Students should use the information from SS7CG4 to describe the form of government and formulate appropriate research questions to understand the government of the countries listed in the element. {The type of government for each country listed in the elements is found in the State Department’s Background Notes {http://www.state.gov/countries/} and the CIA World Fact Book {https://www.cia.gov/library/publications/the-world-factbook/index.html}, as are definitions of each type of government.</p>
<p>a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.</p> <p>EU - Governance</p>	<p>In comparing the listed governments, only the type of leadership and the roles of the citizen are assessable. In identifying the type of leadership, students should know the type of leader (monarch, president, prime minister, etc.) and how this person becomes the country’s leader. To identify the role of the citizen, students should look at SSCG1b and determine what role the citizen actually plays in the government. For personal freedoms, students should understand those freedoms in terms of such things as freedom of speech and freedom of the press as understood in the United States.</p> <p>Assessment questions should not focus on discrete fact-related questions, such as which country has a monarch; rather, they should focus on how a leader of <i>specific country</i> becomes its leader, and what impact that has on the role of the citizen. The following descriptions come from the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/index.html) and/or the State Department’s Background Notes (http://www.state.gov/countries/).</p> <p><u>Israel</u></p> <p>Israel is a unitary system with a parliamentary democracy. The president is head of state and serves in a primarily ceremonial role. The prime minister is the head of government. Citizens over 18 can vote for members of the unicameral legislature called the Knesset.</p> <p><u>Saudi Arabia</u></p> <p>Saudi Arabia is a monarchy. The right of succession is hereditary, but there is a newly established council whose duty it is to select a successor among the crown princes of the Saudi royal family. The King’s power is limited by Islamic law and he must build consensus among religious leaders and other influential Saudis. There are no voting rights or official political parties in this country.</p>

Iran

Iran is a theocratic republic with a presidential system. The government of Iran is based on Islamic law. The Supreme Leader of Iran, who is a religious leader, is chief of state and has final say on all matters. The Supreme Leader is selected by the Council of Experts. The Council of Experts, as well as the legislature and president, are elected by popular vote. There is universal suffrage for everyone over 18. While the president is head of government, he may be removed by the Supreme Leader at any time. The Supreme Leader maintains control over some key executive powers, including the role of commander-in-chief of the armed forces.

Note:

Chief of state includes the name and title of the titular leader of the country who represents the state at official and ceremonial functions but who may not be involved with the day-to-day activities of the government.

Head of government includes the name and title of the top administrative leader who is designated to manage the day-to-day activities of the government.

{In the US, the president is both the chief of state and the head of government.}

Sample Questions for Standard SS7CG5

In which of these countries would the leader **have** to be a direct descendant of the prior leader of the country?

- a. Iran
- b. Israel
- c. Saudi Arabia*
- d. Afghanistan

In a parliamentary system, who is the head of government?

- a. Monarch
- b. Dictator
- c. President
- d. Prime Minister*

Economic Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E5 The student will analyze different economic systems.</p>	<p>This is a generic standard placed at the beginning of the economic understandings of each region. It is intended to be taught in depth with the first region. Once it has been taught in depth, only a brief review is needed in other regions. The goal of this standard is to acquaint students with the three major types of economic systems. The second element helps students understand how every country's economy is a blend of command and market economies. Students are then asked to compare specific economies within the region being studied.</p>
<p>a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.</p> <p>EU- Production, Distribution & Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>	<p>Students should understand the basic characteristics of each of the three types of economic systems in relation to how they answer the three basic economic questions. Students should focus on the characteristics of command and market economies. Students should understand how each economic system answers: what to produce, how to produce, and for whom to produce (the three basic economic questions).</p>
<p>b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Since no country has a pure command or pure market economic system, most economies combine aspects of both of these pure economic systems, albeit to different degrees. Students should understand how real economies fall somewhere between the two extremes. This is not a high level economics lesson. This should be combined with element "a" in instruction.</p>

<p>a. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Using the information learned in elements “a” and “b” students should compare how the economies in each listed country answer the basic questions of economics from element “a.” They should also be able to explain from their answers the basic questions of economics and approximately where on the continuum between pure market and pure command each economy falls. They should also be able to explain why the country is in that position on the continuum. The following information is based on material found in the U.S. State Department’s Background Notes.</p> <p><u>Israel</u></p> <p>(1) What to produce? A large portion of Israel’s GDP comes from high tech manufacturing, financial services, and agriculture.</p> <p>(2) How to produce? Israel has substantial government ownership of business, but is gradually privatizing companies.</p> <p>(3) For whom to produce? The private sector produces goods and services for domestic and international markets based on the market price system.</p> <p>Place on the continuum: Israel would fall to the market side of center on the continuum.</p> <p><u>Saudi Arabia</u></p> <p>(1) What to produce? Saudi Arabia is the world’s leading producer of oil. The Saudi government continues to invest in industrial production. They are a leader in petrochemicals, mining, and refining.</p> <p>(2) How to produce? Over 95% of the oil industry in the country is operated by the government. Most other major industries have significant government involvement.</p> <p>Saudi Arabia relies heavily on specialized labor from other countries. Estimates are that a third of the labor force falls in this category.</p> <p>Since the 1980s, the Saudi government has been trying to increase private ownership of business and encourage <u>more joint ventures with private foreign companies.</u></p>
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	<p>(3) For whom to produce?</p> <p>One third of Saudi Arabia’s GDP is based on exports to other countries. (This is due to the economy’s reliance on the oil sector.)</p> <p>Place on the continuum: Saudi Arabia would fall slightly to the market side of center on the continuum.</p> <p><u>Turkey</u></p> <p>(1) What to produce?</p> <p>Turkey has a diversified economy with large service, manufacturing, and agricultural sectors.</p> <p>(2) How to produce?</p> <p>Since the late 1980s, Turkey has gradually moved from a government directed economy to more private enterprise.</p> <p>(3) For whom to produce?</p> <p>One fifth of Turkey’s production is exported. The remainder is consumed by domestic consumers and the government.</p> <p>Place on the continuum: Turkey would fall between Saudi Arabia and Israel on the market side of the continuum.</p>
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No Sample Questions for Standard SS7E5

STANDARD/ELEMENTS	TEACHER NOTES
SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).	The intent of this standard is to have students explain the importance of voluntary trade and how it benefits Southwest Asia. The elements for this standard, which are general in nature, are to be applied to this region.
a. Explain how specialization encourages trade between countries. EU- Production, Distribution & Consumption	Specialization encourages trade and can be a positive factor in a country’s economy. Specialization occurs when one nation can produce a good or service at a lower opportunity cost than another nation. Students should be able to discuss how this has helped countries in Southwest Asia. It is not necessary that students know specific nations for the CRCT, as questions will be of a broad nature. Students should also note where specialization has not functioned as expected. What are the potential problems of over-specialization such as one-crop economies and lack of diversification? How can this impact a region’s economy?

	<p>Description of question format:</p> <p>Students may be provided with examples of resources and/or products that different countries produce. The question would then ask students to explain why two countries would engage in trade. The answer would show that each country specializes in something the other country needs and produces it at a lower opportunity cost than that country.</p>
<p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to describe each of the listed trade barriers and apply them to Southwest Asia. Questions will not require students to associate trade barriers with specific countries, but to explain an example provided in an assessment question. Students should be able to explain the reasons a specific trade barrier would be used and how that trade barrier would affect each country involved.</p>
<p>c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).</p>	<p>Students should understand OPEC's role in the world oil market. While they do not need to know the members of OPEC, they should understand that not all oil producing nations are OPEC members, nor are all OPEC members Middle Eastern countries. Students may be asked about the function of OPEC, and should be able to answer questions about its role in the global oil market.</p>
<p>d. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to explain the reasons why currency exchange systems facilitate international trade. Students should be able to identify examples, from Southwest Asia, of how international trade between these countries and other countries of the world has benefited from a system for the exchange of currency. Students do not need to know types of currency, or how to calculate exchange rates. It is sufficient for them to know that exchange rates provide a procedure for determining the value of one country's currency in terms of another country's currency. They should also understand that, without a system for exchanging currencies, it would be very difficult to conduct international trade.</p>

After the Persian Gulf War, the United Nations imposed an embargo on Iraq. What would be the reason an embargo was used by the United Nations?

A. To control the Iraqi economy after the War.
 B. To restrict trade with Iraq until they met UN

Oil is the major export of Saudi Arabia to many different countries. Saudi Arabia's international trade in oil is made much easier by

A. Use of a world wide currency.
 B. A system to exchange currency between

<p>requirements.*</p> <p>C. To increase the cost of Iraqi products to help Iraq's economy.</p> <p>D. To protect Iraq's domestic industry so it would grow after the War.</p>	<p>countries.*</p> <p>C. Trading only with countries that have the same currency.</p> <p>D. Trade of oil for other needed goods so currency is not needed.</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.</p>	<p>The generic elements in this standard are intended to be applied to specific countries in Southwest Asia. The four elements in this standard focus on the factors that most influence economic growth in a nation. Students should be able to describe these factors and explain how the presence or absence of them has influenced economic growth in Southwest Asia. There are four factors - land, labor, capital, entrepreneurship - that influence economic growth. Three of the four, land, capital, and entrepreneurship are addressed in these elements. Capital is split into two categories: human and physical. Economic growth is usually measured by calculating the percent increase in GDP from one year to the next. This is known as the GDP Growth Rate.</p>
<p>a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to explain both human capital and Gross Domestic Product (GDP) and how human capital influences GDP. Students need to determine the education and training level of the workforce in Southwest Asia and how these factors impact economic growth in specific nations in the region. This is not to be done at a complex level, but in general. If the literacy rate is growing quickly, is GDP growing at a fast rate also? Using this information, students should be able to infer that there is a relationship between the literacy rate and a nation's ability to produce income. Using this information, students should evaluate the level of education and training to see what impact it has on the GDP of three nations in this region. The information below is from the U.S. State Department's Background Notes.</p> <p>*Note to teacher: It is important to let students know that highly developed economies like the USA and Israel have smaller growth rates because the size of these economies are already so large.</p> <p><u>Israel</u></p> <p><i>Literacy Rate</i>— 96.9%</p> <p><i>Real economic growth rate (2007):</i> 4.8%</p>

	<p>(Real economic growth rate is the percent the GDP increased over the previous year after taking into consideration inflation or deflation)</p> <p>Israel’s literacy rate is up from 85% in 1980 according to the World Resources Institute’s <i>EarthTrends</i> at http://earthtrends.wri.org/pdf_library/country_profiles/pop_cou_376.pdf</p> <p><u>Saudi Arabia</u></p> <p><i>Literacy Rate</i>— 78.8% <i>Real economic growth rate (2007):</i> 6.1%</p> <p>Saudi Arabia’s literacy rate is up from 48.5% in 1980 according to the World Resources Institute’s <i>EarthTrends</i> at http://earthtrends.wri.org/pdf_library/country_profiles/pop_cou_682.pdf Saudi Arabia has implemented a five year plan, lasting from 2005 to 2010, to increase education services to native Saudis, including women. The Saudi government has invested large amounts of public funds into building colleges and universities for the native population. This is part of a move toward scaling back the international worker presence in the Kingdom and making more jobs available to Saudi citizens.</p> <p><u>Iran</u></p> <p><i>Literacy Rate</i>— 79% <i>Real economic growth rate (2007):</i> 6.2%</p> <p>Iran’s literacy rate is up from 50% in 1980 according to the World Resources Institute’s <i>EarthTrends</i> at http://earthtrends.wri.org/pdf_library/country_profiles/pop_cou_364.pdf</p>
<p>b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to explain capital and its relationship to GDP. They should be able to explain how investment in capital influences GDP. Students should determine how capital investment affects the GDP of Israel, Saudi Arabia, and Iran. As with element (a), students should use the information about capital and GDP to make inferences regarding the investment in capital in Israel, Saudi Arabia, and Iran and their GDP. The below figures show the investment in capital as a percentage of the country’s GDP. Investment in capital tends to produce increased GDP, hence the real economic growth rate would be expected to increase with increased capital investment.</p>

	<p><u>Israel</u></p> <p><i>Capital Investment</i>—18% of GDP Real growth rate: 4.8%</p> <p><u>Saudi Arabia</u></p> <p><i>Capital Investment</i>—19.5% of GDP Real growth rate (2007): 6.1%</p> <p><u>Iran</u></p> <p><i>Capital Investment</i>—27.7% of GDP Real growth rate (2007): 6.2%</p>
<p>c. Explain the role of oil in these countries' economies.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Student should first identify whether or not each country has access to oil fields. Once that is determined, students should research to determine the percentage of GDP that results from the production of oil in that country. Students should then compare GDPs of the selected countries and determine the impact of the presence or absence of oil on GDP. On the CRCT students will not be held accountable for the specific countries, but rather for their ability to explain how the presence or absence of oil affects economic development. Charts or graphs may be used to compare selected examples for students to draw conclusions.</p> <p><u>Israel</u></p> <p><i>GDP</i>— \$170.3 billion (2008 est.) Oil – No significant proven reserves.</p> <p><u>Saudi Arabia</u></p> <p><i>GDP</i>— \$527 billion (2008 est.) Oil – Largest producer and exporter of oil in the world. Approximately 90% of government revenues come from the oil industry.</p> <p><u>Iran</u></p> <p><i>GDP</i>— \$852.6 billion (2008 est.) Oil – The economy relies primarily on the oil industry. Over 85% of government revenues come from this sector. Over 80% of exports are petroleum and petroleum products.</p>

<p>d. Describe the role of entrepreneurship.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should explain entrepreneurship and its importance in economic development. Students should be able to explain how entrepreneurship affects Israel, Saudi Arabia and Iran’s economic development. Students are not expected to know specific examples from any of these countries. They may be required to use charts and graphs to evaluate the impact of entrepreneurship on economic development.</p> <p>One source for information on entrepreneurship in various countries is The Heritage Foundation’s Economic Freedom Index. The index ranks countries based on scores in ten economic categories, one of which is Business Freedom. Since the same criteria are used for all countries, the index can help with comparisons of entrepreneurship. For over a decade, The Wall Street Journal and The Heritage Foundation have tracked the march of economic freedom around the world with the Index of Economic Freedom.</p> <p>Teachers need to be aware of this and be willing to share information about the website if requested.</p> <p><u>Israel</u></p> <p>Based on information from the Economic Freedom Index (EFI), Israel is moderately open to entrepreneurship. It is relatively easy to start a business, but it takes longer than the world average. Private property rights are well protected by law. Foreign investment is encouraged, but is limited in some sectors. To view the EFI for Israel go to: http://www.heritage.org/Index/Country/israel.</p> <p><u>Saudi Arabia</u></p> <p>Based on information from the Economic Freedom Index (EFI), Saudi Arabia is increasingly open to entrepreneurship. The government makes opening, operating, and closing a business easy compared to the world average. There is good protection of private property rights and foreign investment is encouraged, although some investors must have Saudi citizens as partners to operate legally. To view the EFI for Saudi Arabia go to: http://www.heritage.org/Index/Country/SaudiArabia.</p> <p><u>Iran</u></p> <p>Based on information from the Economic Freedom Index (EFI), Iran is not very open to entrepreneurship. The economy of Iran is highly centralized and regulations make it difficult for individuals to open, operate, and</p>
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	close businesses. There is little protection of private property rights, and the government allows very little foreign direct investment. To view the EFI for Iran go to: http://www.heritage.org/Index/Country/Iran .
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<p>Saudi Arabia’s literacy rate increased from approximately 48% in 1980 to over 78% by 2009. Why is this important for the Saudi Arabian economy?</p> <ul style="list-style-type: none"> A. It has helped increase foreign trade. B. It caused a decrease in foreign debt. C. It helped to increase the country’s GDP.* D. It resulted in fewer jobs for Saudi citizens 	<p>In Iran, the economy is highly centralized and there are a lot of regulations about private individuals opening and operating businesses. However, Saudi Arabia has made owning and operating a business very easy compared to the world average. What impact does this have on the role of entrepreneurs in both countries?</p> <ul style="list-style-type: none"> A. Entrepreneurs are not affected by government regulations. B. It will limit efforts of entrepreneurs in both Iran and Saudi Arabia. C. Entrepreneurs will be able to make significant contributions to Saudi Arabia’s economy but not to Iran’s economy.* D. Both Iran and Saudi Arabia will benefit greatly from the efforts of entrepreneurs.
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Historical Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7H4 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.</p>	<p>The intent of this standard is to provide the student with the historical background of the 20th century that led to the issues facing Southwest Asia today. It is not a complete history of the region. This standard links back to 6th grade SS6H6 and SS6H7. These two standards provide background on the European presence in Southwest Asia. A very short, one day review, of the information in those standards will help place the content in this standard in perspective. <u>That background material is not assessable in 7th grade.</u></p>
<p>a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.</p>	<p>Students need to understand how the collapse of the Ottoman Empire has affected Southwest Asia’s development. This collapse created a lack of central authority in the region. When no regional power emerged, European countries stepped in to establish order in the region. The European countries established borders that did not exist previously. Students need to understand that these boundaries, did not and do not</p>

<p>EU – Conflict & Change: The student will understand that when there is conflict between or within societies, change is the result.</p>	<p>necessarily reflect natural divisions within the region. The partitioning of the Middle East blended different groups. This artificial blending has served as another source of conflict both within parts of the region and between some countries in the region and western nations. It is not necessary for students to understand the intricacies of this situation nor do they need a history of the Ottoman Empire. Following from SS6H4 and SS6H7, students need to understand the involvement of European powers, the reasons for that involvement, and the consequences of that involvement.</p>
<p>b. 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.</p> <p>EU – Conflict & Change</p>	<p>Students should be able to explain the four reasons why the modern state of Israel was established. This does not mean a detailed lesson, but rather a general understanding of each reason. Teachers should share historical background on each reason. Students should understand the religious connection (SS7G8c) to the land (region). They should be able to explain what anti-Semitism and Zionism are and the role these played in the establishment of the State of Israel. Students studied the Holocaust in 6th grade (SS6H7b). This discussion of the Holocaust should be connected to the establishment of the State of Israel. To fully understand the reasons for the establishment of the State of Israel, some reference will most likely be made to the role of the United Nations, several European countries and the U.S. The CRCT will only assess the students understanding of the four aspects stated in the element. Some background information can be found in the Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i> page 124.</p>
<p>c. Describe how land and religion are reasons for continuing conflicts in the Middle East.</p> <p>EU - Governance</p>	<p>This element is to be approached in the broad sense. Students should understand the basic issues surrounding the continuing conflicts in the Middle East as related to religion and land. The religious cause stems from basic differences between the three major religions in the region. The religious causes also stem from the historical antecedents of each religion. Students should be able to explain the connection between religious differences and rights to land as a consequence of each religion’s connection to specific holy places. In addition students should also be able to explain the conflict over land in terms of both military importance and the claims of other groups, such as Palestinians, to land in the Middle East. It is not required that students either locate or know the names of specific areas of land under conflict, but rather that they understand why land is significant.</p>

<p>d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p> <p>EU - Governance</p>	<p>There is a presentation of the background behind the US presence in Southwest Asia in the <i>World in Transition: Southwest Asia</i> material. This provides a succinct overview of US interest beginning with the Shah’s return and can be done in 1 day. The focus of instruction should be the issues surrounding the 3 conflicts listed in the element. The intent of this element is to help students understand the rationale behind news events they hear or see regarding our involvement in Southwest Asia. Part of explaining U.S. presence and involvement includes the reasons for U.S. presence as well as the reasons for our interest in the region. Background historical information related to U.S. interest in the region can be found in the Southern Center for International Studies <i>World in Transition: The Middle East in Transition</i> pages 27-53. This section contains more information than is required by this element. It does not address the recent conflicts in the region. Additional updated information can be found on the Southern Center’s web page under Education Updates.</p>
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Sample Questions for Standard SS7H4

<p>How did European involvement in Southwest Asia impact the region after the collapse of the Ottoman Empire?</p> <p>A. Many Europeans emigrated to Southwest Asia.</p> <p>B. Countries in Southwest Asia modeled their governments on European governments.</p> <p>C. Political borders were decided by European powers without consideration of the political and historic connections in the region.*</p> <p>D. European powers presence in Southwest Asia established a long period of peace and improved relations with non-Muslim western nations.</p>	<p>At the root of many conflicts in the Middle East is a religious issue concerning historical ownership of the land. This issue centers around who</p> <p>A. settled there first</p> <p>B. was promised the land by God*</p> <p>C. won the Battle of Armageddon</p> <p>D. established the city of Jerusalem</p> <p>The State of Israel was established in May, 1948, to provide a homeland for the Jewish people. One of the reasons behind the establishment of the State of Israel was</p> <p>A. the French Mandate system.</p> <p>B. the Zionist movement in Europe.</p> <p>C. a vote by the people of Palestine.</p> <p>D. a requirement of the Treaty of Versailles.</p>
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