### 7th grade- Unit 3- Impact of Oil and Economy on Southwest Asia (Middle East)

**Elaborated Unit Focus**

Southwest Asia (Middle East) has paramount location which has developed it as a pivotal crossroads of culture, trade, and world influence since ancient times. The region has experienced cycles of economic growth and decline over time. The availability and of resources, and diversification of agriculture, facilitated this growth and decline. However, the discovery of the oil in the region elevated the region to one that could compete on a global market. Many nations in Southwest Asia (Middle East) benefit from this specialization with increased oil revenues and the formation of a new international collaboration amongst oil-producing nations known as the Organization of the Petroleum Exporting Nations (OPEC) with many key shareholders located within the region. Students will explore the role of OPEC as well as other factors which positively influence economic growth in terms of production, distribution, and consumption of goods and services via trade and world influence.

**Connection to Connecting Theme/Enduring Understandings**

**Location:** The student will understand that location affects a society’s economy, culture, and development.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**GSE for Social Studies (standards and elements)**

- **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.**
### 7th Grade Frameworks for the Georgia Standards of Excellence in Social Studies

| Reading: | 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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td></td>
</tr>
</tbody>
</table>
| Connection to Literacy Standards for Social Studies (reading and/or writing) | Reading:  
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  
L6-8RHSS3: 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).  
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  
Writing:  
L6-8WHST1: Write arguments focused on discipline-specific content.  
L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience  
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration |
| Connection to Social Studies Matrices (information processing and/or map and globe skills) | 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  
8. identify social studies reference resources to use for a specific purpose  
11. draw conclusions and make generalizations  
12. analyze graphs and diagrams  
14. formulate appropriate research questions |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>determine adequacy and/or relevancy of information</td>
</tr>
<tr>
<td><strong>Map and Globe Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>compare and contrast the categories of natural, cultural, and political features found on maps</td>
</tr>
<tr>
<td>6.</td>
<td>use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</td>
</tr>
<tr>
<td>7.</td>
<td>use a map to explain impact of geography on historical and current events</td>
</tr>
<tr>
<td>8.</td>
<td>draw conclusions and make generalizations based on information from maps</td>
</tr>
<tr>
<td>11.</td>
<td>compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
</tr>
</tbody>
</table>
## Essential Questions and Related Supporting/Guiding Questions

| Enduring Understanding 1 | 1. How is where we live vital to how we live?  
|                         |   • 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 | 1. How can humans, their society, and the environment impact each other?  
| Human Environmental Interaction |   • 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?  
| Enduring Understanding 3 | 1. Why is location important for production, distribution, consumption?  
| Production, Distribution, Consumption |   • Why can certain things not be produced in certain areas?  
|                         |   • What impact does society play on production?  
|                         |   • What impact does the economy have on distribution and consumption?  

## Sample Instructional Activities/Assessments

### Where in the World is the Oil?

**Description:**
1. Predict 5 places in the world that may contain the largest oil reserves. Discuss their reasoning.
2. Analyze the map. Website for the following map is: [https://en.wikipedia.org/wiki/Oil_reserves#/media/File:Oil_Reserves_Updated.png](https://en.wikipedia.org/wiki/Oil_reserves#/media/File:Oil_Reserves_Updated.png)
3. List the countries with the world’s largest known oil deposits, based on the map. Discuss.
4. RESEARCH: What percentage of the world’s oil is found in those countries located near the Persian Gulf?
5. What implications does this have for nations surrounding the Persian Gulf?
6. How could oil, and other natural resources, aid in the development of a nation? How could this lead to conflict?

### GSE Standards and Elements

- **SS7G7** Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).
- **SS7E6** Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey
  
  d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
  
  e. Describe the role of entrepreneurship.

### Literacy Standards

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

**Map and Globe Skills:**
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

**Information Processing Skill:**
11. draw conclusions and make generalizations

**Enduring Understanding:**
Production, Distribution, Consumption
An oil barrel (abbreviated as bbl) is a unit of volume whose definition has not been universally standardized.
## Exporting and Trading Relationships

### Description:
1. The following activity is listed below. When the teacher makes copies for his/her class, he/she should make the copier bigger in order for student to write within the boxes.
2. Research and compare the positioning of Israel, Saudi Arabia, and Turkey ([www.heritage.org](http://www.heritage.org)) (see graphic organizer)

### GSE Standards and Elements

<table>
<thead>
<tr>
<th>SS7E4 Analyze different economic systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</td>
</tr>
<tr>
<td>c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Explain how specialization encourages trade between countries.</td>
</tr>
<tr>
<td>c. Explain why international trade requires a system for exchanging currencies between nations</td>
</tr>
</tbody>
</table>

### Literacy Standards:

<table>
<thead>
<tr>
<th>L6-8WHST1: Write arguments focused on discipline-specific content.</th>
</tr>
</thead>
</table>

### Map and Globe Skills:

<table>
<thead>
<tr>
<th>7. use a map to explain impact of geography on historical and current events</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. draw conclusions and make generalizations based on information from maps</td>
</tr>
</tbody>
</table>

### Information Processing Skills:

<table>
<thead>
<tr>
<th>1. compare similarities and differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. identify and use primary and secondary sources</td>
</tr>
<tr>
<td>11. draw conclusions and make generalizations</td>
</tr>
</tbody>
</table>

### Enduring Understanding:

Production, Distribution, Consumption
## Exporting and Trading Relationships

Directions: Place Saudi Arabia, Turkey and Israel on the continuum. Utilize [www.heritage.org](http://www.heritage.org) to find their overall score.

0 \[---\] 50 \[---\] 100

<table>
<thead>
<tr>
<th>Pure Command</th>
<th>50</th>
<th>Pure Market</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Currency</th>
<th>Do neighboring countries have something they might need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top 3 Major Exports</td>
<td></td>
</tr>
</tbody>
</table>

### Saudi Arabia

<table>
<thead>
<tr>
<th>Top 3 Major Exports</th>
<th>Type of Currency</th>
<th>Do neighboring countries have something they might need?</th>
</tr>
</thead>
</table>

### Turkey

<table>
<thead>
<tr>
<th>Top 3 Major Exports</th>
<th>Type of Currency</th>
<th>Do neighboring countries have something they might need?</th>
</tr>
</thead>
</table>

### Israel

<table>
<thead>
<tr>
<th>Top 3 Major Exports</th>
<th>Type of Currency</th>
<th>Do neighboring countries have something they might need?</th>
</tr>
</thead>
</table>

How does specialization encourage trade? Why do we need a system for exchanging currencies between nations?
## Cause and Effect Economic Implications due to Environmental Issues

### Description:
1. Review some of the environmental issues of the Middle East issues (water conservation, irrigation, dams, water rights, desalination, urbanization, overcrowding, food shortages, desertification, agricultural practices, pollution, etc.).
2. Students will show their findings of the cause and effect of the economic implications due to the environmental issues by completing the activity attached below.

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.</td>
</tr>
</tbody>
</table>

### Literacy Standards:
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Map and Globe Skills:
- 7. use a map to explain impact of geography on historical and current events
- 11. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

### Information Processing Skill:
- 15. determine adequacy and/or relevancy of information

### Enduring Understandings:
Production, Distribution, Consumption; Location
Cause and Effect Chain

Your task: Copy and complete the following chart for your environmental issue showing the other factors that lead to it and are a result from your issue.

Instructions:
1. Copy the chart below onto your own paper.
2. Write the environmental issue in the middle box (box 3).
3. In box 2 write an event that caused the issue in box 3. Include a short explanation (at least one complete sentence) about the issue.
4. In box 1 write an event that caused the issue in box 2. Include a short explanation (at least one complete sentence) about the issue.
5. In box 4 write a consequence that was an effect of (was caused by) the environmental issue in box 3. Include a short explanation (at least one complete sentence) about the effect.
6. In box 5 write another consequence that was an effect of (was caused by) the environmental issue in box 4. Include a short explanation (at least one complete sentence) about the effect.

7. Look over the chart you just made. When you consider the causes and effects of the environmental issue in the center does it make you think that consequences are important our environment or not? Write an ARE statement explaining your answer.
   - A: ___________________________ is / is not a very important to our environment
   - R: because ____________________________
   - E: This is proven by ____________________________ which shows ____________________________
## Factors that Contribute to Economic Growth

**Description:**
1. Review the 4 factors that contribute to economic growth: Human capital, capital resources, natural resources, and entrepreneurship.
2. As a Class, individuals, or groups visit the OECD (Organization of Economic Cooperation and Development) website which allows you to compare various countries within selected parameters: [http://www.oecd.org/statistics/compare-your-country.htm](http://www.oecd.org/statistics/compare-your-country.htm)
3. Evaluate each designated country in terms of: education, agriculture, trade, health, development, employment, innovation & productivity, poverty & inequality, environment, etc. (Hint: There is an abundance of information, you may want to limit the task to 2 or 3 countries, evaluated from 2-3 indicators)
4. Compare and contrast information, then draw conclusions and predict which country is experiencing the greatest economic growth.
5. Confirm answers here: [http://www.tradingeconomics.com/united-states/indicators](http://www.tradingeconomics.com/united-states/indicators) (According to GDP growth, GDP per capita growth, import and export values, etc.)

### GSE Standards and Elements

- **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

### Literacy Standards

- **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

### Information Processing Skills:

1. compare similarities and differences

8. identify social studies reference resources to use for a specific purpose

11. draw conclusions and make generalizations

12. analyze graphs and diagrams

### Enduring Understanding:

- Production, Distribution, Consumption
# OPEC vs. The Rest of the World

**Description:**

1. Analyze the graph Oil Reserves by Region Graph: Image can be found on the following website: [http://static.guim.co.uk/sys-images/Guardian/Pix/photobylines/2010/6/10/1276162234651/world-oil-consumption-001.jpg](http://static.guim.co.uk/sys-images/Guardian/Pix/photobylines/2010/6/10/1276162234651/world-oil-consumption-001.jpg)
2. Draw 3 conclusions based on your analysis
3. Analyze the Oil Consumption graphic
4. Draw 3 conclusions.
5. Based on that information, explore reason why it may be important for the U.S. and other nations to explore alternative and renewable forms of energy

**GSE Standards and Elements**

- **SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**
  - d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

**Literacy Standards**

**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

**Information Processing Skills:**

1. compare similarities and differences
2. identify issues and/or problems and alternative solutions
3. analyze graphs and diagrams

**Map and Globe Skills:**

1. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
2. use a map to explain impact of geography on historical and current event

**Enduring Understanding:**

Production, Distribution, Consumption
Oil consumption around the world

Source: [http://static.guim.co.uk/sys-images/Guardian/Pix/photobylines/2010/6/10/1276162234651/world-oil-consumption-001.jpg](http://static.guim.co.uk/sys-images/Guardian/Pix/photobylines/2010/6/10/1276162234651/world-oil-consumption-001.jpg)
# OPEC Brain Chain

**Description:**
2. Students will research OPEC to complete the following activity.
3. Students are allowed to select their own words to complete the BRAIN CHAIN activity.
4. Students should make sure their words chosen answer the following questions:
   - what is OPEC?
   - what member from our Middle East countries of focus are members?
   - what is OPEC’s purpose?
5. DISCUSS: After students have researched OPEC and completed the activity, the class should thrash out rather they believe OPEC is a good or bad arrangement.

| GSE Standards and Elements | **SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**  
 | d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC). |

| Literacy Standards Social Studies Matrices Enduring Understanding(s) | **Literacy Standard:**  
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). |

| 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 |

| **Enduring Understanding:**  
Production, Distribution, Consumption |
Brain Chain

Your Job: Make connections between important concepts and vocabulary when studying OPEC.

Instructions:

1. Make a chart like the example below on your own paper with 15 boxes under the Concepts column, not just 4.
2. Create a list of **15** people, concepts, terms, or locations in the “Concepts” column below. These can be any terms related to OPEC. (EXAMPLE: For Rome you could put Italy, aqueduct, citizen, gladiators, roads, Constantine, etc.)

Five of your words must be taken from this list of general social studies terms:

<table>
<thead>
<tr>
<th>Contributed</th>
<th>Primary</th>
<th>Develop</th>
<th>Ensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stable</td>
<td>Climate</td>
<td>Unify</td>
<td>Advantage</td>
</tr>
<tr>
<td>Resources</td>
<td>Provided</td>
<td>Throughout</td>
<td>Benefit</td>
</tr>
</tbody>
</table>

3. Then, in the “Links” column, write a sentence or two explaining how each pair of terms is connected. For example, if you had a link of citizen and gladiator you might write: “Gladiators were often slaves who fought to earn their freedom; they could even earn enough money to become a citizen.”

***When you are done you must have 15 concepts and 14 sentence links!***

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Jones</td>
<td>Mrs. Jones high game score proves she can play basketball.</td>
</tr>
<tr>
<td>Unify</td>
<td>Mrs. Jones unified the team with her high scoring.</td>
</tr>
<tr>
<td>Ensure</td>
<td>Mrs. Jones ensured the team’s place in the finals and the home team advantage with the win.</td>
</tr>
<tr>
<td>Advantage</td>
<td></td>
</tr>
</tbody>
</table>
## Oil Control and Conflict “BE the THING”

**Description:**

1. Watch the following video: [https://youtu.be/qGxOtalqpk?list=UUgRvm1vLFoaQKhmaTqXk9SA](https://youtu.be/qGxOtalqpk?list=UUgRvm1vLFoaQKhmaTqXk9SA) “Who Controls the World’s Oil?
2. Why is there conflict over oil?
3. As a class, speculate and plan: What might happen to oil-rich nation’s economies, like Saudi Arabia, once their oil reserves are depleted? What would you do if you were the leader of a nation?
4. Research what Saudi Arabia plans to do in preparation for depletion. Watch “Can the Middle East Survive without Oil” [https://youtu.be/beGNG9X4TBI](https://youtu.be/beGNG9X4TBI)
5. Students are to complete the following activity from the perspective of the OIL. Their narrative writing should include the following:
   1) four factors that most influence economic growth: capital resources, human capital, natural resources and the support of entrepreneurs.
   2) Why investment is important within the countries with the predominant amount of oil?
   3) Which investment generally has the greatest impact? (human capital)

### GSE Standards and Elements

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

### Literacy Standards

- **Social Studies Matrices**
- **Enduring Understanding(s)**

| **Literacy Standard:** |
| L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| **Information Processing Skill:** |
| 3. identify issues and/or problems and alternative solutions |

| **Enduring Understanding:** |
| Production, Distribution, Consumption |
Oil Control “Be the Thing”

Your Job: Write a short personal response as if you were the oil in the Middle East. Your response should include both emotional and physical feelings of the oil. Imagine you are the thing! For example, if you were the needle that Betsy Ross used to sew the flag you would have quite a bit to think about.

-Your response must include:

4) Include the four factors that most influence economic growth: capital resources, human capital, natural resources and the support of entrepreneurs.

5) Why investment is important within the countries with the predominant amount of oil?

6) Which investment generally has the greatest impact? (human capital)

-Be at least two complete paragraphs in length.

-Describe the purpose and function of the object.

-Describe how the object might feel or what it might be thinking.

-Mention the historical situation

Example: The needle for Betsy Ross as she sewed the flag.

Whoa! Where am I? I was just minding my own business and now “BOOM!” I’m here in her hand. Oh boy! What is this...? “Front stitch, back stitch, front stitch back stitch.” She keeps saying this late into the night. Every night. My mom told me I had a big job for our nation. I didn't know Betsy would pick me. I can’t believe it! We are just starting, but this sure is a pretty shade of red my owner picked. But wow! THIS fabric is think! It really hurts as she pushed my th through the fabric. I can’t let her down though. I can’t let my country down. I can’t believe I am helping her sew the flag that will represent our nation one day!

Ha, just think, if I hadn’t been here, Ms. Ross may not have been able to fulfill the job that George Washington has asked her to do. I’ll admit though, I’m a little jealous of my brothers and sisters right now that are quietly resting in her sewing kit. This is a lot of work! I will go down in history. No one ever considered how important my job was to help Betsy Ross sew this beautiful flag. Now that thing will go down in history! Nobody ever thinks of how important I am though. After all, Ms. Ross is a widow now, and she is trying to keep her upholstery business going. General George Washington asking her to sew a new flag to represent the first flag will surly bring her the recognition she needs to get her business in a better shape, and I am so thankful I can be the one to help her do this, for herself and her children. I also know that by me being the needle chosen to do the job will help ensure the Continental Congress promote national pride.

I know one day I’ll be rusty, and no one will think of me again. Hey, it happens to all of us. At least I know I'll have served a great purpose. This woman and the flag are going to change the world and I got to be a part of it.
### Read and Write- What if Iran’s Rivers Run dry?

**Description**

1. Show image below. Explain the instructions are to “Caption This” (What do they believe could be written underneath the image? If needed, prompt them with the 5Ws and H- who, what, when, where, why, and how?) Image found on the following website: [http://www.npr.org/templates/story/story.php?storyId=122294630](http://www.npr.org/templates/story/story.php?storyId=122294630)
2. Share the entire picture with the class. Have them share answers and reveal the actual caption.
4. Have students identify the main idea and supporting details, and connected it to how these issues impact the economy
5. Have the students write an advice letter to someone in Turkey or Syria (directions attached below).

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th><strong>SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Standards</strong></td>
<td><strong>Enduring Understanding(s)</strong>: Location: The student will understand that location affects a society’s economy, culture, and development</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Information processing Skills: 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 11. draw conclusions and make generalizations</td>
</tr>
</tbody>
</table>
1) What do they believe could be written underneath the image?
2) What does this picture make you think of when you see it?
3) What do you think this is a picture of?
4) Why do you think that (referring back to your answer in number 3)?

Advice letter

Your Job: Write a personal letter to someone in Turkey or Syria giving them advice on how to help your country deal with the water shortage. Your letter should include any key terms involved with the water shortage in some way.

Instructions:

1. Address your letter properly. “Dear Charlemagne,”
2. Briefly explain the situation. (1 paragraph)
3. Give advice on how the person can deal with the problem. (1 paragraph)
4. You are writing this as if you were giving a friend advice, try to be helpful!
5. Close the letter properly. “Sincerely, your friend”
**Culminating Unit Performance Task**

**United Nations: Commercial and Proposal**

**Description:** (Assignment can be created individually or in groups-teacher discretion)

1. Each group will be assigned one country within the unit.
2. Each member will research and present a briefing on one specific aspect of the nation: geographical, cultural, governmental, economic, and environmental issues (ranked in terms of importance, according to the group).
3. The group will write a 1 page proposal requesting the funds needed to address the main environmental issues facing their nation.
4. The group will act as a delegate for their country and will present their proposal to the United Nations (U.N) for consideration:
   - The proposal must include:
     - Causes of the environmental problems: geographical, cultural, governmental, economics, human
     - Effects of the problems: how does it harm your nation, in terms of: geographic, cultural, government, economics, populations
     - Solution: How will this solution improve the overall environmental condition/s of your nation and make life better for the people living there? How will your solution affect (both positively and negatively) each of the following factors?
5. Create a 3-5 minute commercial (or newscast) for the U.N, including the all of the above information. (include any other creative elements that might enhance your commercial and the viewer opinion of need (think about how commercials convince you to take action)

You may also use any of the following formats for the proposal, or one of your own creation approved by the teacher:
- PowerPoint
- Pamphlet/brochure
- Moviemaker presentation
- A paper proposal with an accompanying visual poster
- A paper proposal with charts, tables, and/or graphs

* MUST INCLUDE A MAP of the country and IMAGES *

* All forms must include the written proposal as well as the commercial. Each group will pick an opposing country to present against, and the UN will award the needed funds to the country with the most pressing environmental problems, based on each group’s overall presentation.

**Websites Needed for Research:**

2. [http://libguides.gatech.edu/countryinfo/countryme](http://libguides.gatech.edu/countryinfo/countryme)
### GSE Standards and Elements

<table>
<thead>
<tr>
<th>GSE Standards and Elements</th>
<th>Literacy Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.</td>
<td>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</td>
</tr>
<tr>
<td>c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).</td>
<td>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</td>
</tr>
<tr>
<td>SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).</td>
<td>Map and Globe Skills:</td>
</tr>
<tr>
<td>a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.</td>
<td>7. use a map to explain impact of geography on historical and current events</td>
</tr>
<tr>
<td>SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).</td>
<td>8. draw conclusions and make generalizations based on information from maps</td>
</tr>
<tr>
<td>a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.</td>
<td>11. compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</td>
</tr>
</tbody>
</table>

### Literacy Standards

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

L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

### Map and Globe Skills:

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

### Information Processing Skills:

6. identify and use primary and secondary sources
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions

### Enduring Understanding:

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other