

Southwest Asia Lesson Plans

Lesson Plan One: Geography of Southwest Asia

In this lesson students will learn about the political and physical geography of Southwest Asia. They will also analyze several maps relating to Southwest Asia. After investigating a cartogram on oil reserves of Southwest Asia, students will investigate the climate of Southwest Asia to determine the impact it has on life in the region.

Social Studies Standards Covered: **SS7G5, SS7G7**

Map and Globe Skills Covered: **4, 6, 8, 9, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST1**

Lesson Plan Two: History of Southwest Asia

In this lesson students will learn about the history of Islam and its impact on Southwest Asia. Moreover students will investigate how the results of WWI and WWII left lasting impacts regarding colonialism and borders in the region. They will gain insights on its lasting impact on the region.

Social Studies Standards Covered: **SS7G8, SS7H2**

Map and Globe Skills Covered: **4, 6, 8, 9, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST1**

Lesson Plan Three: Governments of Southwest Asia

In this lesson students will learn about the most common types of government in Southwest Asia. Students will learn about the Arab Spring and analyze its lasting impact on the region. Moreover, students will undergo a deeper dive into the governments of Syria, Iraq, Saudi Arabia, and Iran.

Social Studies Standards Covered: **SS7CG3, SS7E5, SS7E6**

Map and Globe Skills Covered: **4, 6, 8, 9, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST1**

Lesson Plan Four: Economics of Southwest Asia

In this lesson students will learn about the impact oil has on the economy of many Southwest Asian nations. Moreover, they will learn about the nations of Israel, Turkey, the UAE, and many more. Students will then be able to take a closer look at Financial Literacy and its impact on the Southwest Asian economy by identifying Southwest Asia's currency and explaining why international trade requires a system for exchanging currency between nations. Finally, students will explore financial considerations of Southwest Asia's economic system which will include concepts such as money management. Lastly, by the end of this lesson, students will understand the role OPEC plays in the global landscape.

Social Studies Standards Covered: **SS7E4, SS7E5**

Map and Globe Skills Covered: **4, 6, 8, 9, 10, 11**

Reading Standards for Literacy in History/Social Studies: **L6-8RHSS2, L6-8RHSS4, L6-8RHSS7**

Writing Standards for Literacy in History/Social Studies: **L6-8WHST1, L6-8WHST2, L6-8WHST3, L6-8WHST4, L6-8WHST5, L6-8WHST6, L6-8WHST7**

Lesson 1: Geography of Southwest Asia

Lesson Overview (50 Minutes Minutes)

Warmup (15 Minutes) - Talk to the people around you... Is the "Middle East" east of China? India? Where is it east of? After students talk to their neighbors, ask for student volunteers to share their answers. By the end of the conversation students should understand the following:

1. From the perspective of the two largest countries in the world, the "middle east" term does not really make sense. East of these two nations is the pacific ocean and then the Americas. To them the Middle East might be somewhere like Hawaii.
2. The British coined the phrase because it was midway to East Asia from them.
3. Therefore, the more correct term for the region is "Southwest Asia"

After the conversation, explain to students that we are going to learn more about the geography of SW Asia. For the next few minutes please complete the mapping activity in the Student Workbook (1.1). They can work with a partner if they would like. For the digital workbook, they should add text boxes over the image to label the areas.

Group activity (35 Minutes)

Break students into 5 groups. If the class is large, assign 1.6 twice. Each group will be responsible for breaking down one of the workbook pages (1.2-1.6), answering the questions, and sharing their answers with the rest of the class in a 90 second presentation. Give students a few minutes to work on their workbook page. When students present, have them either project their workbook page or write their answers on the board. As they present the other groups should record their answers. As each group presents ensure the following content is covered:

Standards Covered

GA Social Studies Standards

- SS7G5** Locate selected features in Southwest Asia (Middle East)
- a. Locate on a world and regional political-physical map: Euphrates River, Tigris River, Jordan 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.

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

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

1.2 - Students should understand that most people in the middle east live on the coast, along rivers, or in cooler higher elevation areas. The reason for this is due to the intense climate of the deserts in the region.

1.3 - Students should understand that Southwest Asia is mostly arid terrain and has vast deserts. Therefore trade can be difficult and has been throughout human history. Seaports, and rivers have been vital in creating an economy in the region.

1.4 - Students should understand that although Southwest Asia is known as a dry desert region today, at the dawn of human civilization it was known as the “Fertile Crescent” which means it had the ideal temperature and climate to plant/grow crops. It was much different 5,000 years ago than it is today.

1.5 - Students should understand that nearly all of Southwest Asia is under high water stress and is prone to droughts. This means that fresh drinking water is a valuable resource there. Nations spend billions of dollars desalinating sea water to support their populations.

1.6 - Students should understand that Southwest Asia has vast amounts of oil. Their most valuable resources power our cars, homes, etc. This is where most of the wealth of SW Asia comes from and the rest of the world relies on it.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 Writing Standards for Literacy in History/Social Studies

Additional Suggested Resources

https://www.wri.org/applications/aqueduct/water-risk-atlas/#/?advanced=false&basemap=hydro&indicator=water_def_tot_cat&lat=23.993153252571215&lng=49.327239990234375&mapMode=view&month=1&opacity=0.5&ponderation=DEF&predefined=false&projection=absolute&scenario=optimistic&scope=baseline&threshold&timeScale=annual&year=baseline&zoom=3

<https://www.globe.gov/documents/358135/358605/C2+-+What+Is+Your+Climate+Classification+Climate+Foundation.pdf>

Materials from Aboki Box:

Aboki Box Magazine
 Student Workbook

Differentiated Supports		
<p>Additional Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<p>Specially Designed Instruction for Special Education Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<p>Strategies for English Language Learners</p> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time



Lesson 2: Modern History of Southwest Asia

Lesson Overview (60 Minutes)	Standards Covered
<p>(10 Minutes) Warmup - Direct students to talk to their neighbors about the following prompt, "What do you know about Southwest Asia? History? Religion, etc. After students share with their neighbors, ask student volunteers to share with the whole group. (Be prepared to confront Islamophobia at this part of the lesson). After students share their answers, explain that today we are going to learn about the religion of Islam, its origins, and some modern history of the region the religion came from.</p>	<p><u>GA Social Studies Standards</u> SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East)</p> <ul style="list-style-type: none"> a. Explain the difference between an ethnic group and a religious group c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity

(30 Minutes Minutes) Break students into groups and assign each group a workbook page from 2.1-2.6. Explain to students that they will work in small groups to break down their workbook page, answer the questions, and present their findings to the rest of the class. As students present they should cover the following content. If they do not make sure to explain it to the class.

2.1 - Muhammad first gained followers after a meeting he had with the Angel Gabriel outside the city of Mecca. After sharing this with people in the town he gained a following. The powerful people of Mecca saw him as a threat and he needed to flee with his followers to the city of Medina. This is known as the Hijrah. Following the Hijrah, Muhammad returned to Mecca with thousands of followers and converted the city to Islam. Muhammad later went on a "night journey" in which he traveled the Muslim World on a golden horse (flying) to all the corners of the empire.

2.2 - Following the Death of Muhammad there was considerable controversy regarding the next leader of the religion. Muslim leaders debated whether it should remain in the bloodline and be Muhammad's son in law Ali. Or if it should be a religious leader selected by the majority. Although there was considerable tension this did not cause the religion to split immediately. The first Caliph or leader of Islam after Muhammad was not Ali, rather Muhammad's trusted friend Abu Bakr. Ali eventually becomes the 4th Caliph and is murdered by Sunnis (people who did not want Ali to rule after Muhammad). Following the death of Ali, his son Hussein and many of their family members were also murdered by Sunnis. After this the Shia (followers of Ali) sect formed and followed different religious leaders. There has been tension in the region over this for hundreds of years.

2.3 - Explain to students that over the course of Muslim History, Muslims were united under an empire. The most recent Muslim empire was called the Ottoman Empire. After WWI the Ottoman Empire collapsed and their territory was now in the hands of the British and French. The western powers divided up the territory without considering the diverse ethnic groups within SW Asia which still leads to conflict today.

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

- a. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic group (e.g., Arabs, Persians, and Kurds)

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

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

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

Writing Standards for Literacy in History/Social Studies

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

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

2.4 - Students should understand that from the start of European Colonialism the idea of a Jewish state in modern day Israel was discussed. The first public statement of this is known as the Balfour declaration. Following WWII and the Holocaust, the western powers decided to make this a reality. The British divided the "Holy Land" into separate regions, one Jewish and one Arab. The moment Jewish People arrived, wars ensued. Israel won the wars and pushed well past their borders. Israel has been gaining territory in the region for decades both by winning wars and by settlers moving into the West Bank. In the 1990s the Oslo Accords attempted to resolve the situation, however even today there is massive tension between Palestinians and Israelis in the region.

2.5 - Explain to students that another region with tension in SW Asia is in Syria, Iraq, Turkey and the surrounding area. A group known as the Kurds have been seeking independence for decades. They even proposed creating a new nation-state called Kurdistan. However, this would create many difficulties because established countries would need to give up their territory and resources. Moreover, it would spark the argument to redraw borders across the region and could cause more wars to ensue.

2.6 - Students should understand that Saddam Hussein, the dictator of Iraq, invaded Kuwait in order to get access to their massive oil reserves. The UN responded and wanted to stop Iraq's expansion. Eventually a mostly American force pushed Saddam out of Kuwait and it was known as the Persian Gulf War

(20 Minutes)

After students complete the round robin, direct students to finish 2.7 independently. They should make a claim with their first sentence, and the information they learned from 2.1-2.6 as supporting evidence.

(If you complete this lesson using the best for printing version either allow students to use mobile devices and scan the links from the QR codes or share the following links with the class electronically)

- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

L6-8WHST3: (See note; not applicable as a separate requirement)

➤ Production and Distribution of Writing

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

L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and the audience have been addressed.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

<p>Web Resources</p>	<p>2.1 https://www.metmuseum.org/learn/educators/curriculum-resources/art-of-the-islamic-world/unit-one/the-prophet-muhammad-and-the-origins-of-islam</p> <p>2.2 https://www.npr.org/sections/parallels/2007/02/12/7332087/the-origins-of-the-shiite-sunni-split#:~:text=War%20erupted%20when%20Ali%20became,%2C%20Hussein%2C%20leading%20the%20Shiites.</p> <p>2.3 https://www.youtube.com/watch?v=mZtoR6kaZVY</p> <p>2.4 (A) https://www.youtube.com/watch?v=ljzfsxOx_r0</p> <p>2.4 (B) https://www.youtube.com/watch?v=E0uLbeQlwjw&t=115s</p> <p>2.5 https://www.youtube.com/watch?v=IZB9HqoHaaU</p> <p>2.6 https://www.youtube.com/watch?v=xl_lctDXHuQ</p>	<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>
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Differentiated Supports		
Additional Instructional Supports	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners
<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time



Lesson 3: Governments of Southwest Asia

Lesson Overview (50 Minutes)	Standards Covered
<p>(15 Minutes) Warmup – Direct students to complete section 3.1 with a partner. After students have completed section 3.1 allow students to share out answers with the rest of the class. By the end of the conversation students should understand the following:</p> <ol style="list-style-type: none"> 1. Most governments in Southwest Asia have at least a degree of Authoritarianism and most do not have free and fair elections. <p>As a large class, complete section 3.2 together. If possible play the video over the projector. By the end of the video students should understand the following:</p> <ol style="list-style-type: none"> 1. The Arab spring started in North Africa and spread to Southwest Asia. 	<p><u>GA Social Studies Standards</u> SS7CG3 Compare and contrast various forms of government</p> <p style="padding-left: 20px;">b. Describe the two predominant forms of democratic governments: parliamentary and presidential</p> <p style="padding-left: 40px;">a. Explain citizen participation in autocratic and democratic governments [i.e. the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (presidential democracy)]</p> <p><u>Reading Standards for Literacy in History/Social Studies</u> L6-8RHSS2: Determine the central ideas or information of a primary or secondary source;</p>

2. It was an attempt throughout the Muslim World for citizens to gain more democratic freedoms such as voting, freedom of speech, freedom of the press, etc.
- Take this opportunity to define what democracy means exactly what is being fought for.

(25 Minutes) Explain to students that today we will be evaluating whether or not the Arab Spring was successful over a decade later. In order to do this we need to learn about the current state of many of the major governments across the region. Break students up into 5 groups and explain that we will be working in small groups, their job is to break down the workbook page they were assigned, answer the questions, and conduct a short 90 second presentation with their answers. As students present, ensure the following content was covered:

3.3 - Al-Assad responded to the Arab Spring with an iron fist. A violent civil war broke out that has displaced millions of people. The civil war is still being fought today and the nation of Syria has been completely destroyed.

3.4 - The Iranians have a theocratic oligarchy (ruled by few). The Supreme Leader (who is also a Shia religious leader) has total control over the government. Although there are elections, the candidates are selected by a small body of people causing it to be controlled by those who are in power.

3.5 - The government of Saudi Arabia is an Absolute Monarchy. The Royal family rules and controls everything that happens in the country. Moreover, they are currently in a state of chaos because the young prince is trying to modernize the nation for once he takes over and it is very controversial. In order to get his message across people have disappeared and the government appears to have been executing people.

3.6 - In SW Asia most conflicts are really between Saudi Arabia and Iran. The two nations are the leaders of the sects Sunni and Shia respectively. Moreover, they are the most powerful nations in the region. Nearly all of the conflicts in SW Asia have support on opposite sides by the two nations.

provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

Writing Standards for Literacy in History/Social Studies

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

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- Establish and maintain a formal style.

- Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Establish and maintain a formal style and objective tone.

- Provide a concluding statement or section that follows from and supports the information or explanation presented.

<p>3.7 - The government of Iraq has struggled since the US involvement in the region dwindled. The US dethroned the dictator Saddam Hussein and attempted to set up a democracy in the region. Since then there have been attempts at true democracy but corruption and fraud have presented problems for the nation.</p> <p>(10 Minutes) For the remainder of the class direct students to complete section 3.8 independently. They will make a claim with their first sentence on whether or not they believe the Arab Spring was successful. Then they will use evidence from workbook sections 3.3 - 3.7 to support their answers.</p> <p>(If you complete this lesson using the best for printing version either allow students to use mobile devices and scan the links from the QR codes or share the following links with the class electronically)</p>	<p>L6-8WHST3: (See note; not applicable as a separate requirement) ➤ Production and Distribution of Writing</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>L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</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>Additional Resources:</p>	<p>3.2 https://www.youtube.com/watch?v=I_D7LLqufVE</p> <p>3.3 https://www.youtube.com/watch?v=uiXAtqBq1cA</p> <p>3.4 https://www.youtube.com/watch?v=6Ea6w19XTNo https://www.youtube.com/watch?v=zPKAY7yQ91Q</p> <p>3.5 https://www.youtube.com/watch?v=bl3gd0lwNKA</p> <p>3.6 https://www.youtube.com/watch?v=dNLlxk-loew</p> <p>3.7 https://www.youtube.com/watch?v=Q1kmGqyvQbc</p>	<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>

Differentiated Supports		
<p>Additional Instructional Supports</p> <ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing ✓ Explaining ✓ Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way ✓ Repetition <input type="checkbox"/> Use of manipulatives ✓ Collaborative work ✓ Direct/explicit instruction <input type="checkbox"/> "Chunking" ✓ Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<p>Specially Designed Instruction for Special Education Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conferencing ✓ Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information ✓ Differentiated content process or product <input type="checkbox"/> Consistent reward system ✓ Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology 	<p>Strategies for English Language Learners</p> <ul style="list-style-type: none"> ✓ Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response ✓ Color-coding ✓ Multiple exposures in different media ✓ Pair-share ✓ Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts ✓ increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction ✓ Additional think time



Lesson 4: Economy of Southwest Asia

Lesson Overview (50 Minuts)	Standards Covered
<p>(5 Minutes) Warmup – Direct students to complete section 4.1 independently. After students have completed the section, ask student volunteers to share what they learned from the exercise. By the end of the discussion students should understand the following:</p> <ol style="list-style-type: none"> 1. Southwest Asia is home to a huge portion of the world's oil. 2. In many countries it drives their economy. 3. Some of the wealthiest economies in the world are located in the Persian Gulf. 	<p><u>GA Social Studies Standards</u></p> <p>SS7E4 Analyze different economic systems</p> <ol style="list-style-type: none"> 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 <p>SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey</p> <ol style="list-style-type: none"> a. Explain how the distribution of oil has

4. Financial Literacy is important to consider because money decisions can have a great impact on a nation's current and future economy.

(25 Minutes) Explain to students that in order to learn more about the economics of Southwest Asia we are going to break up into groups. Each group is responsible for breaking down their source, answering the questions, and delivering a short 90 second presentation to the rest of the class to share what they learned. Ensure that the following content is covered:

4.2 - Turkey, Iraq, and Turkmenistan are growing faster than other countries in the region. Whereas Syria and Yemen are struggling through civil wars and have been unable to grow their economies.

4.3 - Israel is one of the strongest economies in the world. The Economist ranked them as the 4th best economy worldwide. They are well known for the electronics they produce.

4.4 - The UAE is one of the wealthiest places in the world. The state of Abu Dhabi became wealthy based off oil, whereas Dubai, without access to much oil, earned its wealth from finance, tourism, and trade.

4.5 - Afghanistan has been ravaged by decades of war and extremism. Since the Taliban have regained control of the nation, the people have suffered. Young children scrap to find work everyday in order to provide something to their families. Adults cannot find work and poverty is massive.

4.6 - Although Turkey's economy has been expanding, they are struggling with inflation, joblessness, and many other changes. Due to the cost of employment they are struggling to compete in the global market.

4.7 - OPEC is a conglomerate of oil tycoon countries. They control the supply of oil so that the demand for oil remains high and the price remains high.

(10 Minutes) For the remainder of class direct students to complete section 4.8.

affected the development of Southwest Asia (Middle East)

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)

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

Writing Standards for Literacy in History/Social Studies

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

a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

(If you complete this lesson using the best for printing version either allow students to use mobile devices and scan the links from the QR codes or share the following links with the class electronically)

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style and objective tone.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- L6-8WHST3:** (See note; not applicable as a separate requirement)
 ➤ Production and Distribution of Writing
- L6-8WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and the audience has been addressed.
- L6-8WHST6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 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.

Web Resources	4.3 https://www.youtube.com/watch?v=8nFjb7RK2ak 4.4 https://www.youtube.com/watch?v=EctE3dEAwEY 4.5 https://www.youtube.com/watch?v=18SmANbloJw 4.6 https://www.youtube.com/watch?v=48UAHxqLGuk	Materials from Aboki Box:	Aboki Box Magazine Student Workbook
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4.7

<https://www.youtube.com/watch?v=mlWmJt8O8Kw>

Differentiated Supports

Additional Instructional Supports

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
- ✓ Repetition
- Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- "Chunking"
- ✓ Accommodating different learning styles
- Create differentiated text sets

Specially Designed Instruction for Special Education Students

- Conferencing
- ✓ Additional time
- Small group collaboration
- Modify quantity of work
- Take student's dictation
- Scaffold information
- ✓ Differentiated content process or product
- Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- Assistive technology

Strategies for English Language Learners

- ✓ Visuals/Realia
- Front-loading
- Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- Language scaffolds: eg, sentence frames
- Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- Strategic vocabulary instruction
- ✓ Additional think time