



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*Individuals and Societies Grade 7*

<b>Unit title</b>	<p><i>Unit 2: Exploring Southwest Asia</i></p> <p><i>2A: Southwest Asia Geography and Government</i></p> <p><i>2B: Southwest Asia Economics and History</i></p>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	<p>Unit 2A: 22.5 Hours</p> <p>Unit 2B: 22.5 Hours</p>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GSE Standards**

**Standards**

**SS7G5 Locate selected features in Southwest Asia (Middle East).**

- 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, and Red Sea.
- b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

**SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).**

- a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.

**SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).**

- a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

- a. Explain the differences between an ethnic group and a religious group.
- b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

**SS7CG3 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (presidential democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential

## History and Economics

### **SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**

- a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
- b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
- c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).
- d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq

### **SS7E4 Analyze different economic systems.**

- 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.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

### **SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

### **SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- e. Describe the role of entrepreneurship.

### **Concepts/Skills to be Mastered by Students**

#### Information Processing Skills

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
17. interpret political cartoons

**Map and Globe Skills**

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 7. use a map to explain the impact of geography on historical and current event
- 10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Literacy Skills**

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.
  
- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Key concept	Related concept(s)	Global context
<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Resources Identity Causality Power	<b>Globalization and Sustainability</b> Students will explore the inter- connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments.

**Statement of inquiry**

Decisions and Interactions of people and communities can influence the individual, society, culture and environment.

**Inquiry questions**

- Factual**
- Where are the Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea located?
- Where are Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and the West Bank located?

What causes unequal access to water in Southwest Asia?  
 What is the difference between a religious and ethnic group?  
 What religious and ethnic groups exist in Southwest Asia?  
 What types of governments exist in Southwest Asia?  
 What does partitioning mean?  
 What are Shia and Sunni Muslims?  
 What is Kurdish Nationalism?  
 What economic systems are common in Southwest Asia?  
 What is OPEC?  
 What is an embargo?  
 What is the purpose of an exchange rate?

**Conceptual**

How do the physical and environmental features of Southwest Asia impact humans in the region?  
 How does water pollution and unequal access to water impact irrigation and drinking water in Southwest Asia?  
 How are the religions of Southwest Asia similar and different?  
 Why do some people in Southwest Asia have more participation in their government than others?  
 How are the types of democracies similar and different?  
 Why was the nation of Israel formed in 1948?  
 Why do land and religion cause conflict in Southwest Asia?  
 Why is the United States involved in Southwest Asia Conflicts?  
 How are the economies in Israel, Saudi Arabia and Turkey similar and different?  
 How does OPEC control gasoline prices in the United States?  
 Why do investments in human capital and capital goods impact GDP?

**Debatable**

Why is the population distributed as it is in Southwest Asia?  
 Why is unequal distribution of oil and water an issue in Southwest Asia?  
 Should the United States be involved in Southwest Asian conflicts?  
 Was the establishment of Israel fair?  
 Should the Kurds be given their own nation?  
 Which type of economic system is the best for citizens?  
 Should OPEC be banned?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative</i>

<i>unit?</i>		<i>assessments.</i>
U2A: Criterion B: investigating Criterion D: Communicating  U2B: Criterion A. Knowing and Understanding Criterion D. Thinking critically	<b>Suggested for 2A:</b> <a href="#">Impact of Oil and Economy on Southwest Asia</a> <b>2B:</b> <a href="#">DBQ: Who Should Control Israel?</a>  <a href="#">DBQ: Who Should Control Israel (Scaffolded)</a> <a href="#">Rubric for SW Asia DBQ</a>	Learning Checkpoint SS7G5 Learning Checkpoint SS7G6 and SS7G7 Learning Checkpoint SS7G8 Learning Checkpoint SS7CG3 Learning Checkpoint SS7H2 Learning Checkpoint SS7E4, SS7E5 Learning Checkpoint SS7E6

**Approaches to learning (ATL)**

**U2A:**  
**Category:** Thinking  
**Cluster:** Critical Thinking  
**Skill Indicator:** Students will critically read and analyze documents about world oil reserves, make predictions about the impact of oil, and communicate understanding in a political cartoon.

**U2B:**  
**Category:** Communication  
**Cluster:** Communication skills  
**Skill Indicator:** Students will integrate information from various sources and communicate a position on who should control Israel.

**Category:** Reflection  
**Cluster:** Reflection  
**Skill Indicator:** Students will evaluate primary and secondary sources and develop an argument for who should control Israel considering ethical, cultural and environmental implications

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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<p><b>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).</b>  a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.</p>	<p><b>Water: It's Essential</b>  <a href="#">political cartoon</a></p> <p><a href="#">Lesson Image Presentation</a></p> <p><b>Where in the World is Oil? SS7G7; SS7E6</b>  <a href="#">Impact of Oil and Economy on Southwest Asia</a></p>	
<p><b>SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).</b>  a. Explain the differences between an ethnic group and a religious group.  c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</p> <p><b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b>  b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.  c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).</p>	<p><b>YOU be the Mediator</b>  Active Classroom: <a href="#">The Middle East in the Twentieth Century and Today intro reading</a></p> <p><a href="#">Independent digital learning 2020 version of InspirED with questions</a></p> <p><a href="https://israelipalestinian.procon.org/">https://israelipalestinian.procon.org/</a></p> <p><a href="https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer">https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer</a></p> <p><a href="https://ethicalfocus.org/the-israel-palestinian-conflict-each-sides-contrasting-narratives/">https://ethicalfocus.org/the-israel-palestinian-conflict-each-sides-contrasting-narratives/</a></p> <p><a href="https://www.cfr.org/interactive/global-conflict-tracker/conflict/israeli-palestinian-conflict">https://www.cfr.org/interactive/global-conflict-tracker/conflict/israeli-palestinian-conflict</a></p>	
<p><b>SS7CG3 Compare and contrast various forms of government.</b>  a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey</p>	<p><b>How They Work: Government &amp; Economics</b>  <a href="#">teacher guide</a> of products</p> <p><a href="#">Active Classroom Regional Government and Economics: Southwest Asia.</a></p> <p><a href="#">student directions</a></p>	

<p>(presidential democracy)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential</p> <p><b>SS7E4 Analyze different economic systems.</b></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>b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</p> <p>c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.</p>	<p><a href="#">Changes in the role of the presidency in Turkey</a></p> <p><a href="#">Heritage Foundation Freedom Index</a></p> <p><a href="#">Economist Intelligence Unit’s Democracy Index</a></p> <p><a href="#">Economist Israel has a new government at last</a></p>	
<p><b>SS7CG3 Compare and contrast various forms of government.</b></p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential</p>	<p><b>Voting Instructions</b></p> <p><a href="#">slide with headline snapshots</a></p> <p><a href="#">instructions</a></p> <p>Active Classroom <a href="#">reading</a></p> <p><a href="#">Instagram</a></p> <p><a href="#">Saudi Arabia: Landmark Elections for Women</a> (Human Rights Watch article)</p> <p>Global Edge: <a href="#">Turkey’s Government</a></p> <p>Global Edge: <a href="#">Saudi Arabia’s Government</a></p> <p><a href="#">20 Women Elected in Saudi Arabia</a> (video, 2:36)</p>	
<p><b>SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.</b></p> <p>b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).</p>	<p><b>Let’s Invest!</b></p> <p><a href="#">teacher directions</a></p> <p><a href="#">Let’s Invest! cookie clicker worksheet</a></p>	

c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).		
<b>Content Resources</b>		