

7<sup>th</sup> Grade Modern World Studies 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 7<sup>th</sup> Modern World Studies Social Studies Course.

<b>7<sup>th</sup> grade- Unit 4- Origins of Modern Southwest Asia (Middle East)</b>	
<b>Elaborated Unit Focus</b>	Historical events have shaped many aspects of Southwest Asia. The Middle East is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam. All share the common belief in one God, the God of Abraham. Throughout history, these prominent religions have influenced culture, politics, and world events and have existed an essential part of the landscape of the region. Students will examine the history of the collapse of the Ottoman Empire and European partitioning of the Middle East as a vital event which serves as the catalyst for many regional conflicts of today. The student will understand that the religious differences, ethnic differences, and cultural variances are often cause for conflict and/or change.
<b>Connection to Connecting Theme/Enduring Understandings</b>	<b>Conflict and Change</b> <b>Culture</b> <b>Movement and Migration</b>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b></p> <ul style="list-style-type: none"> <li>a. Explain how European partitioning in the Middle East following WWI led to regional conflict.</li> <li>b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti-Semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.</li> <li>c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).</li> <li>d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq</li> </ul> <p><b>SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).</b></p> <ul style="list-style-type: none"> <li>a. Explain the differences between an ethnic group and a religious group.</li> <li>b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).</li> <li>c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</li> </ul>

7<sup>th</sup> Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p><b>Reading:</b></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>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic</p> <p><b>Writing:</b></p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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</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><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>2. organize items chronologically</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>7. interpret timelines, charts, and tables</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>10. analyze artifacts</li> <li>11. draw conclusions and make generalizations</li> <li>12. analyze graphs and diagrams</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> </ol> <p><b>Map and Globe skills:</b></p> <ol style="list-style-type: none"> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>7. use a map to explain impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</li> </ol>

<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1 Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. How can conflict cause change?                             <ul style="list-style-type: none"> <li>• How can conflict be good?</li> <li>• How can conflict be bad?</li> <li>• How can something good be bad?</li> </ul> </li> </ol>
<b>Enduring Understanding 2 Culture</b>	<ol style="list-style-type: none"> <li>1. How does society reflect diverse cultures?                             <ul style="list-style-type: none"> <li>• How does society impact government?</li> <li>• How do one’s beliefs shape a society?</li> <li>• How do traditions shape a society?</li> </ul> </li> </ol>
<b>Enduring Understanding 3 Movement and Migration</b>	<ol style="list-style-type: none"> <li>1. Why is movement necessary for survival?                             <ul style="list-style-type: none"> <li>• How can movement affect society?</li> <li>• How can movement be good for one group but bad for another?</li> <li>• How does migration affect society?</li> </ul> </li> </ol>

## Memoirs of a Holocaust Survivor

Description – (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Listen to the following memoir of a Holocaust Survivor:  
<http://www.holocaustsurvivors.org/data.show.php?da=survivors&di=record&ke=6>
2. Complete the 4 square below (or alter as needed)
3. WRITE: Why did many Zionists believe that Jews deserved a safe homeland after the Holocaust?

<b>GSE Standards and Elements</b>	<p><b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b></p> <p>a. Explain how European partitioning in the Middle East following WWI led to regional conflict.</p> <p>b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti-Semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.</p>
<p><b>Literacy Standards</b></p> <p><b>Social Studies Matrices</b></p> <p><b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standard:</b></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><b>Information Processing Skills:</b></p> <p>10. analyze artifacts</p> <p>11. draw conclusions and make generalizations</p> <p><b>Enduring Understanding:</b></p> <p>Conflict and Change</p>



Georgia Department of Education

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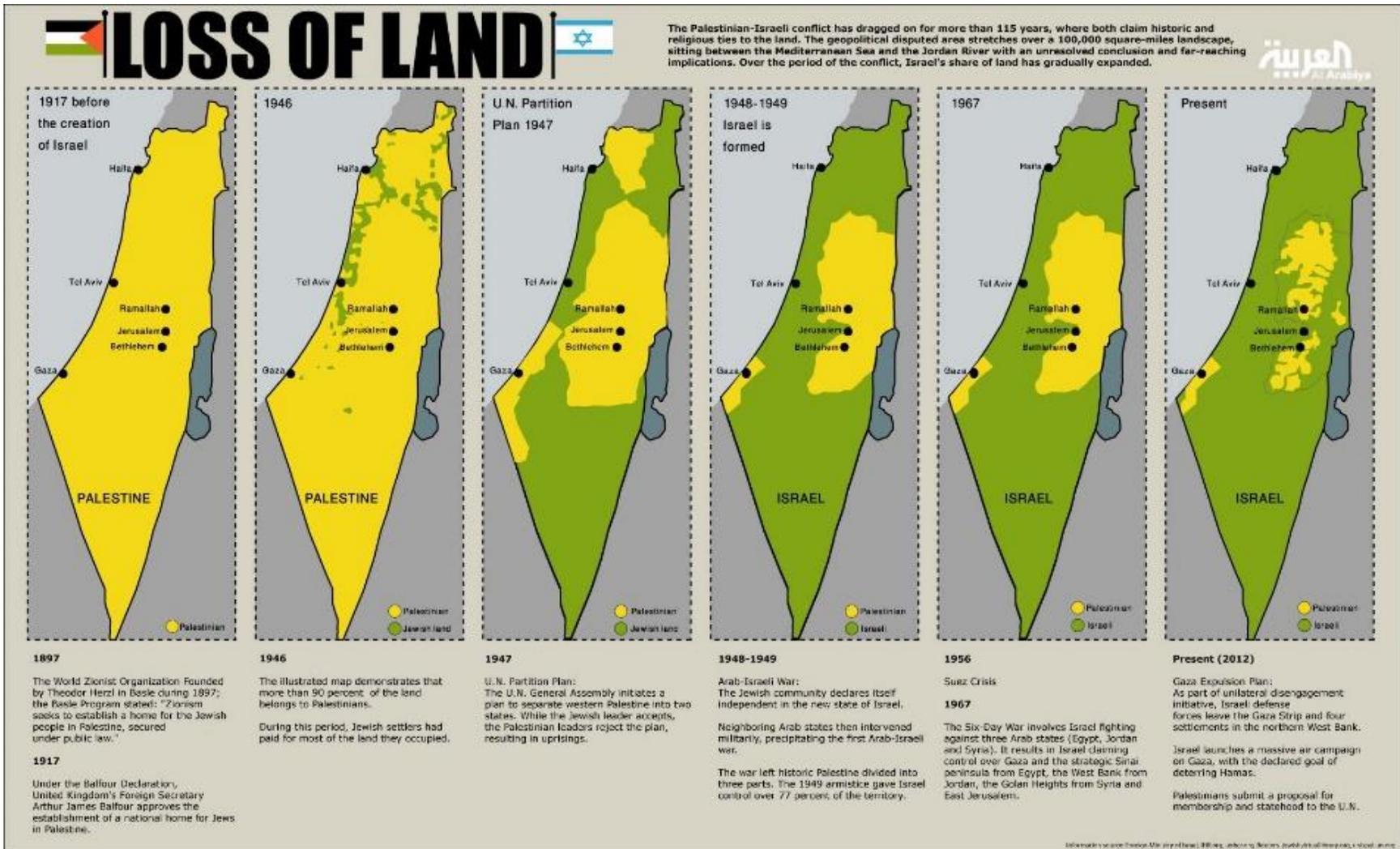
<p>Create a diagram illustrating the connection between: Anti-Semitism, Holocaust, and Zionism</p>	<p>I feel....</p>
<p>I wonder....?</p>	<p>I think...</p>

## The Significance of Israel to All Religions

Description - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Watch (includes photo, plans, and commentary) <https://www.youtube.com/watch?v=1wo2TLIMhiw> (10mins total; The most relevant information starts at 4:55). Have student to identify the Issues, Problems, and attempted solutions
2. There have been many attempts to resolve the conflict over land and religion in the territory. Show the image below of the UN resolution. [https://occupiedpalestine.files.wordpress.com/2013/06/israel-palestine\\_map\\_19225\\_2469.jpg](https://occupiedpalestine.files.wordpress.com/2013/06/israel-palestine_map_19225_2469.jpg) (Foreign Ministry of Israel)
3. Design a *new* plan that satisfies and honors what is fair and just for all people, and justifiable.
4. Illustrate your resolution, and propose it to the class. (allow the class to ask questions about the plans)

<p><b>GSE Standards and Elements</b></p>	<p><b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b>                  c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).</p> <p><b>SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).</b>                  a. Explain the differences between an ethnic group and a religious group.                  c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standard:</b>                  L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Information Processing Skills:</b>                  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</p> <p><b>Map and Globe Skill:</b>                  11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</p> <p><b>Enduring Understanding:</b> Conflict and Change</p>



## Holocaust Questions and Answers

Description - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Ask students to list 5 additional questions that they have about the events of the Holocaust. Share a few a loud.
2. Explain to the students that they are going to conduct brief research to investigate the answers
3. Point students to this site: <https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students> which has vast amount of student friendly information
4. Give the students time to conduct their research, answer their own questions, and the allow them to share out their most interesting discovery
5. After review, draw their attention back to key concepts in the unit (i.e. Zionism) to integrate content knowledge.

**GSE Standards and Elements**

- **SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**
  - a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
  - b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti-Semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.

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

**Literacy Standards:**

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

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

L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research

**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

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

**Information Processing Skills:**

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>7. interpret timelines</li><li>8. identify social studies reference resources to use for a specific purpose</li><li>10. analyze artifacts</li><li>11. draw conclusions and make generalizations</li><li>12. analyze graphs and diagrams</li><li>14. formulate appropriate research questions</li></ul> |
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**Enduring Understanding:**

Conflict and Change

## Headlines: Hear Ye! Hear Ye! Read all about it?

**Description**

1. Use a computer or your personal technology to in order to identify “headlines” in regards to conflicts in Modern Middle East. Suggested links for students to research are:  
[http://www.bbc.com/news/world/middle\\_east](http://www.bbc.com/news/world/middle_east)  
<http://www.jpost.com/Middle-East>  
<http://www.telegraph.co.uk/middle-east/>
2. Give students 5 minutes, like a race, to write down all headlines connecting to issues/conflicts in the Middle East TODAY (within the last year)
3. Students must classify all of their headlines into major categories (i.e. environmental issues, religion, culture)
4. Draw ties between the current headlines and information learned in class
5. Determine how many of those headlines could have originated as a result of the Partitioning of Middle East.

**GSE Standards and Elements**

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

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

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

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

<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  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  L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.  L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p><b>Information Processing Skills:</b>  8. identify social studies reference resources to use for a specific purpose  11. draw conclusions and make generalizations  12. analyze graphs and diagrams  15. determine adequacy and/or relevancy of information</p> <p><b>Map and Globe Skills:</b>  6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps  8. draw conclusions and make generalizations based on information from maps</p> <p><b>Enduring Understandings:</b>  Conflict and Change; Culture</p>
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## The Kurds- in the midst of a Humanitarian Crisis

Description - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Review the connection of Saddam Hussein to many of the events in the Middle East (i.e. War in Iran, Invasion of Kuwait, and the Persian Gulf war)
2. Watch the following BBC New clip and determine why the U.S. felt that helping the Kurds was necessary due to the humanitarian crisis: <https://www.youtube.com/watch?v=syQshRutdSw&feature=youtu.be>
3. Watch this 10 min. documentary giving an overview of the plea from the Kurds to stop the persecution: [https://youtu.be/wDNBYhx\\_STo](https://youtu.be/wDNBYhx_STo)
4. Students should listen and watch, while taking citing evidence which answers the following questions:  
What are some similarities between the experiences of the Kurds and the Jews?  
Why do you believe the Kurds called on their Jewish neighbors for help?
5. Students should also complete the attached document analysis that is found on the following site: [https://www.archives.gov/files/education/lessons/worksheets/motion\\_picture\\_analysis\\_worksheet.pdf](https://www.archives.gov/files/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf)

**GSE Standards and Elements**

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

c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).

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

**Literacy Standard:**

L6-8WHST1: Write arguments focused on discipline-specific content

**Information Processing Skills:**

1. compare similarities and differences
11. draw conclusions and make generalizations

**Enduring Understandings:**

Conflict and Change; Culture



## “What was his position?” Cause and Effect Chain

<b>“What was his position?” Cause and Effect Chain</b>	
Description 1. Have students read <a href="http://www.pbs.org/wgbh/pages/frontline/shows/choice2004/bush/war.html">http://www.pbs.org/wgbh/pages/frontline/shows/choice2004/bush/war.html</a> to determine Bush’s position on Iraq and his reason for the U.S. getting involved. 2. Students should complete the attached Cause and Effect Chain below to demonstrate their understanding of what led up to the Iraq War and the consequences that have followed since the war.	
<b>GSE Standards and Elements</b>	<b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b> d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<b>Literacy Standards:</b> L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research. <b>Information Processing Skills:</b> 6. identify and use primary and secondary sources 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information 17. interpret political cartoons <b>Enduring Understanding:</b> Conflict and Change

# Cause and Effect Chain: What was his position?

**Your Job:** Copy and complete the following chart using the article to show the Iraq War decision to show how the events that led to the war and resulted from the war.

Instructions:

1. Copy the chart below onto your own paper.
2. Write the assigned event (Iraq War) in the middle box [box 3].
3. In box 2 write an event that caused the Iraq War. Include a short explanation (at least one complete sentence) about the event.
4. In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event. 5. In box 4 write an event that was an effect of (was caused by) the Iraq War. Include a short explanation (at least one complete sentence) about the event.
6. In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



7. Look over the chart you just made. When you consider the causes and effects of the Iraq War, does it make you think that event was very important in history or not? Write an ARE statement explaining your answer.

- A: \_\_\_\_\_ is / is not a very important event in history
- R: because \_\_\_\_\_
- E: This is proven by \_\_\_\_\_ which shows

\_\_\_\_\_

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## Comparison of the Major Religions of the Middle East

Description: - (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Predict what order the world religions were established. Have students watch Animated Map Show How Religion Spread Around the World: <https://youtu.be/AvFl6UBZLv4>
2. Discuss what implications the spread (movement) of religion might have in terms of land, beliefs, culture, and people
3. Have students complete a KNL (Know, Need to Know, Learned) chart regarding the three major religions in Southwest Asia (Middle East); Judaism, Christianity, and Islam. This will be the springboard for class discussion regarding the similarities and differences between these religions and how they have influenced the cultures of the region
4. Watch TED ED: The five major world religions - John Bellaimy  
[https://www.youtube.com/watch?v=m6dCxo7t\\_aE&t=408s](https://www.youtube.com/watch?v=m6dCxo7t_aE&t=408s)
5. As students are watching the video, they should be allowed (encouraged) to take notes so that they are able to complete the Countdown to the Spread of Religion graphic organizer (attached below).

**GSE Standards and Elements**

**SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**  
 a. Explain the differences between an ethnic group and a religious group  
 c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

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

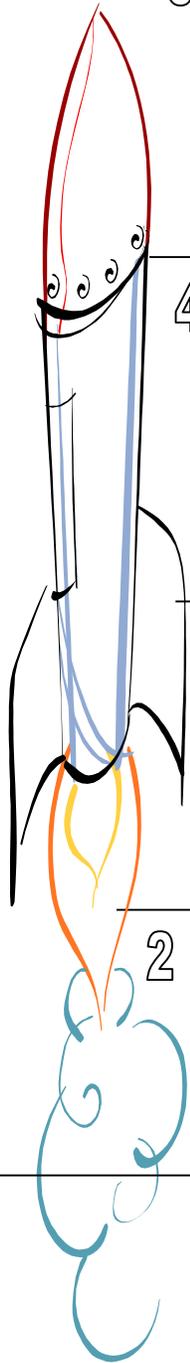
**Literacy Standard:**  
 L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Information Processing Skills:**  
 2. organize items chronologically  
 11. draw conclusions and make generalizations

**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

**Enduring Understandings:** Culture; Movement/Migration

# Spread of Religion Countdown!



5 Important people, places or things (with a short description/definition of each):

4 Review questions:

3 Interesting facts that you learned :

2 Topics you'd like to learn more about:

1 Picture or symbol such as a map, timeline, graph or drawing. (can be completed on the back)

## Political Cartoon

Description: (note: the instructor should always review material prior to the lesson to determine if it is appropriate for your students)

1. Analyze the political cartoon below <http://www.jewishlearningworks.org/israeli-palestinian-conflict/>
2. Identify key “clues” that are detailed in the political cartoon, and their significance.
3. What is the artist’s perspective on the Arab-Israeli conflict over Palestine/Israel?
4. Create a dialogue bubble for each party involved- what might they say to the other?
5. If you came along as a 3 person to mediate this situation, what would you propose to solve this dilemma?

**GSE Standards and Elements**

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

c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict)

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

**Literacy Standards:**

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

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).

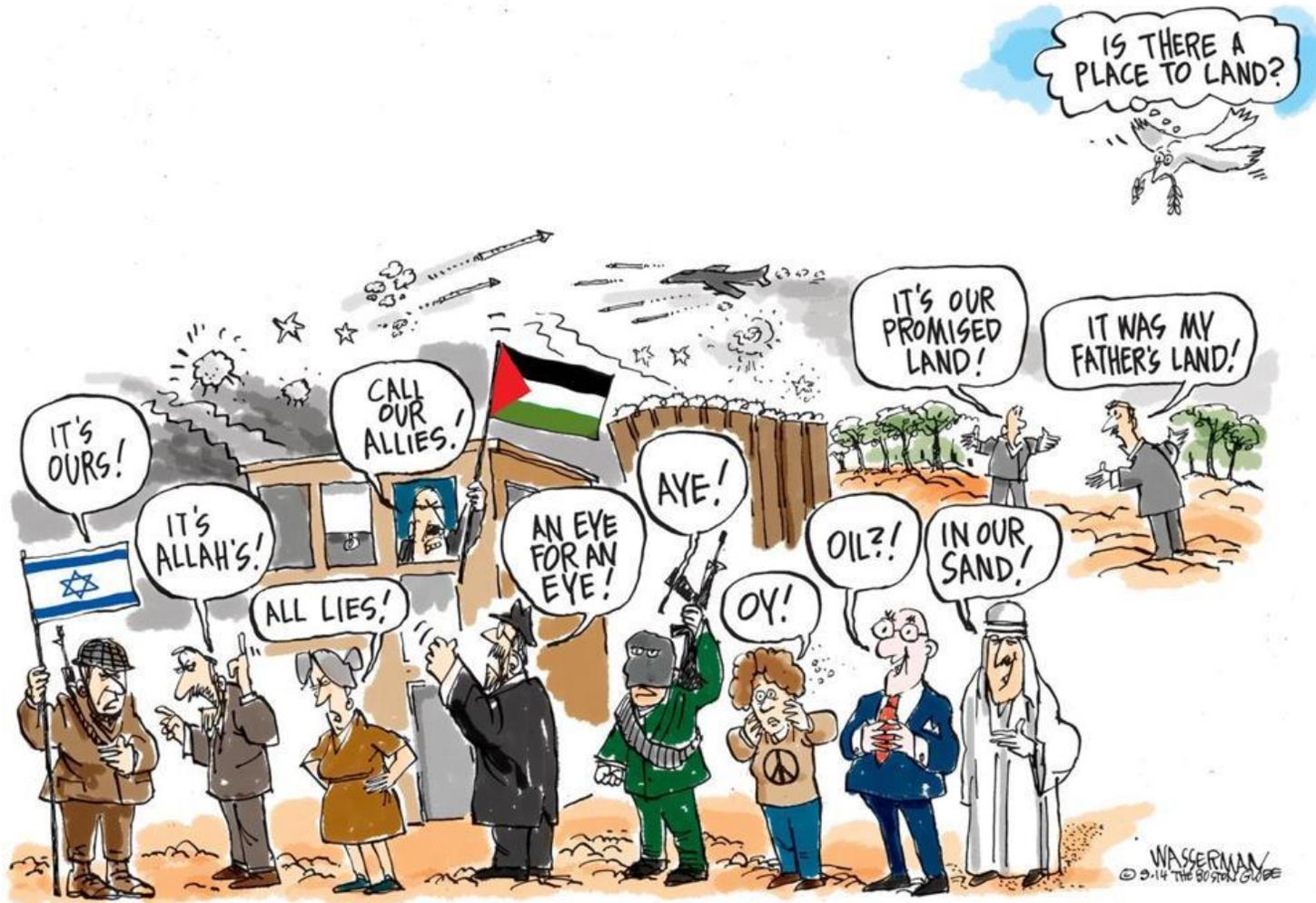
L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

**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
11. draw conclusions and make generalizations
17. interpret political cartoons

**Enduring Understandings:**

Conflict and Change; Movement/Migration



<http://www.jewishlearningworks.org/israeli-palestinian-conflict/>

## Partitioning and Politics

**Description:**

Display the map of the partitioning of the Middle East, and have the student explain how that led to many of the regional conflicts of today: see image below found on the following website: <http://www.jewishvirtuallibrary.org/map-of-the-middle-east-1930>

1. On a map, diorama, or digital re-enactment, identify the locations/regions of the following conflicts:
  - \*Palestine-Israel Conflict and the Establishment of the state of Israel (and Gaza Strip)
  - \*Anti-Semitism and the Holocaust
  - \*Establishment of the State of Israel and Gaza Strip Conflict
  - \*U.S. Presence in Middle East:
    - War In Iraq
    - Persian Gulf War
    - War in Afghanistan
2. Research AT LEAST 3 additional facts of interest for each, which may not have been discussed in class content. Teachers may suggest the following websites for research:
  - <http://www.jewishvirtuallibrary.org/map-of-the-middle-east-1930>
  - <http://www.jewishlearningworks.org/israeli-palestinian-conflict/>
  - <https://israelipalestinian.procon.org/view.resource.php?resourceID=000638>
3. Include a brief explanation of the cause, effect, and the U.S. involvement in each of the conflicts.
4. Include a timeline of these major events STARTING with the partitioning of the Ottoman Empire
5. WRITE: How might the present be different, if the partitioning never occurred in the past?

**GSE Standards and Elements**

- **SS7H2 Analyze continuity and change in Southwest Asia (Middle East).**
  - a. Explain how European partitioning in the Middle East following WWI led to regional conflict.
  - b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, anti-Semitism, the development of Zionism in Europe, and the aftermath of the Holocaust.
  - c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).

	<p>d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  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.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>2. organize items chronologically</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>7. interpret timelines</li> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>7. use a map to explain impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>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</li> </ol> <p><b>Enduring Understanding:</b>  Conflict and Change</p>



## Culminating Unit Performance Task

### H2: History Newscast

**Description**

1. Students will need to utilize the research from the unit of study to complete this activity.
2. They may also use the following websites to assist them with completing the task:  
<http://www.jewishvirtuallibrary.org/map-of-the-middle-east-1930>  
<http://www.jewishlearningworks.org/israeli-palestinian-conflict/>  
<https://israelipalestinian.procon.org/view.resource.php?resourceID=000638>  
<http://www.thetower.org/article/the-map-that-ruined-the-middle-east/>
3. Students should complete the activity listed below after deciding which event they found most interesting in the unit of study. The activity can be altered to support your students.

<b>GSE Standards and Elements</b>	<p><b>SS7H2 Analyze continuity and change in Southwest Asia (Middle East).</b></p> <p>a. Explain how European partitioning in the Middle East following WWI led to regional conflict.</p> <p>b. Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.</p> <p>c. Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).</p> <p>d. Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b></p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

	<p>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.</p> <p><b>Information Processing Skills:</b></p> <ul style="list-style-type: none"><li>3. identify issues and/or problems and alternative solutions</li><li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li><li>6. identify and use primary and secondary sources</li><li>11. draw conclusions and make generalizations</li></ul> <p><b>Enduring Understandings:</b></p> <p>Conflict and Change; Movement/Migration; Culture</p>
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## H2: History Newscast

**Your Job:** Create a 3-5 minute video news report about an event you learned while studying **SS7H2: Analyze continuity and change in Southwest Asia**. This should include all of the key details of the event and at least one interview of a witness or person involved.

1. Write a 3 paragraph report on the event you have chosen.
2. Determine what each group member will be doing for the video (director, writer, actor, editor, etc.)
3. Create a story board and script for your video.
4. Create any costumes, props or backgrounds you'll need for your video.
5. Rehearse, rehearse, and rehearse.