

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World Geography Course.

World Geography Unit 3: North Africa and Southwest Asia

Elaborated Unit Focus

In this unit, students will understand the roles of physical and cultural geography and the relationship between physical and human features in Southwest Asia and North Africa. Students will understand how physical and human geography interact through a group project. They will research and present a cultural briefing to the 3rd Infantry troops stationed at Fort Benning in Columbus, Georgia who are being deployed to Baghdad, Iraq. Using Unit Connecting Themes, students will understand how **culture** - the product of religion, beliefs, customs, traditions and government - influences decision-making. The Unit Connecting Theme of **human environmental interaction** will help students understand how physical features such as mountains and bodies of water are linked to human features such as development and population patterns. The Unit Connecting Theme of **location** will help students understand that where people reside affects the development of the society's economy, culture, and development.

Standards/Elements

SSWG3 – The students will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- a. Describe the location of major physical features and their impact on N. Africa/SW Asia
- b. Describe the major climates of N. Africa/SW Asia and how they have affected the development of N. Africa/ SW Asia.
- c. Analyze the impact natural resources, especially oil, have on N. Africa/SW Asia
- d. Analyze the impact of water supplies on the growth of population centers
- e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.
- f. Explain why this region contains areas on two different continents.
- g. Describe the major ethnic and cultural groups in N. Africa/SW Asia; include major customs and traditions.

Enduring Understandings/Essential Questions

The student will understand that location affects a society's economy, culture, and development.

- How does physical geography impact human geography?(3a)
- To what extent does the location of major physical features impact this region?(3a)
- How are cultural boundaries different from political boundaries? (3f)

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- How has oil helped to modernize the economic, social, and political systems of Southwest Asia?(3c)
- What are the essential differences between Judaism, Christianity, and Islam in SW Asia? (3e)

The student will understand humans, their society, and the environment affect each other.

- In what ways do North African and Southwest Asian countries adapt to climate change in daily life? (3b)
- How does meeting the needs of the people impact the environment? (3a,b)
- How did the location of water impact both the past and present growth of population centers in this region? (3d)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<ul style="list-style-type: none"> • Have students complete a KWL chart to check their previous knowledge about this region. (See attached KWL chart) Allow students a few minutes to record their prior knowledge. Then have them create and record questions they would like to have answered in the unit on Northern Africa and Southwest Asia. At the conclusion of the unit, have the students – for a review prior to the cumulative test over the unit – complete the “L” part of the KWL by writing about what they’ve learned about this region. Use this as an opportunity to review and discuss. (The goal of the KWL will be to brainstorm the students’ prior knowledge about the topic, set purposes for learning, and record what has been learned.) 	3 a - g	<ul style="list-style-type: none"> * Observation * Dialogue and Discussion * Constructed Response * KWL Chart * Self-Assessment * Multiple Choice Quiz
<ul style="list-style-type: none"> • Draw a sketch map from memory of Northern Africa and Southwest Asia. Display for all students: an overhead, globe, or flat wall map of this region. Have the students label the physical features of this region on a produced map. Then, ask the following or similar types of questions: “What bodies of water are in or around this region?” What natural physical features are in and around this region? How would the water features impact the people of this region? How would the physical features impact the people of this region? (At this point, the focus is on the physical features of this 	3a	<ul style="list-style-type: none"> * Observation * Dialogue and Discussion * Constructed Response * Self-Assessment * Multiple Choice Quiz

<p>region; at a later point we will add in the political features.)</p> <ul style="list-style-type: none"> • Source for maps to hand out to students --- http://www.nationalgeographic.com/xpeditions/atlas/ • Students will use their maps to reflect how the location of physical features matters to N. Africa/SW Asia 		
<ul style="list-style-type: none"> • Students will use their textbook, atlas, encyclopedia, or internet to research the major climates of this region. Each student will create a chart that lists the climates and a description of each. • On their map – have the students create a key and color in the major climate zones in this region. • On a political map– Have the students label the countries that make-up North Africa and Southwest Asia. • Students will use the Weather Channel -- www.weather.com/common/welcomepage/world.html to discover the weather conditions in this region of the world. Have each student write a weather report from a teacher-designated country or climate zone for that day or week. • Class discussion - In what ways do North African and Southwest Asian countries adapt to climate change in daily life? Why is it important to understand how climate change connects to economics? To what extent has natural climate shifts impacted human societies? • Write a letter to the teacher explaining the affect that climate has had on the development of Northern Africa and Southwest Asia. 	3b	<ul style="list-style-type: none"> * Textbook reading * Observation * Dialogue and Discussion * Map work * weather report * letter to the teacher
<ul style="list-style-type: none"> • It is important for students to understand the impact that oil has had on this region and the world. The exportation of oil, the reserves of oil in this region, and our dependence on this oil has led to regional and global conflict which involves the world. • In a class ask: “Why are you dependent on oil?” Create a graphic organizer on the board/overhead for students’ answers. (Instruct students to take notes) • Students will create a map that illustrates which countries in this region have the oil reserves. (This can be a teacher directed activity with all students working together on individual maps or students may work as a team to research and create a map.) • Discussion: “What regions or countries would be impacted the most, if the flow of oil stopped for a significant amount of time?” “How would the countries 	3c	<ul style="list-style-type: none"> * Observation * Dialogue and Discussion * Notetaking * Oil Map * OPEC list * News article * Self-Assessment

<p>of this region be impacted by the stoppage of the oil flow?” “What type of historical, economic and/or geographic issues might slow down or stop the movement oil from this region?”</p> <ul style="list-style-type: none"> • Have the students research OPEC (Organization of Petroleum Exporting Countries) and prepare a list of the OPEC Members in this region. Also, what percentage of the oil that the USA imports is from this region of the world? • Students will use the maps, timeline, and OPEC information in order to write an article for their local newspaper explaining the impact of the importation of oil from this region on their communities. 		
<ul style="list-style-type: none"> • Using the political map, label the major population centers in this region. • Students will address the following in a short essay: What conclusion can you draw about the location of population centers in this region? • Allow students to share their analysis of the location of people where there is an adequate or marginal supply of water. 	3d	<ul style="list-style-type: none"> * Observation * Dialogue and Discussion * Self-Assessment – Reflection * Map work
<ul style="list-style-type: none"> • Students will prepare and present a cultural briefing to the 3rd Infantry troops stationed at Fort Benning in Columbus, Georgia, who are being deployed to Baghdad, Iraq. (Refer to Performance Task) • This discussion should help students understand that the culture of a society or community is the product of religion, beliefs, customs, traditions and government. 	3e, g	<ul style="list-style-type: none"> * Observation * Research * Presentation * Letter home
<ul style="list-style-type: none"> • Students will work with a partner or partners to explain why this region contains areas on two different continents • Students will prepare a timeline showing the immigration of Arabs from SW Asia into Northern Africa and the reasons for their movement. Ask the students to consider as they prepare their timelines: What factors pushed them out? What factors pulled them towards Northern Africa? • Each team will present their explanation for the reasons this region is located on two continents. 	3f	<ul style="list-style-type: none"> * Observation * Dialogue and Discussion * Timeline * Team presentations
<p>At the conclusion of Unit 3 – the students will be given a cumulative test which includes vocabulary, multiple choice, short answer, and/or an essay.</p>		<p style="text-align: center;">Final Unit Evaluation</p>

Performance Task for Unit 3: Does religion impact the development of a country?

Enduring Understandings:

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

The student will understand humans, their society, and the environment affect each other.

Standards: SSWG 3 e, g

In your briefing team you are to prepare and present a cultural briefing to the 3rd Infantry troops stationed at Fort Benning in Columbus, Georgia, who are being deployed to Baghdad, Iraq. Your goal is to prepare a research-based script using the Format for a briefing from the US Army website (see below) in order to brief the 3rd Infantry troops.

Each presentation will include information about all of the following:

- Muslims -- Sunni, Shia and Kurds – include historical origins, basic tenets, role of the Imams (mix of political and religious leaders), and social customs and traditions – i.e. treatment of women, clothing, food, architecture, music, etc.
- Christians in Iraq -- Assyrian - include historical origins, basic tenets, role of the religious leaders, and social customs and traditions – i.e. treatment of women, clothing, food, architecture, music, etc.
- Jews in Iraq - include historical origins, basic tenets, role of the religious leaders (mix of political and religious leaders), and social customs and traditions – i.e. treatment of women, clothing, food, architecture, music, etc.
- Physical characteristics of Iraq – include landscape, climate, external forces, internal forces of change in this region, water sources, etc.

Each team will be responsible for completing research for all four topics for the briefing. The instructor will have each team present one of the 4 topics in their formal briefing.

After the briefing – You will write a letter to be sent to your home as though you were a deployed soldier. The letter should explain how historical events in Southwest Asia influence contemporary issues and how the interrelationship between human and physical systems will impact the mission(s) of the troops.

*** Based on the following information from the US Army website –

Format for the briefing:

1. Introduction.

Greeting.

Address the person(s) being briefed. Identify yourself and your organization.

"Good morning, General Smith. I'm Captain Jones, the S3 of the 1st Bn 28th Artillery.

Type and Classification of Briefing.

"This is a SECRET information briefing."

"This is an UNCLASSIFIED decision briefing."

Purpose and Scope.

Give the big picture first.

Explain the purpose and scope of your briefing.

"The purpose of this briefing is to bring you up to date on our battalion's General Defense Plan."

"I will cover the battalion's action during the first 72 hours of a general alert."

Outline or Procedure.

Briefly summarize the key points and your general approach.

Explain any special procedures (demonstrations, displays, or tours). "During my briefing, I'll discuss the six phases of our plan. I'll refer to maps of our sector, and then my assistant will bring out a sand table to show you the expected flow of battle."

2. Body.

Arrange the main ideas in a logical sequence.

Use visual aids correctly to emphasize your main ideas.

Plan effective transitions from one main point to the next.

Be prepared to answer questions at any time.

3. Closing.

Ask for questions.

Briefly recap your main ideas and make a concluding statement.

Announce the next speaker.

<p>Map and Globe Skills: 4, 6, 7, 8</p>	<p>Information Processing Skills: 1, 2, 6, 8, 9, 11, 14,</p>
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***Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

Content Rubric for Performance Task

Criteria Scale	1 Below Standard	2 Needs Improvement	3 Meets Standard	4 Exceeds Standards
Identifies and describes how the beliefs and ideals of Islam impacts Iraq.	Incorrectly identifies and describes how the beliefs and ideals of Islam impacts Iraq.	Correctly identifies and describes how the beliefs and ideals of Islam impacts Iraq. Describes 1 impact associated with Islam in Iraq.	Correctly identifies and describes how the beliefs and ideals of Islam impacts Iraq. Describes 2 impacts associated with Islam.	Everything in a 3 PLUS: describes more than 2 impacts associated with Islam.
Identifies and describes how the beliefs and ideals of Christianity impacts Iraq.	Incorrectly identifies and describes how the beliefs and ideals of Christianity impacts Iraq.	Correctly identifies and describes the impact of beliefs and ideals of Christianity in Iraq. Describes 1 impact associated with Christianity.	Correctly identifies and describes how the beliefs and ideals of Christianity impacts Iraq. Describes 2 impacts associated with Christianity.	Everything in a 3 PLUS: describes more than 2 impacts associated with Christianity.
Identifies and describes how the beliefs and ideals of Judaism impacts Iraq.	Incorrectly identifies and describes how the beliefs and ideals of Judaism impacts Iraq.	Correctly identifies and describes the impact of beliefs and ideals of Judaism in Iraq. Describes 1 impact associated with Judaism.	Correctly identifies and describes how the beliefs and ideals of Judaism impacts Iraq. Describes 2 impacts associated with Judaism.	Everything in a 3 PLUS: describes more than 2 beliefs and ideals and impacts associated with Judaism in Iraq.
Analyze and explain the impact of humans on environments in Iraq.	Incorrectly explains the impact of humans on environments in Iraq. Merely lists or restates the areas of impact.	Correctly explains the impact of humans on environments in Iraq. Does not use specific examples to support analysis.	Clearly explains the impact of humans on environments. Uses specific examples to explain the impact of humans on environments.	Everything in a 3 PLUS: Incorporates and thoroughly analyzes the impact of humans on the environment.
Evaluates the interrelationship between physical and human systems of geography.	Does not connect relational aspects of physical and human systems of geography. Merely lists or identifies aspects of physical and human geography.	Connects physical and human systems of geography, but connection is vague. Does not use specific examples to support evaluation. Discusses 1 or 2 aspects of the interrelationship.	Clearly connects multiple aspects of physical and human systems of geography. Explains relationship using 3 specific examples to support evaluation.	Everything in a 3 PLUS: Connects the interrelationship to another theme (ie Conflict, Conflict and Change, or Individuals, Groups, Institutions).

Product Rubric

Scale	1 Below Expectation	2 Needs Improvement	3 Meets Expectation	4 Exceeds Expectation
Criteria				
Students produce a product that is attractive.	Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.	Makes good use of font, color, graphics, effects etc. to enhance the presentation.	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.
Students produce a product that is organized.	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
Students produce a product that exhibits proper mechanics.	More than 4 errors are spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or grammatical errors.	No misspellings or grammatical errors.

Resources for Unit

Community Resources

- Local Library
- National Geographic Magazines – past issues plus:
 - National Geographic -- Africa – Special Issue - September 2005
- Magazines for Research for Briefing
 - Jewish Quarterly
A Magazine of Contemporary Writing, Politics, and Culture
 - Aramco News --- *Saudi Aramco World* is a magazine published by [Saudi Aramco](#), the national oil company of Saudi Arabia. The bimonthly magazine is published in Houston, Texas. Saudi Aramco World is to increase cross-cultural understanding. The bimonthly magazine's mission is to broaden knowledge of the culture of the Arab and Muslim worlds and the history, geography and economy of Saudi Arabia. Saudi Aramco World is distributed without charge, upon request, to interested readers worldwide.
 - Current History -- Current History enjoys a unique place among America's most distinguished periodicals. The oldest United States publication devoted exclusively to world affairs, Current History was founded by The New York Times in 1914 in order to provide detailed coverage of what was then known as the Great War. As a privately owned publication, Current History has continued its long tradition of groundbreaking reportage, providing a forum for leading specialists to analyze our changing world. As witness and chronicle, Current History's pages have reflected the main themes of American history: from the isolationist peace of the 1920s to the upheavals of World War II. . .the Cold War to the New World Order.
- Social Education – Official journal of National Council for the Social Studies
- Geography Education Standards Project, *Geography for Life: National Geography Standards*

On-line Resources for Research for Cultural Briefing:

- BBC News --- British Broadcast News <http://news.bbc.co.uk/2/hi/africa/default.stm>
- CIA Factbook --- Central Intelligence Agency <https://www.cia.gov/library/publications/the-world-factbook>
- Cable News Network
<http://www.cnn.com/WORLD/africa/archive>
- Southern Center for International Studies
<http://www.southerncenter.org>
The Southern Center for International Studies (SCIS), founded in 1962, is a non-profit educational institution based in Atlanta, Georgia. The primary mission of SCIS is to internationalize the thinking of the American public.
 - The Middle East in Transition and Africa in Transition
- National Geographic Education
<http://www.nationalgeographic.com/education>
- National Geographic Society
<http://www.nationalgeographic.com/magazine>
- Population Reference Bureau (PRB)
<http://www.prb.org>
Population Bulletin (Vol.62, No.2) June 2007: Challenges and Opportunities
 - The Population of the Middle East and North Africa. (Great source of information for

the teacher or to use in the classroom with the students.)

- National Council for the Social Studies
www.socialstudies.org
- World Wise School --- Peace Corps
<http://www.peacecorps.gov/wws/>
Classroom resources based on Peace Corps Volunteer Experiences
- National Geographic Expeditions
<http://www.nationalgeographic.com/xpeditions/lessons>
Lessons plans using the 18 Geography Standards. Grade levels K-2, 3-5, 6-8
And 9-12.
- www.eia.doe.gov : The Energy Information Administration at the U.S. Department of Energy has a very good web site that will answer most of the questions on oil. The amount of information can be a bit intimidating, but there are country profiles, reserve estimates, U.S. imports, maps, and graphs.
- **Information Briefing**

The information briefing is intended to inform the listener and to gain his understanding. The briefing does not include conclusions and recommendations, nor require decisions. The briefing deals primarily with facts. The briefer states that the purpose of the briefing is to provide information and that no decision is required. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information. Examples of an information briefing are information of high priority requiring immediate attention; information of a complex nature, such as complicated plans, systems, statistics, or charts, requiring detailed explanation; and controversial information requiring elaboration and explanation.

http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

- Military briefings
http://www.cs.amedd.army.mil/simcenter/military_briefings.htm
This Unit introduces students to press and information briefings in a general way. The website goes into greater detail on the US style of military briefing and details four formats: Information, Decision, Mission, and Staff. Divide your class into four groups and assign each one of the briefing formats. Have students log on to the site and note the general information relevant to all types of military briefing including preparation, construction and delivery. Each group should then consider its assigned briefing format and make notes on that briefing type.
- U.S. Department of State --- These publications include facts about the land, people, history, government, political conditions, economy, and foreign relations of [independent states, some dependencies, and areas of special sovereignty](#). The Background Notes are updated/revised by the Office of Electronic Information and Publications of the Bureau of Public Affairs as they are received from the Department's regional bureaus and are added to the database of the Department of State website you are now using. <http://www.state.gov/r/pa/ei/bgn/>

**This unit was created by Cathy Powell and Nadine Wright with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was updated 9/21/2007.*

Northern Africa and Southwest Asia
KWL

**What do I *know*
about this
region?**

**What do I *want*
to learn about
this region?**

**What *have* I
learned about
this region?**