



Modern Middle East - Unit 1 - Identity in the Middle East

Unit Focus

In the first unit of the course, students will explore the many questions surrounding identity in the Middle East. The complexities of identity in the region are numerous, and a key to developing a greater understanding of the region is to overcome stereotypes by investigating the historical religious, ethnic, and tribal roots of people who live in the region. Once students have developed this understanding, they will then learn about the mandate system imposed after WWI, which placed many people with deep, historical conflicts into artificially created nations. The performance task asks students to do a deep inquiry into the creation and conflicts that exist within one nation in the Middle East, with the aim of better understanding the nation's internal conflicts.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 Dimension 1. Developing Questions & PLANNING INQUIRIES 921846 Constructing Compelling Questions • 921847 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... 921850 Constructing Supporting Questions • 921851 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... 921854 Determining Helpful Sources 921855 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 921857 Dimension 2. Applying Disciplinary Concepts & TOOLS 921903 GEOGRAPHY 921909 Human-Environment Interaction: Place, Regions, and Culture 921910 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. 921924 HISTORY 921930 Perspectives 921931 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 921937 Historical Sources and Evidence 921938 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	<p>T1 Evaluate diverse sources and points of view to determine what really happened.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 The people in the Middle East are diverse in terms of their ethnicity, religion, political beliefs, and history, and what parts of their identity they attach importance to</p> <p>U2 Conflicts in the Middle East are rooted in artificial borders created by Western nations...People have many different ways of identifying themselves and the groups they belong to</p> <p>U3 The notion of freedom is a powerful force in driving human actions, and many of the conflicts in the Middle East are driven by resistance to regimes perceived as restricting freedom</p>	<p>Q1 Why is identity such a complex issue in the Middle East?</p> <p>Q2 Why are there so many internal conflicts within modern Middle East nations?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS		
<p>K1 Basic tenets of Islam</p> <p>K2 Key differences between Shia and Sunni Muslims</p> <p>K3 Geographic roots of ethnicities, including: Kurds,</p>	<p>S1 Using historical thinking to analyze evidence: sourcing, contextualizing, close reading, and corroborating.</p> <p>S2 Comparing and contrasting</p>		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

921944 Causation and Argumentation
921945 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

921950 Dimension 3. Evaluating Sources & USING EVIDENCE
921951 Gathering and Evaluating Sources
921952 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

921955 Developing Claims and Using Evidence
921956 INDIVIDUALLY AND WITH OTHERS, STUDENTS...

- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
- D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

921959 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION
921960 Communicating Conclusions
921961 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...

- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Turks, Persians, Jews, Palestinians

K4 Timeline of Ottoman Empire, and effects of WWI on Ottomans

K5 Causes and effects of Mandate System

S3 Identifying causes and effects

S4 Oral presentations

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Collaboration/Communication

• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.