***World Areas***

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***Ms. Wolf***

***Lap 4: Middle East***

**This Lap is for: OSLO**

**Lap 4 Essential Question:**

How can we fix the Middle East and create a lasting peace?

**Late Assignments from Lap 3:**

Are all due by the last class day on Lap 4.

Failure to turn in late or missing work by the last class day on Lap 4 will result in a zero for that particular assignment – no exceptions.

***Overview***

Middle East = the lands around the southern and eastern shores of the Mediterranean Sea, extending from Morocco to the Arabian Peninsula and Iran and, by some definitions, sometimes beyond. The central part of this general area was formerly called the Near East, a name given to it by some of the first modern Western geographers and historians, who tended to divide what they called the Orient into three regions. Near East applied to the region nearest Europe, extending from the Mediterranean Sea to the Persian Gulf; Middle East, from the Persian Gulf to Southeast Asia; and Far East, those regions facing the Pacific Ocean.

The change in usage began to evolve prior to World War II and tended to be confirmed during that war, when the term Middle East was given to the British military command in Egypt. By the mid-20th century a common definition of the Middle East encompassed the states or territories of Turkey, Cyprus, Syria, Lebanon, Iraq, Iran, Israel, the West Bank, the Gaza Strip, Jordan, Egypt, Sudan, Libya, and the various states and territories of Arabia proper (Saudi Arabia, Kuwait, Yemen, Oman, Bahrain, Qatar, and the Trucial States, or Trucial Oman [now United Arab Emirates]). Subsequent events have tended, in loose usage, to enlarge the number of lands included in the definition. The three North African countries of Tunisia, Algeria, and Morocco are closely connected in sentiment and foreign policy with the Arab states. In addition, geographic factors often require statesmen and others to take account of Afghanistan and Pakistan in connection with the affairs of the Middle East.

Occasionally, Greece is included in the compass of the Middle East because the Middle Eastern (then Near Eastern) question in its modern form first became apparent when the Greeks rose in rebellion to assert their independence of the Ottoman Empire in 1821 (see Eastern Question). Turkey and Greece, together with the predominantly Arabic-speaking lands around the eastern end of the Mediterranean, were also formerly known as the Levant.

Use of the term Middle East nonetheless remains unsettled, and some agencies (notably the United States State Department and certain bodies of the United Nations) still employ the term Near East.

***Rationale***

* Most Americans’ modern lifestyle depends on oil.  Without vehicles powered by gasoline, how would people get from one place to another? How would goods be sent from warehouses to stores?  Today, much of the world’s oil comes from the region of North Africa, Southwest Asia, and Central Asia.
* Many American companies do business in the region.  As a result, political, social, and economic changes there have a major impact on your daily life.

***Learning Goals***

* Examine Middle Eastern physical and cultural geography and how it has affected the region.
* Examine the regional issues plaguing the Middle East from colonization, religious differences, fresh water supply, and other such issues.

***Summative Assessment***

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| **Lap 4 Essential Question:**  **How can we fix the Middle East?** | |
| Lap 4’s summative assessment will follow the same format as Lap 3.  You will also have a reading comprehension section on the assessment.  If you test with Mrs. Luaders, please tell me ahead of time in an email following the proper homework submission guidelines.  If you do not test with Mrs. Luaders the test will be available in the testing center.  Please do not forget to sign up for the test.  No materials may be used while taking the test.  You may write on the tests.  In order to be successful on your test be sure to know and understand the following topics:   1. Analyze The Middle East’s physical and cultural geography and how it has affected Africa’s growth throughout its modern existence. 2. Examine the colonization of The Middle East and analyze how it has impacted modern Africa. | **All Sections Test in Testing Center:**  **4/8**  **J**  **-**  **4/11**  **B** |

***Enrichment***

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| **Earth – 100 million years from now** | |
| 1. On the Weebly site there are four videos, each about fifteen minutes in length titled, “Birth of Nations: the Middle East. Your enrichment assignment if you choose to do it is to watch all four parts of the Birth of Nations series, type a one page summary of what you watched followed by a one page reaction, finally you then must write me a grammatically correct paragraph of 5 – 8 sentences describing in your opinion why the Middle East is the way it is today. Be sure and have an introduction and conclusion to your paragraph. | **Due by:**  **4/4**  **G** |

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| **Day 1- Tuesday, 3/5- B** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Go over Lap. Discuss misconceptions of the Middle East. Label map of Middle East together as a class. 3. **Assignment due for next class** – Read the selection on Weebly site titled, ”Geography: An Ancient and Modern Crossroads.” Explain in 7-10 sentences how geography has influenced life in the Middle East. You must include at least 3 ways. Bring your typed or handwritten assignment to class. | **Due Date:**  **3/6**  **C** |
| **Day 2- Wednesday, 3/6- C** | |
| 1. **Due at class time** – Paragraph responding to “Geography” Reading 2. **What we are doing today** – Today we will take a look at the physical geography of the Middle East. We will be looking at the location of the Middle East. Key physical features of the Middle East. Discussion of readings from the night before. 3. **Assignment due for next class** – Read the selection on the Weebly site titled, “Economics: It’s more than Oil” and “Politics: From Royalty to Democracy.” In 7-10 well constructed sentences answer the following: What is the main idea of the reading? What information in the article supports your belief? Bring your typed or hand-written response to class. | **Due Date:**  **3/7**  **D** |
| **Day 3- Thursday, 3/7- D** | |
| 1. **Due at class time** – Paragraph responding to “Economics” and “Politics” Reading 2. **What we are doing today** –  Middle Eastern Boundaries and Leaders of the Past—In class group project 3. **Assignment due for next class** – Read the selection on Weebly site titled, “Culture: A Rich Mosaic.” List and explain 3 elements of Middle Eastern culture. Use information from the reading for support. Bring your typed or hand-written response to class.   \*\*Make sure you bring in any materials you would need to complete your poster in class. | **Due Date:**  **3/11**  **F** |
| **Day 4- Monday, 3/11- F** | |
| 1. **Due at class time** – Paragraph responding to “Culture: A Rich Mosaic.” 2. **What we are doing today** – In class work day on Middle Eastern Boundaries of the Past 3. **Assignment due for next class** - Read the selection on the weebly site titled “US Foreign Policy with Middle East.” Answer the following in 7-10 sentences: What have been the role and effects of US foreign policies and actions in the Middle East? You must include facts from the reading to support your claim(s). Bring your typed or hand-written response to class.   \*\*\*Be prepared to present next class. | **Due Date:**  **3/14**  **J** |
| **Day 5- Thursday, 3/14- J** | |
| 1. **Due at class time** – Paragraph response to “US Foreign Policy with Middle East” 2. **What we are doing today** – Present Middle East Boundaries of the Past 3. **Assignment due for next class** – Read, “Three Religions, One God” on the Weebly site. Create a chart either using Microsoft Word or on loose leaf to be turned in, contrasting Judaism, Islam, and Christianity. Once you are finished with the chart, in 5 – 6 well constructed sentences explain which 2 of the 3 religions you feel are most similar. Make sure you answer “why” they are the two you chose. Bring your typed or hand-written response to class. | **Due Date:**  **3/26**  **B** |
| **Day 6- Tuesday, 3/26- B** | |
| 1. **Due at class time** – Paragraph response to “US Foreign Policy with Middle East” 2. **What we are doing today** – Middle East Diversity Station Activity 3. **Assignment due for next class** – Watch the video “Foreign Policy: Crash Course Government and Politics #50” found on my weebly and answer the following questions: 1. What is the definition of foreign policy? 2. What is the purpose of foreign policy? 3. What is the United States’ goal with foreign policy? Bring your typed or hand-written response to class.   **HAVE A GREAT SPRING BREAK!** | **Due Date:**  **3/27**  **C** |
| **Day 7- Wednesday, 3/27- C** | |
| 1. **Due at class time** – Chart contrasting religions and paragraph explain the similarities 2. **What we are doing today** – Changing Circumstances, Changing U.S. Foreign Policy in class activity. 3. **Assignment due for next class** – Finish answering the questions if not finished in class. Everyone must have a copy of the answers. **Everyone must help each other. If I find you are not helping your group, you will be removed from the group and will be provided an alternative project – no exceptions.** | **Due Date**  **3/28**  **D** |
| **Day 8- Thursday, 3/28- D** |  |
| 1. **Due at class time** – Completed questions for Changing Project 2. **What we are doing today** – Changing Circumstances, Changing U.S. Foreign Policy in class activity 3. **Assignment due for next class** – Finish answering the question if not finished in class. See handout for more information about the question. Read, “Science and Technology: Historic Innovation, Modern Solutions” and write a summary of the information presented in 5 – 6 well constructed sentences. Then, make a prediction about where your country will be in 10 years technologically. Will they be as advanced as the United States? Ahead? Behind? Are they the most advanced in the region? Will they be? Will they be behind other countries? Bring your typed or hand-written response to class and be ready to discuss. | **Due Date**  **3/29**  **J** |
| **Day 9- Friday, 3/29- J** |  |
| 1. **Due at class time** – Answer to the question and/or answer to the technology question. 2. **What we are doing today** – Changing Circumstances, Changing U.S. Foreign Policy in class activity 3. **Assignment due for next class** – To wrap up this activity each student will write a short summary of U.S. foreign policy toward the country they chose to study. This time, students must work alone, using the information gathered by their group. This is your chance to include things that may not have been included in previous questions but you feel are important to mention. Summary must be completed using proper grammar and sentence structure. If typed, responses should be about one page. If hand-written, both sides of loose leaf should be adequate. Bring your typed or hand-written response to class and be ready to discuss. | **Due Date**  **4/3**  **F** |
| **Day 10- Wednesday, 4/3- F** |  |
| 1. **Due at class time** – Bring you typed or handwritten summary to class. 2. **What we are doing today** – Changing Circumstances, Changing U.S. Foreign Policy country presentations. 3. **Assignment due for next class** – Nothing at this time | **Due Date**  **4/4**  **G** |
| **Day 11- Thursday, 4/4- G** |  |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Review. Discussion about the test questions.      1. **Assignment due for next class** – Prepare for your test. | **Test in Testing Center**  **4/8**  **J**  **-**  **4/11**  **B** |
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