

7th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 7th Grade World History and Geography Social Studies Course.

7th Grade - Unit 2- Southwest Asia (Middle East): Impact of Location and Environmental Issues	
Elaborated Unit Focus	<p>In this unit students will gain an understanding of the physical landscape of Southwest Asia (Middle East). Students will locate selected countries and physical features within the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources can impact population distribution and the accessibility to those natural resources. Additionally, students will draw inferences regarding the correlation between human interaction and the environment, and then examine the environmental issues across the region. Finally, students will determine how those factors influence where people live and the types of work they do, and thus trade. Students will examine how culture and historical events have shaped aspects of Southwest Asia including its influence on politics. Students will examine aspects of citizen participation and the role of government in terms of its ability to influence conflict and/or change.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Location: The student will understand that location affects a society’s economy, culture, and development.</p> <p>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>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p>
GSE for Social Studies (standards and elements)	<ul style="list-style-type: none"> • SS7G5 Locate selected features in Southwest Asia (Middle East). <ul style="list-style-type: none"> 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). <ul style="list-style-type: none"> a. Explain how water pollution and 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).

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	<p>a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.</p> <ul style="list-style-type: none"> • SS7CG3 Compare and contrast various forms of government. <p>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 (parliamentary democracy)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>Reading:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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</p> <p>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text</p> <p>Writing:</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 2. organize items chronologically 3. identify issues and/or problems and alternative solutions 10. analyze artifacts 11. draw conclusions and make generalizations

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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 impact of geography on historical and current events

8. draw conclusions and make generalizations based on information from maps

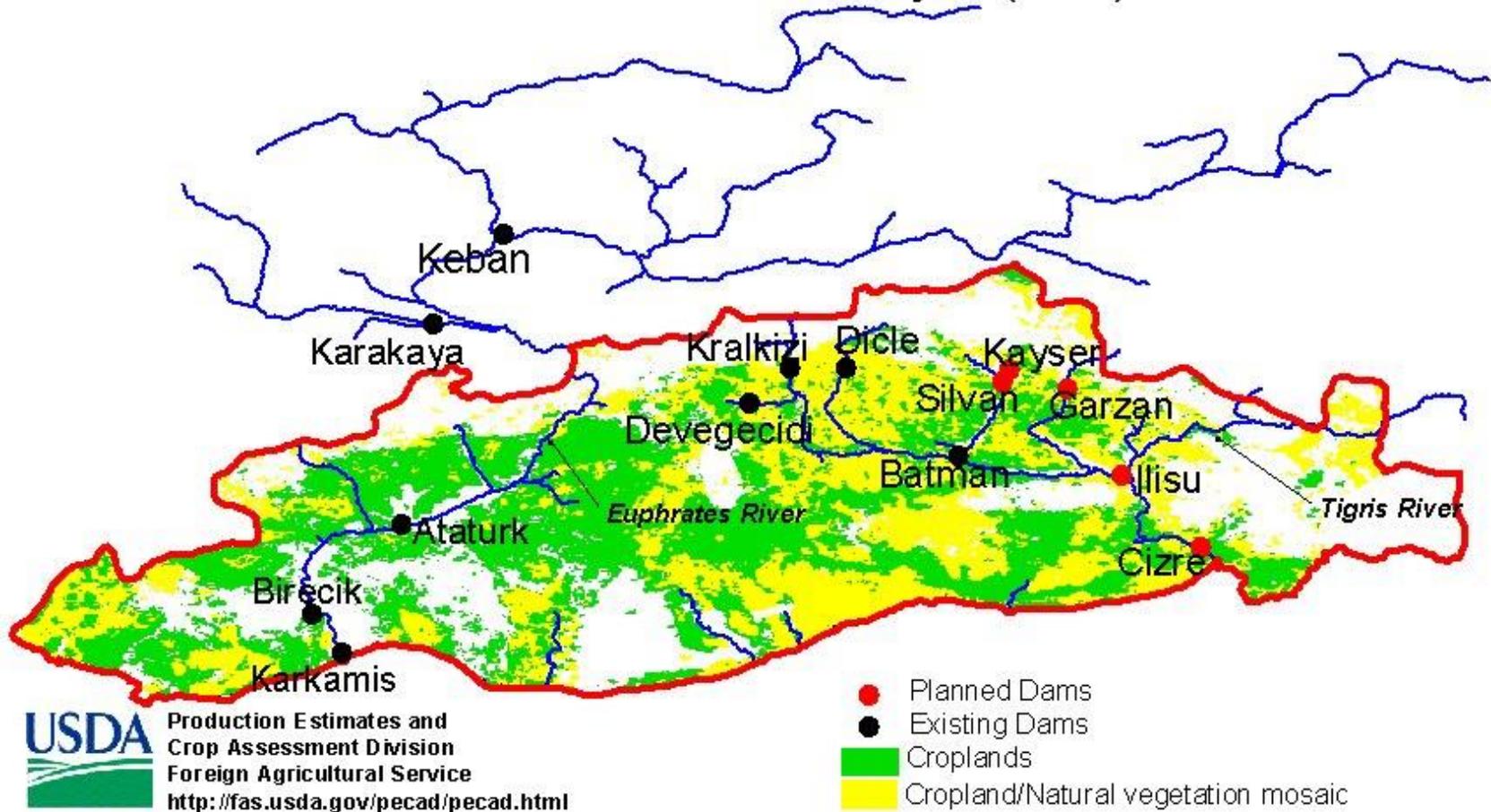
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations



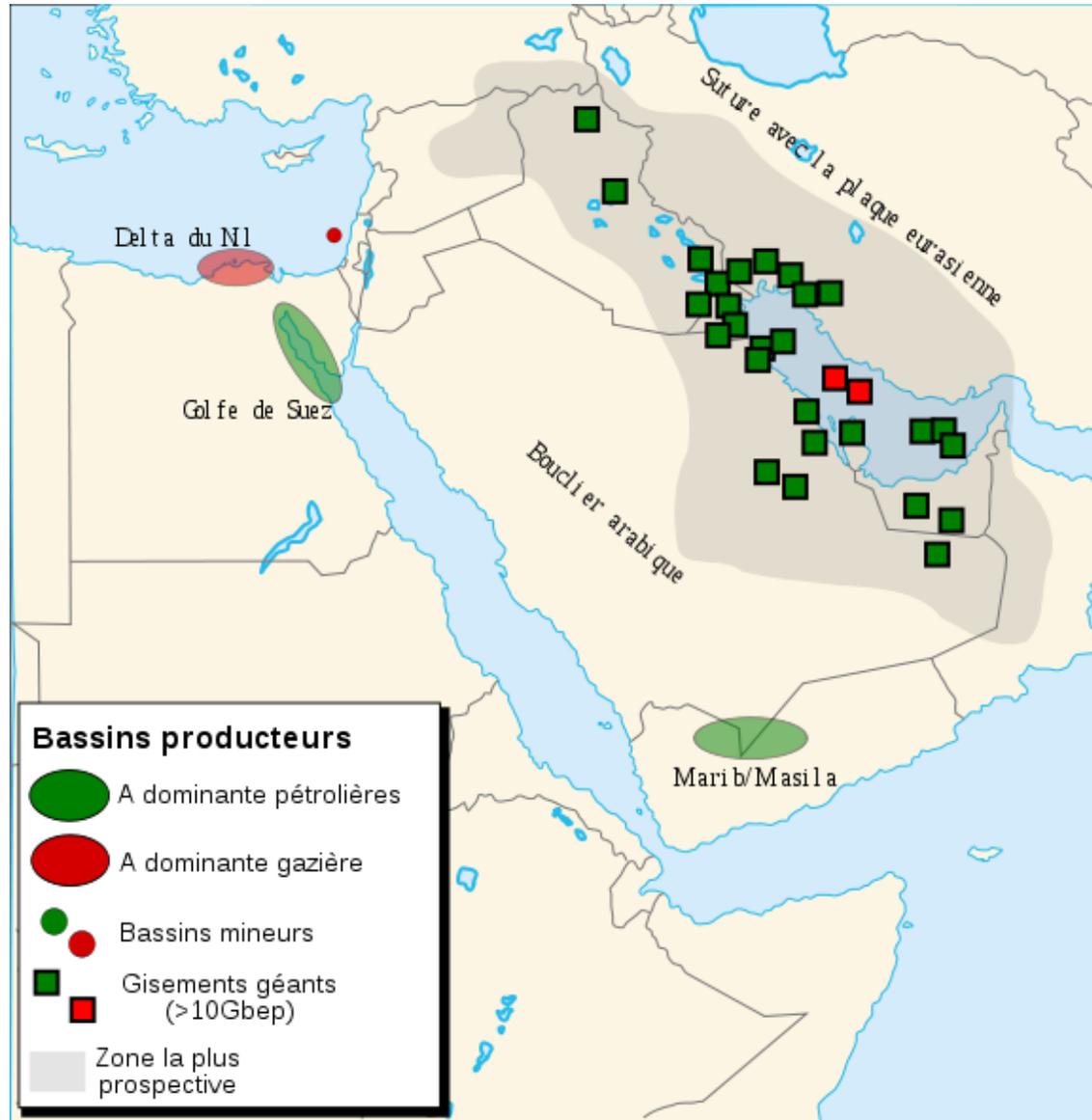
Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1 Location	<ol style="list-style-type: none"> 1. How is where we live vital to how we live? <ul style="list-style-type: none"> • How have your actions had intended and unintended consequences? • How can something that is good for one be bad for another? • How can one person cause serious change?
Enduring Understanding 2 Governance	<ol style="list-style-type: none"> 1. Why does government change? <ul style="list-style-type: none"> • How does growth in a society impact government? • How do responsibilities change as governments change? • How does society impact government?
Enduring Understanding 3 Human Interaction	<ol style="list-style-type: none"> 1. How can humans, their society, and the environment impact each other? <ul style="list-style-type: none"> • How can something be good for one thing and bad for another? • How does society adapt to its environment? • How can human interaction have positive and negative consequences?

Sample Instructional Activities/Assessments	
“CAUTION” ACTIVITY: Unequal Access to Water	
Description	<ol style="list-style-type: none"> 1. Discuss. Why is water essential to life? 2. Have the students identify the purpose of the maps by utilizing the key. Analyze images of the dams, oil reserves, and additionally notice where populations seem to be the most concentrated. Draw 2 conclusion about each map. Predict how things might be different if resources were allocated evenly. 3. Determine why this may lead to conflict. 4. Students should complete the CAUTION activity after having time to analyze the attached maps.
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East). <ol style="list-style-type: none"> 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). <ol style="list-style-type: none"> a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <ol style="list-style-type: none"> 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 impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations <p>Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other</p>

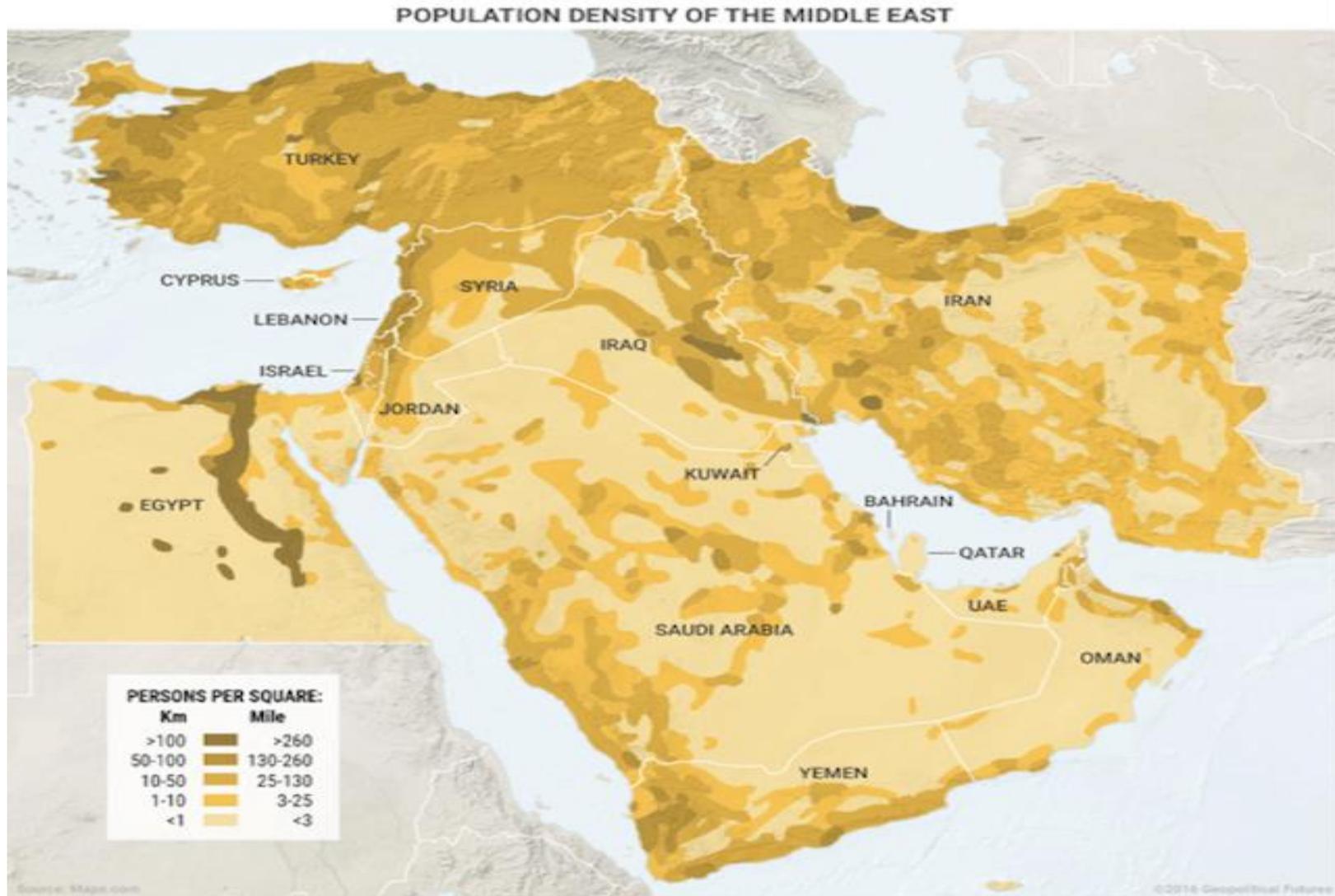
Dam Locations within the Southeastern Anatolia Project (GAP)



Source: <https://commons.wikimedia.org/wiki/File:Dams-GAP.jpg>



Oil Reserves: https://upload.wikimedia.org/wikipedia/commons/thumb/5/57/Petroleum_regions_-_Middle_East_map-fr.svg/577px-Petroleum_regions_-_Middle_East_map-fr.svg.png



Source: <https://2009-2017.state.gov/e/oes/rls/rpts/waterforthe poor/85873.htm>

Georgia Department of Education

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Caution Activity

Your Job: Create a caution sign that you might regard regarding water and the Middle East. .

Your instructions:

1. Create and color a caution sign that represents why water is so important.
 - a. Your sign should be big, at least half a page.
 - b. Draw a symbol that represents the danger.
2. Write 1 paragraph explaining what your sign and the importance of water.



Geo-Jennie: Where in the World?

Description

1. Students can create the following activity in groups or individually (teacher discretion)
2. Using the website: <http://www.yourchildlearns.com/megamaps/print-world-maps.html> print a map of the Middle East using the 2 x 2 print setting. Students will need to paste the four sections of the map together.
3. Have student complete the Geo Jennie map quest. Students will need to create a Map Key as they complete the assignment.

- **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

Literacy Standard:

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Information Processing Skills:

6. identify and use primary and secondary sources
8. identify social studies reference resources to use for a specific purpose
16. check for consistency of information

Map and Globe Skill:

6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

Enduring Understanding:

Location

Geo Jennie Strikes Back!

Last we saw Geo Jennie he was in Africa. He narrowly escaped capture by jumping into Lake Tanganyika. Now, Interpol has picked up his trail. This time he is hiding in the largest continent in the world, Asia. Your mission is to stop Geo Jennie and help protect Asia' culture.

- 1) Interpol's latest intelligence puts Geo Jennie somewhere near the Yellow River (Huang He). Some believe he is going to try and steal one of the Terracotta Soldiers located in the country. Where is Geo Jennie?
- 2) Fortunately, the Terracotta Soldiers were too heavy for Geo Jennie to steal. He left in a hurry and flew south to the mountain range that stretches through many countries such as China, India, Nepal, etc. He stayed overnight in Katmandu. Where is Geo Jennie?
- 3) Once on Honshu, Geo Jennie went straight to work. Surveillance cameras caught him stealing an ancient samurai sword that belonged to the fearless samurai, Naso no Yoichi. Making a fast get away, Geo Jennie went west, crossed Sea of Japan, and landed on the southernmost country on a peninsula. Where is Geo Jennie?
- 4) After a near mishap, Geo Jennie escaped. He headed west across the Asian continent. He thought things were bad, and he soon realized. His plane made an emergency landing nearest the eastern most river that runs from Turkey all the way down through Iraq. Good thing he didn't cause any more polluted waste to fall in this river, as it is a major drinking source for many. Where is Geo Jennie?
- 5) Geo Jennie decided to do a little sightseeing. Against better judgment, he decided to take a boat ride around the horn of the country that sounds like OH MAN! OH MAN IS RIGHT! This waterway is loaded with modern day pirates. Geo Jennie was almost captured. Where is he?
- 6) Once again, he skated by that narrow escape. Next, Geo Jennie was on his way east to the country that is known for where hiding out Osama bin Laden. Geo Jennie is trying his luck in what country now?
- 7) Close call again! Geo Jennie packed his bags and headed west to the other major waterway that flows from Turkey down through Iraq for a relaxing beach vacation. Where is Geo Jennie?
- 8) Luckily for Geo Jennie, he spotted Interpol before they spotted him. Geo Jennie is on the run again, and this time, he has commandeered a yacht to have a brief sail around that the two major rivers feed. Where is Geo Jennie now?
- 9) Nice trip for Geo Jennie. He is rejuvenated and ready to run again. This time, he is headed west via helicopter from the Persian Gulf to camp by the sea named after a natural process of seasonal blooms of bacteria, commonly called "sea sawdust" that turn the water red. Where is Geo Jennie?
- 10) Once again, Geo Jennie avoid capture. He has now decided he would like to go sightsee the country that is considered to be a rather larger peninsula. Find the city and label it as well as the country. WHERE is Geo Jennie?
- 11) Geo Jennie has once again managed to slip past the high tech security cameras and taken flight to the country all in the news right now. As a matter of fact, he made it just in time since a cease fire has been called for three days. Where is Geo Jennie?

- 12) While visiting Israel, Geo Jennie also decided to visit the place sacred to the Jewish people, the Wailing Wall. Where is Geo Jennie now?
- 13) After seeing many beautiful sights, Geo Jennie is back on the run. He has packed his bags, boarded a plane, and headed to the mountain ranges of the Hindu Kush and paid a visit to this country's capital. Where is Geo Jennie now?
- 14) Interpol got hot on Geo Jennie's trail here, and he knew he had to make a run for it. Geo Jennie snuck out of the country at nightfall, and he headed west to the capital of this country that is home to one of the world's oldest civilizations. Where is Geo Jennie?
- 15) As if being in Jerusalem, Israel was not enough, he decided to make one more try to hide out on this "strip" of land that is where the Israelis and the Hamas are at war. Where is Geo Jennie hiding out?
- 16) WHEW! That was close. Geo Jennie escaped again. This time he decided to try his luck, once again, in a boat. Those helping him in the boat on a manmade canal that connects these two seas picked him up. Where is Geo Jennie? Also, label both seas this canal connects.
- 17) That little Geo Jennie slipped by again. He made a quick trip by camel east to the capital of this country that made him think of shopping "bags". Where is Geo Jennie now?
- 18) As if Geo Jennie hadn't had enough of running from Interpol in the Middle East. He made a dashing trip to see if "turkeys" really lived here. Where is Geo Jennie?
- 19) Once again, Geo Jennie arrived to find no turkeys, but he knew something was wrong. While in Ankara (label this on your map), Interpol agents surrounded him. They stormed Geo Jennie before he could figure out what was going on. Agents took him to a boat on the river that has great significance for both Christianity and Judaism. What river is Geo Jennie on with the Interpol agents?
- 20) Little did the agents know, Geo Jennie's friend, Continental Corrupter was trailing the boat. When the boat stopped at what Geo Jennie thought was a "bank", Continental Corrupter managed to get the handcuffs off. He and Geo Jennie took off, but not before Geo Jennie yelled, "ESCAPED AGAIN!" Geo Jennie was last shown on radar detection on a cargo ship south of "YA-MAN" and "OH-MAN". What body of water is Geo Jennie floating on now

Location Matters	
<p>Description:</p> <ol style="list-style-type: none"> 1. Have the students list 5 places the world where they might want to live 2. Discuss what makes those places/regions desirable for living 3. Analyze the physical map, climate map, resource map, and population density 4. Draw conclusions about the pertinent information that is being shown 5. Complete the graphic organizer of their conclusions about various factors that influence where people choose to live. (make sure they mention resources and access to water) 	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East). <ol style="list-style-type: none"> a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standard: L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Map and Globe Skills:</p> <ol style="list-style-type: none"> 4. compare and contrast the categories of natural, cultural, and political features found on maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps <p>Information Processing Skill:</p> <ol style="list-style-type: none"> 11. draw conclusions and make generalizations <p>Enduring Understanding: Location</p>

Location Matters!	
List 3 places you'd love to live.	List 5 qualities make those locations desirable to you?
1.	-
2.	-
3.	-

Directions: Analyze the following maps. Take note of the 3 generalizations that you can conclude for each, regarding the Middle East.

Climate

↓

Physical

↓

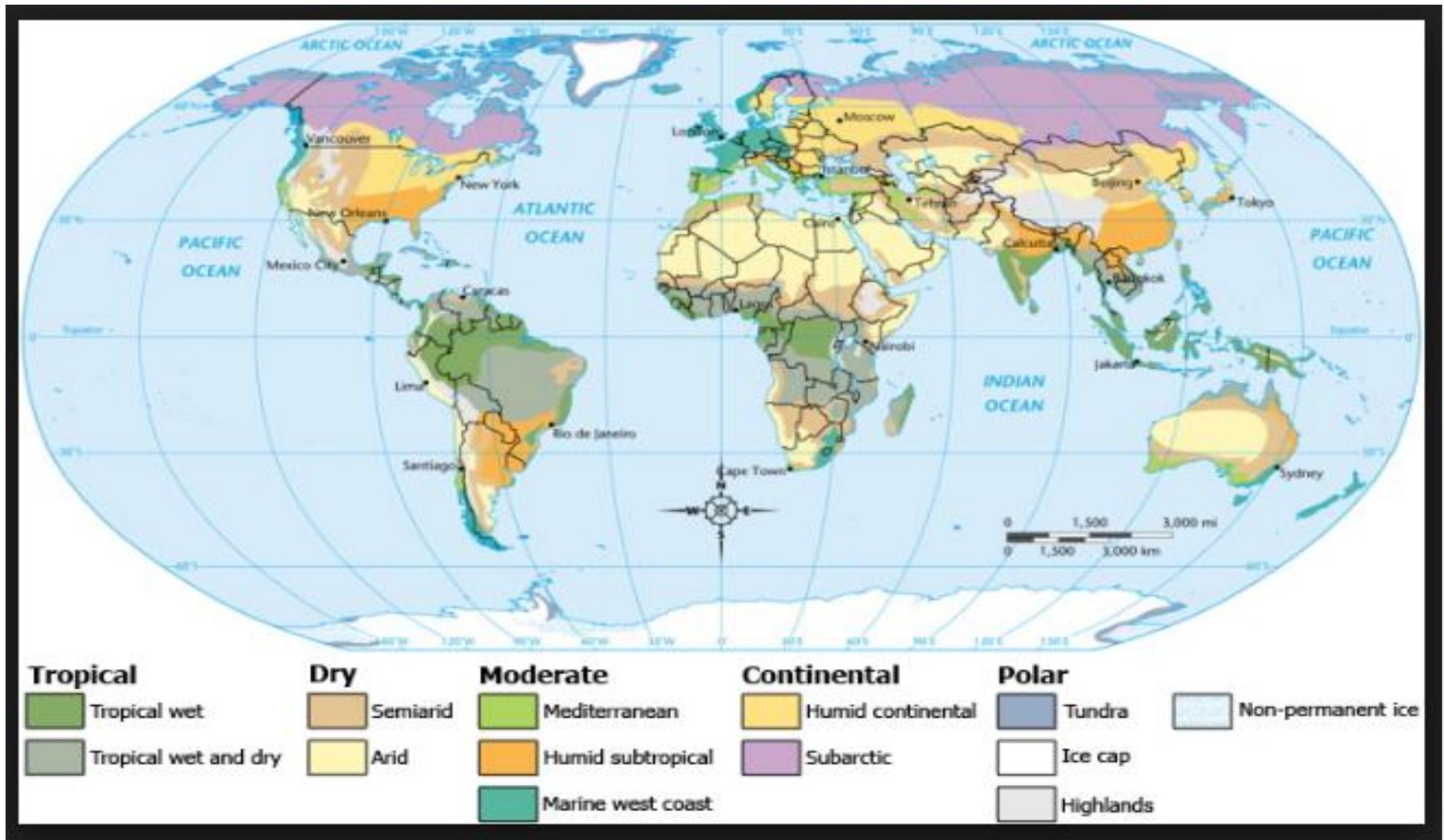
Resources

↓

Population

↓

Infer how those factors (including resources and water) impact where people live and trade.

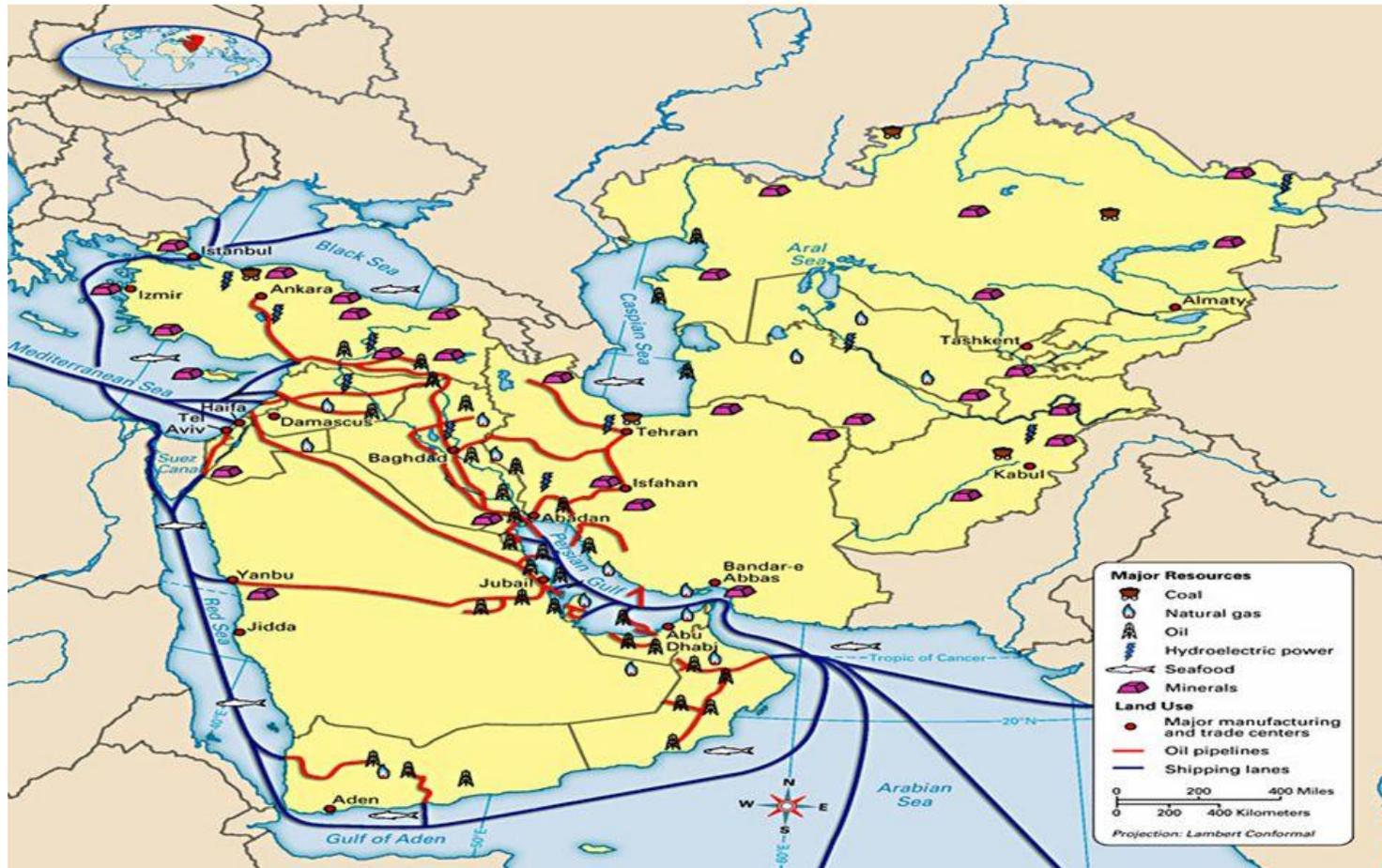


Climate map: <https://commons.wikimedia.org/wiki/File:ClimateMapWorld.png>

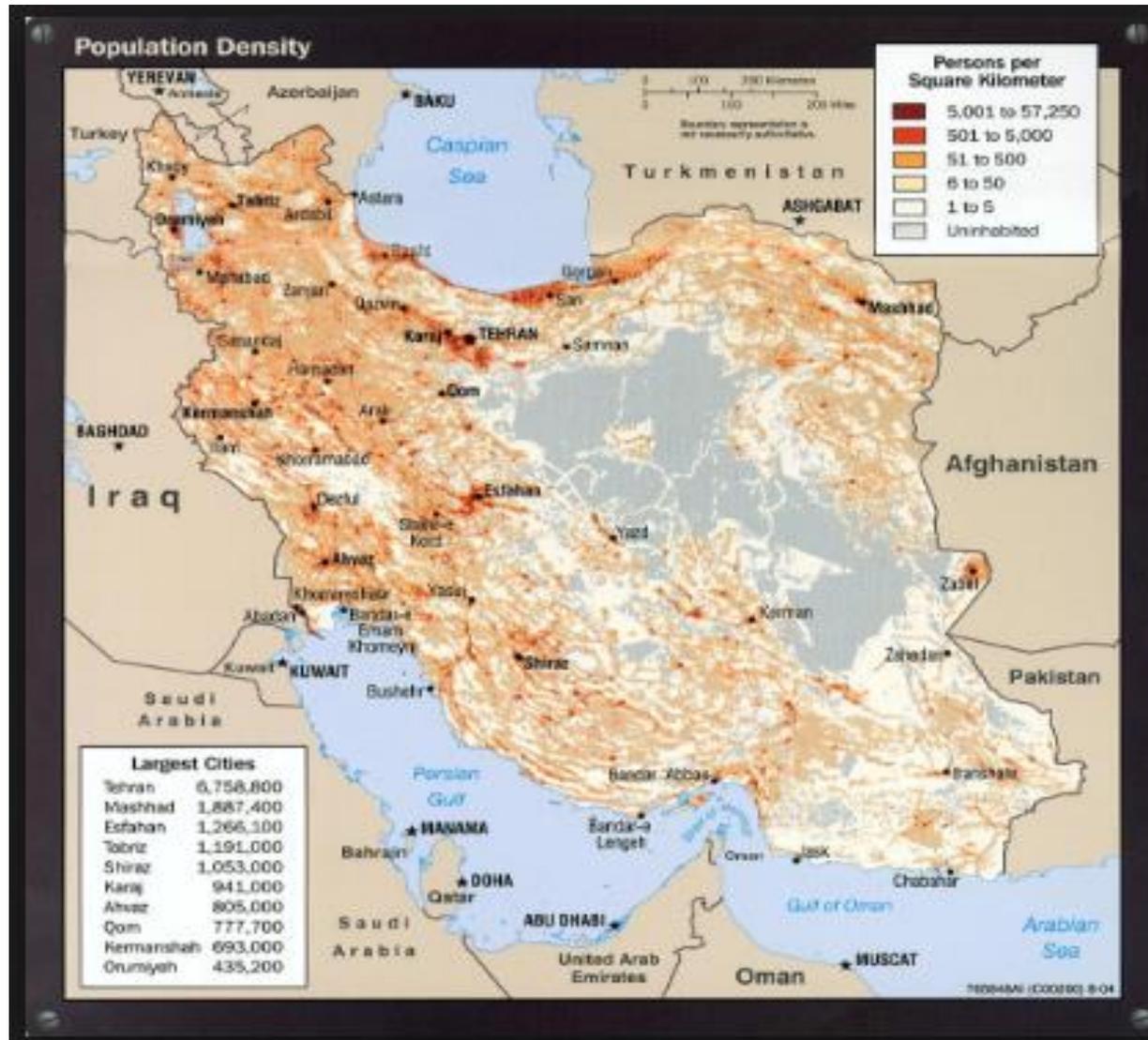


PHYSICAL MAP: http://www.worldmapsonline.com/images/academia/murals/academia_asia_physical_mural_lg.jpg

Middle East Natural Resource Map



RESOURCE MAP: http://images.slideplayer.com/14/4420727/slides/slide_32.jpg (onlinemapfinder.com)



POPULATION DENSITY MAP: <http://www.mapcruzin.com/free-world-population-maps.htm>

Citizen Participation within Forms of Government

<p>Description</p> <ol style="list-style-type: none"> 1. Have students watch this introductory video about Citizen Participation: https://www.youtube.com/watch?v=vdh9xo47OWM 2. Have them take notes on the 3 forms: autocratic, oligarchic and democratic (PLEASE NOTE: Oligarchic is no longer part of the standard) 3. Based on the video have students develop a definition for citizen participation 	
<p>GSE Standards and Elements</p>	<p>SS7CG3 Compare and contrast various forms of government.</p> <p>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 (parliamentary democracy)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>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</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>Information Processing Skill:</p> <ol style="list-style-type: none"> 1. compare similarities and differences <p>Enduring Understanding:</p> <p>Governance</p>

Neo-Venn Diagram Map Comparison of Citizen Participation

Description:

1. Have students complete the Neo-Venn Diagram to compare the two predominant forms of democratic governments: parliamentary and presidential.
2. Students will need the article found on the following website to complete the activity: <https://www.lawteacher.net/free-law-essays/administrative-law/the-presidential-and-parliamentary-governance-forms-administrative-law-essay.php>

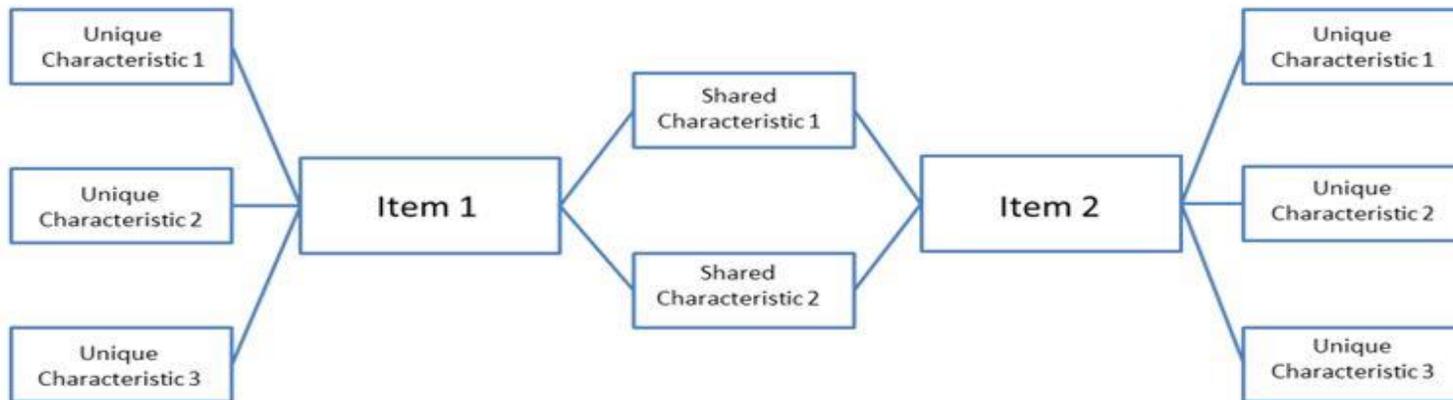
GSE Standards and Elements	<p>SS7CG3 Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standard: L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>Map and Globe Skills:</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>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</p> <p>Enduring Understanding: 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>

Neo-Venn Diagram

Your job: Copy and complete the following chart to compare parliamentary and presidential governments.

Instructions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes; those are just there to help you.
2. Write the Presidential in the “Item 1” box and Parliamentary in the “Item 2” box.
3. In the boxes on the left side list 3 unique characteristics of Presidential.
4. In the boxes on the right side list 3 unique characteristics of Parliamentary.
5. In the boxes in the middle list 2 shared characteristics of the two.



Article “Water in Crisis” – Cause and Effects

Description:

1. Students complete the attached graphic organizer.
2. Students will need the following article, which highlights the severity of the water crisis, causes and effects, and impact on people and the region to complete the graphic organizer

<https://thewaterproject.org/water-crisis/water-in-crisis-middle-east> (EXCERPTS INCLUDED BELOW, please visit website for full text and other statistical information)

GSE Standards and Elements	<p>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East). a. Explain how water pollution and unequal access to water impacts irrigation and drinking water</p> <p>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.</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards: L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Information Processing Skills: 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations</p> <p>Enduring Understandings: Location; Human Environmental Interaction</p>

“WATER IN CRISIS” – Middle East
Article by: Alexandra Barton

DESCRIBE THE PROBLEM:

CITE TEXTUAL EVIDENCE TO SUPPORT THE SEVERITY:

-
-
-

CAUSE (list several)	EFFECT (List several)	IMPACTS WHAT OTHER THINGS...

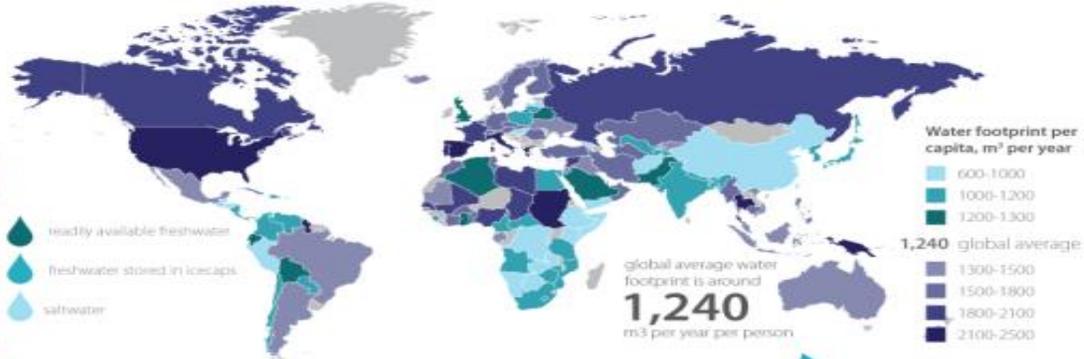
How Vast is Water Crisis Span?	
<p>Description:</p> <ol style="list-style-type: none"> 1. Analyze this graphic https://c1.staticflickr.com/3/2731/4306320940_e7399c7708.jpg 2. How do various regions compare? With your group, speculate what might be the cause of this variance? 3. Discuss how location, climate, and natural resources could impact economy/trade, and where people choose to live 	
<p>GSE Standards and Elements</p>	<p>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East). a. Explain how water pollution and unequal access to water impacts irrigation and drinking water</p> <p>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.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standard: 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.</p> <p>Map and Globe Skills: 4. compare and contrast the categories of natural, cultural, and political features found on maps 8. draw conclusions and make generalizations based on information from maps 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p>Information Processing Skills: 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 12. analyze graphs and diagrams</p> <p>Enduring Understandings: Location; Human and Environment Interaction</p>

the global water footprint

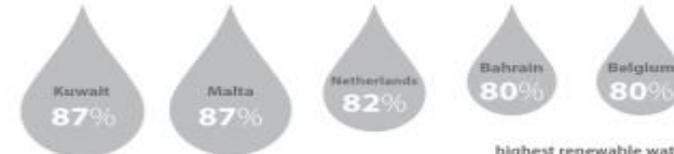


The 'water footprint' of a country is defined as the volume of water needed for the production of goods and services consumed by the inhabitants of the country.

amount of freshwater available



countries most dependent on water imports

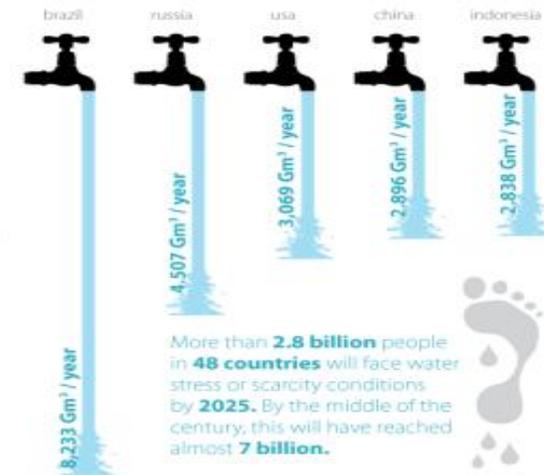


70% of existing freshwater is withdrawn for irrigation in agriculture

the highest water footprints per capita



highest renewable water resources



water footprint of different foods



Source: WaterFootprint.org and WWF

Monarchy or Democracy??	
<p>Description:</p> <ol style="list-style-type: none"> 1. Analyze the following article. http://www.bbc.com/news/world-middle-east-29792691 2. Create a t-chart with MONARCHY on one side, and DEMOCRACY on the other, and evidence of CITIZEN PARTICIPATION 3. Cite text from the article that supports one or the other 4. Determine whether <u>you</u> would consider Saudi Arabia a Monarchy or Democracy 5. Formulate additional questions and conduct research in order to formulate a validated position and support you position 6. Class debate, providing position and evidence 	
<p>GSE Standards and Elements</p>	<p>SS7CG3 Compare and contrast various forms of government.</p> <ol style="list-style-type: none"> 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 (parliamentary democracy)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources</p> <p>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</p> <p>L6-8WHST1: Write arguments focused on discipline-specific content.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 11. draw conclusions and make generalizations 14. formulate appropriate research questions <p>Enduring Understanding:</p> <p>Governance</p>

Analyze the Images and the Diagram

Description:

1. **THINK:** If you were a king or queen, what laws would you create? What rights would your citizens have in creating those laws? (citizen participation) **EXTEND:** Create your own declaration of 10 laws for your nation
2. Explore the life on a King (in Saudi Arabia) through photo analysis
<http://www.cbsnews.com/pictures/10-luxurious-perks-of-being-the-new-saudi-king/>
3. Read the article, “Saudi Arabia: Why succession could become a princely tussle” <http://www.bbc.com/news/world-middle-east-29792691>
4. Complete the acrostic poem with one of the following words (teacher may assign the word or allow student choice: parliamentary democracy or autocratic monarchy). Directions are attached below.

GSE Standards and Elements

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 (parliamentary democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

Literacy Standards:

L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

Information Processing: Skills

2. organize items chronologically
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
12. analyze graphs and diagrams

Enduring Understanding:

Governance

Acrostic Poem

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Job: Using the two websites provided, create an acrostic poem for the term your teacher assigns.

1. Write the word vertically along the side of your paper.
2. On each line give details and facts that help explain the word. Be sure to start each sentence with the proper letter.
3. You may continue your sentences onto the next line when appropriate (see example below.)

Example :

How do we learn about the past?
Investigating ancient ruins,
Studying artifacts,
Translating foreign languages,
Observing human behavior, and
Reading primary sources, since we can't time travel...
Yet.

Culminating Unit Performance Task

Info-graphic Design Connecting Location, Climate, and Environmental Issues

<p>Description</p> <ol style="list-style-type: none"> 1. Create, print, or design a map (in any form) and identifies all designated political and physical locations in the Middle East. You may also print students one from the following website: http://www.yourchildlearns.com/megamaps/print-world-maps.html 2. Students will need access to the following websites to complete their research: https://www.cia.gov/index.html http://libguides.gatech.edu/countryinfo/countryme 3. Draw lines to the specific location and highlight the environmental issues that exist in that region (i.e. water pollution, unequal access, shortages/drought) 4. Draw arrows connecting the issues and explain how one issue correlates directly to the others and the human interaction, if it applies 5. Further extend these connections to the implications for population distribution, trade, and their overall economy. -Create a key for your map (*students may utilize additional sources, need be, and cite their references*) 6. Present your final project to the class in a Gallery-Walk Style. 	
<p>GSE Standards and Elements</p>	<p>SS7G5 Locate selected features in Southwest Asia (Middle East).</p> <p>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.</p> <p>b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.</p> <p>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).</p> <p>a. Explain how water pollution and unequal access to water impacts irrigation and drinking water</p> <p>SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).</p> <p>a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>

7th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none">3. identify issues and/or problems and alternative solutions5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources8. identify social studies reference resources to use for a specific purpose11. draw conclusions and make generalizations <p>Map and Globe Skills:</p> <ol style="list-style-type: none">4. compare and contrast the categories of natural, cultural, and political features found on maps6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps7. use a map to explain impact of geography on historical and current events8. draw conclusions and make generalizations based on information from maps12. use geographic technology and software to determine changes, identify trends, and generalize about human activities <p>Enduring Understandings:</p> <p>Location; Human and environmental interaction</p>
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