

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Middle East Studies
June 2016

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and

dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

Middle East Studies will provide students with an opportunity to explore the social, historical and political dynamics of the Middle East through analysis of select cultural and historical topics, literature, film and independent inquiry. The course will also introduce students to the fundamentals of Arabic writing and speaking.

The first quarter will focus largely on the forces that have shaped the heritage and character of the region over time such as the rise of dominant civilizations, spread of cultures, languages, and traditions. As a part of this study, students will adopt a specific topic for extended analysis and application such as traditional music, architecture or poetry.

The second quarter will focus upon contemporary issues facing the region and provide students with the opportunity to complete an independent research paper and participate in simulations addressing issues such as the Arab-Israeli conflict, the Arab Spring, the wars in Iraq and Syria, U.S. relations with Iran and the conflict between ISIS and the West.

Beyond the richness of content to be explored, the Middle East Studies course will reinforce skills identified in the Common Core of State Standards initiative such as close up reading of non-fictional sources, providing richness in text complexity and requiring students to access analyze and integrate a variety of sources including digital sources presented by Heidi Jacobs in the Fall 2015 district wide presentation Curriculum 21: Exploring Digital Sources for the 21st Century.

Pacing Guide

Unit Title	# of Weeks
Introduction to Written and Spoken Arabic	Weekly Ongoing
Geographic, Cultural, Ethnic and Religious Analysis	4 weeks
Kingdoms and Empires over Time	3 weeks
The Arab Israeli Conflict	3 weeks
Nationalism, Despotism and Ruin: Case Studies: Iraq, Syria, and Libya	4 weeks
Iran and Saudi Arabia: Contrasts and Rivals	3 weeks
Egypt and North Africa, the Arab Spring and the Next Generation	3 weeks

Key For Common Core State Standards

RH =	Reading Standards for Literature in History/Social Studies 11-12
LS =	Language Standards
RL =	Reading Standards for Literature
RI =	Reading Standards for Informational Text
ACTFL/NSLL =	American Council on the Teaching of Foreign Languages National Standards for Learning Languages
ISTE =	International Society for Technology in Education
NM K-8 =	NM K-8 Technology Plan

Committee Member(s): Michael Abraham Unit 1 - Introduction to Written and Spoken Arabic	Course/Subject: Middle East Studies Grade Level: 11-12 # of Weeks: Ongoing
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ACTFL/NSLL - Interpretive 1.2 - Demonstrate comprehension of content from authentic audio and visual resources • ACTFL/NSLL - Interpretive 4.2 Evaluate similarities and differences in language use and idiomatic expressions between the target language and one’s native language • ACTFL/NSLL - Presentational 1.3 Produce a variety of creative oral and written expressions • ACTFL/NSLL – Presentational 2.2 Demonstrate an understanding of the relationship between the products and perspectives of another culture • ACTFL/NSLL – Comprehension and Collaboration 1.1 Engage in conversations, exchange and provide information, express feelings and emotions, and express opinions • ACTFL/NSLL – Comprehension and Collaboration 2.1 Use appropriate verbal and non-verbal behavior in interpersonal communication • ACTFL/NSLL – Comprehension and Collaboration 4.1 Demonstrate an awareness of formal and informal language expressions in other languages 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Arabic writing system belongs to the Semitic language family that includes other ancient scripts such as Aramaic, Phoenician and 	<ul style="list-style-type: none"> • For what reasons may phonetic systems of writing have arisen in the Middle East? • What aspects of written Arabic have

<p>Hebrew</p> <ul style="list-style-type: none"> • Arabic writing, like the English system of writing is essentially a phonetic script, with symbols that represent sounds • The Arabic system of writing serves as a common cultural thread throughout much of the Middle East • Unlike written Arabic, spoken Arabic consists of numerous dialects that vary from region to region • While dialects vary from region to region, a grammatical form of Spoken Arabic known as Modern Standard Arabic (MSA) is used throughout the Arab World in media, film and literature. 	<p>led linguists to conclude that written Arabic is challenging to learn?</p> <ul style="list-style-type: none"> • Why did spoken Arabic undergo so much regional variation over time? • How does the Arabic language, both written and spoken, reflect cultural values of the Arab peoples?
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Expected Performances
What students should know and be able to do

- Students will know the following:
- How to write each of the 28 letters of the Arabic alphabet in all four forms: isolated, initial, medial and final.
 - How to use diacritical and other grammatical marks to distinguish vowels, possession, gender and other parts of speech
 - How to distinguish masculine from feminine terms in Arabic
 - The cultural and religious significance of specific phrases
- Students will be able to do the following:
- Greet, identify oneself, make simple inquiries such as requesting identification, inquiring about family composition, asking directions, in spoken Arabic
 - Write and read common phrases, personal names, nouns and simple sentences

- Count to 100 in Arabic; tell time in Arabic
- Express preference (food, drink, where to visit, mode of travel) in spoken Arabic

Character Attributes

- Respect
- Responsibility

Technology Competencies

- ISTE 3A – Develop cultural understanding and global awareness by engaging with learners of other cultures
- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Develop Teaching and Learning Plan

Teaching Strategies:

- Introduce 28 letters in Arabic alphabet over 7-8 class periods, 3-4 letters per class, via alphabet chart and slides
- Show video of native speaker and writer writing letters with attention to direction letter direction is written in and other nuances in writing script
- Teacher will introduce common phrases such as greetings, expressions of gratitude, hospitality and inquiry via video lessons
- Teacher will introduce phrases

Learning Activities:

- Students will practice writing letters in isolated, initial, medial and final positions
- Students will write out common nouns and their own personal names
- Students will read words denoting nouns and simple phrases
- Students will repeat phrases after hearing them spoken from native speaker on video
- Students will produce an Arabic

expressing preference of planning, ordering food and asking directions via video lessons	<p>dialogue whereby they greet, identify and welcome one another, inquire as to one's country of origin, plans to visit a restaurant and order off a menu.</p> <ul style="list-style-type: none"> • Students will access online Arabic language sources including Arabic Pod 101 and SyrianArabic.com and explore extended written and spoken vocabulary
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Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Produce a short language conversation</p> <p>Role: American student in the Arab World</p> <p>Audience: Arab student counterpart</p> <p>Situation: Initial encounter, identifying oneself and visit to a restaurant</p> <p>Product or Performance: Identify oneself by name, country, student and family composition, successfully order off menu</p> <p>Standards for Success: NMHS Social Studies Department Presentational Rubric</p>	<ul style="list-style-type: none"> • Students will produce samples of writing for participation grade • Students will create set of 50 – 75 flash cards portraying key Arabic words • Students will produce 20 – 25 Arabic words on the final exam • Students will participate in visual/audio learning lesson on a daily basis
Suggested Resources	
<ul style="list-style-type: none"> • <i>Arabic101.com</i> –It presents the formal, or grammatical spoken Arabic known as Modern Standard Arabic, or Fusah. • Brosh, Hezi and Lufti Mansur. <i>Arabic Stories for Language Learners</i>. Tuttle 	

Publishing. 2013. Print.

- Brustad, Kristen, Mahmoud Al-Batal, Abbas Al-Tonsi. *Alif Baa: Introduction to Arabic Letters and Sounds*. 3rd Edition. Georgetown Univ. Press, 2010. Print.
- Gaafar, Mahmoud and Jane Wightwick. *Easy Arabic Reader*. McGraw-Hill. 2011. Print.
- Gaafar, Mahmoud and Jane Wightwick. *First 100 Words in Arabic*. Passport Books, 1995. Print.
- Gaafar, Mahmoud and Jane Wightwick. *Mastering Arabic 1 Activity Book*. Hippocrene Books. 2nd Ed. 2015. Print.
- Liddicoat, Mary Jane, Richard Linnane and Dr. Imam Abdul Rahim. *Syrian Colloquial Arabic: A Functional Course*. 3rd Ed.
- MacDonald, Margaret Read and Nadia Tameel Jaibah. *How Many Donkeys? An Arabic Counting Tale*. Whitman and Co. 2012. Print.
- Warnasch, Christopher and Rana K. Casteel. *Living Language: Essential Arabic*. Random House. 2012. Audio-Visual-Print.
- *Pimsleur's Eastern Arabic Language*. Simon and Schuster. 2007.
- Whitesides, Barbara. *Sugar Comes from Arabic*. Interlink Publishing. 2009. Print.

<p>Committee Member(s): Michael Abraham Unit 2- Geography, Culture and Ethnicity of the Middle East</p>	<p>Course/Subject: Middle East Studies Grade Level: 11-12 # of Weeks: 2</p>
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including 	

determining where the text leaves matters uncertain.

- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Physical and climatic variations within the Middle East have shaped the patterns of human settlement, and the means of human sustenance in the region • The Middle East is home to some of the earliest agricultural and pastoral civilizations • The region is comprised of a plethora of ethnic groups distinguished by language, religion and cultural identity • Sectarian rivalries, driven by differences in religion, language or lineage have persisted over time • Cultural characteristics expressed by means of attire, holidays, music, dance, poetry and more have strongly shaped the character of the region 	<ul style="list-style-type: none"> • How has the physical and climatic setting of the Middle East impacted the psyche of the various peoples that inhabit the region? • How might one characterize relationships between urban and rural peoples in the region? • To what extent can religious revelations be traced to the physical and political settings in which the religions of the region arose? • Why have seemingly minor differences in interpretations of religious doctrines fomented intense rivalries and hostility over time? • What impact have various means of artistic expression such as Persian miniature, Islamic architecture, Sufi poetry and dance had on the region?
<p>Expected Performances</p> <p>What students should know and be able to do</p>	
<p>Students will know the following:</p>	

- Names and locations of key political and physical features within the region
- Distinguishing features among various religious and ethnic groups within the region
- Distinguishing features of cuisine, art, architecture, poetry and music

Students will be able to do the following:

- Identify nations and their capital cities as well as key geographic features of the Middle East
- Identify, locate and distinguish ethno-linguistic groups within the region
- Describe styles and characteristics of architecture, art, poetry and music within the region
- Describe the significance of festivals and religious observances such as hajj, Ramadan or Rosh Hashanah.
- Produce an in-depth cultural presentation that includes a creative application on a topic such as ethno-religious attire, the bazaar or coffeehouse in Arab culture, Sufi poetry, Islamic architecture or Middle Eastern music

Character Attributes

- Honesty
- Compassion

Technology Competencies

- ISTE 3C: Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students utilize the Internet to facilitate information gathering.

Develop Teaching and Learning Plan

<p>Teaching Strategies: Teacher will:</p> <ul style="list-style-type: none"> • Present a geographic overview that contrasts a broad versus narrow interpretation of the region known as the Middle East • Lead students through analysis of various ethno-linguistic-cultural groups that inhabit the region • Lead students in analysis of exemplar projects portraying cultural aspects of the region. Characteristics of exemplar projects will include strong address of fundamental questions, enriching details, critical analysis and comparison to previous learning and various forms of creative application such as art, video, etc. • Introduce or review multiple means of researching a topic including source based, theme based, macro and micro research. • Review appropriate means of citing sources covering a wide spectrum of formats including print, digital, film, music and museum. 	<p>Learning Activities: Students will:</p> <ul style="list-style-type: none"> • Read, compare and analyze differing accounts of issues surrounding the availability of water and disputes over control of water sources in the region. • Analyze maps and portrayals featuring key ethno-linguistic groups • Read excerpts from Elizabeth Fernea's <i>Guests of the Sheik: An Ethnography of an Iraqi Village</i>. Excerpts will feature marriage customs, gender relations, preparation of food and cuisine, religious observances and city-village relations • Students will produce a cultural enrichment project focusing on a topic such as ethno-religious attire, the bazaar or coffeehouse in Arab culture, Turkish or Persian carpet weaving, Sufi poetry, Israeli folkdance, Islamic architecture, Persian miniature painting, Arabesque art design or Middle Eastern music • Produce a Middle Eastern banquet featuring various regional dishes from across China
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Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS	Application that is functional in a classroom context to evaluate student achievement of desired results

(one per marking period)	
<p>Goal: Students will produce a cultural enrichment project focusing on a topic such as ethno-religious attire, the bazaar or coffeehouse in Arab culture, Turkish or Persian carpet weaving, Sufi poetry, Israeli folkdance, Islamic architecture, Persian miniature painting, Arabesque art design or Middle Eastern music</p> <p>Role: Researcher, producer and presenter</p> <p>Audience: Class</p> <p>Situation: Cultural Enrichment Project</p> <p>Product or Performance: Various formats including digital slide show, musical performance, puppet show, poetic recitation, painting, 3-D, or film.</p> <p>Standards for Success: 2016 New Milford High School Technology rubric measuring fundamental information presented, access of information, integration of sources, reflection and use of safe technology</p>	<ul style="list-style-type: none"> • Class discussion of <i>The English Sheik</i> and the <i>Yemeni Gentleman</i> • Reflection on characteristics of Iranian life as portrayed in the film <i>Children of Heaven</i> • Discussion and reading quizzes on <i>Guests of the Sheik</i> • Writing prompt on the consistency of the various sources of Islamic law pertaining to gender relations, social welfare and jihad • Analysis, reflection and application of poetic styles expressed by Sufi poets such as Rumi and Kabir • Discussion of Sufism based upon the film <i>Bab Aziz</i>, • Student reaction to expectations for girls as portrayed in the film <i>Wadja</i>
Suggested Resources	
<ul style="list-style-type: none"> • <i>Arab Folktales</i>. Inea Bushnaq. Trans. and Ed. Pantheon Books, 1987. Print. • Fernea, Elizabeth. <i>An Ethnography of an Iraqi Village</i>. Anchor Books. 1995. Print. • "Islamic Art and Geometric Design". <i>The Metropolitan Museum of Art: Heilbrunn Timeline of Art History</i>. 2000 – 2012. Web. 17 May 2012. • British Museum's Mesopotamia Interactive - http://www.mesopotamia.co.uk/menu.html 	

- Rumi. *The Essential Rumi*. Trans. Coleman Banks. HarperOne, 1995. Print.
- Smithsonian Freer Gallery of Art. "Arts of the Islamic World". 3 May 1998. 18 May 2012. [www.si.edu
- Strayer, Robert W. *Ways of the World: Analyzing the Sources of Islamic Law*. Houghton Mifflin. 2014. Print.
- World Digital Library – www.wdl.org – amazing access to documents and visuals on historic and global topics across time and place

Film and Documentary

- *Bab Aziz*. Directed by Nacer Khemir. Type Cast Films. 2008. Story of an elderly blind Sufi mystic who seeks to attend a gathering of Sufi mystics in an undisclosed place in the midst of the desert. Assisted by his grand-daughter, they must follow their inner compasses to find the gathering. 96 minutes.
- *Children of Heaven*. Directed by Majid Majidi. Lion's Gate Studio. 1997. Film set in post-revolutionary Iran about a boy and his sister whose parents struggle economically. The boy needs a new pair of sneakers and an opportunity arises for the winner of a local road race. 89 minutes. In Farsi.
- *The English Sheik and the Yemeni Gentleman*. Directed by Bader Ben Hirsi. Arab Film Distribution Studio. 2000. Story of a Englishman of Yemeni descent who returns to his ancestral homeland and develops and an unexpected friendship with his Yemeni host. 76 mins.
- *The Turkish Cultural Foundation*. www.turkishculture.org – This site provides a wealth of enriching opportunities to learn about Turkish culture. Links to Turkish fountains, calligraphy, poetry, architecture and much, much more. Highly recommended.
- *Wadja*. Directed by Haifaa Al-Mansour. Sony Films. 2006. Story of a young Saudi girl who enjoys things Western and is determined to be the first girl in her school to own a bicycle. Directed by a female physician. 93 minutes.

New Milford Public Schools

Committee Member(s): Michael Abraham	Course/Subject: Middle East Studies
Unit Title: Kingdoms and Empires	Grade Level: 11-12
	# of Weeks: 3

Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. • RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings	Essential Questions
Generalizations of desired understanding via essential questions (Students will understand that ...)	Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The Middle East was home to the world's first large scale civilizations, several of which evolved into kingdoms and empires • Traditional kingdoms and empires such as Egypt, Mesopotamia and Persia evolved into what would become the key regional forces of the Middle or Near East 	<ul style="list-style-type: none"> • Is the consolidation of authority and extension of rule over large populaces a natural consequence of civilization? • Is competition among states and empires an unavoidable tendency? • Can and should a state attempt to exercise power in regions separated by physical barriers?

- Authority emanating from great cities such as Persepolis or Babylon often had less impact on rural and village areas which were more autonomous.
- The development of Islam led to the growth of large Islamic empires that changed the character of the region
- The period of Ottoman rule from the 15th – early 20th centuries was marked by a decline and collapse that sparked multiple nationalist movements across the region, each with severe repercussions for the inhabitants of the region

- Can a strong state exist without a universal or dominant religion and can a universal religion evolve outside of a strong state?
- Do the development, codification and spread of religious principals and codes of law strengthen a state?

Expected Performances

What students should know and be able to do

Students will know the following:

- Early kingdoms such as those found in Mesopotamia, Egypt, Persia and Israel arose in fertile areas and went on to become regional powers
- War and competition were persistent features of the region that became known as the Middle East
- Islam as a religion, laid the basis for a succession of Arab and non-Arab empires including the Ummayyad, Abbasid and Ottoman empires
- Islam brought traditionally non-Arab regions such as Persia, Anatolia and the Maghreb into the geopolitical framework of what would become known as the Middle East

Students will be able to do the following:

- Locate traditional kingdoms and empires in the Middle East in terms of time and place
- Identify distinguishing characteristics of these kingdoms and empires

- Compare and contrast the strength and trajectories of these empires
- Draw connections between characteristics of the empires of old and the regional powers of the present as well as the struggles for power in both past and present
- Describe the cultural and historical prominence of Baghdad during the Abbasid caliphate
- Describe the relationship between the Turkish Ottoman rulers and their mainly Arab subjects in the Middle East during Ottoman rule

Character Attributes

- Perseverance

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students use a variety of technology resources for directed and independent learning.

Develop Teaching and Learning Plan

Teaching Strategies: Teacher will:

- Introduce maps illustrating geographic realms of prominent kingdoms and empires
- Assign case studies of prominent kingdoms and empires and provide access to recommended resources for student resources
- Foster presentations and discussions which enable students to draw connections between past

Learning Activities: Students will:

- Analyze maps illustrating geographic realms of prominent kingdoms and empires of the past
- Research an assigned kingdom or empire
- Collaborate with other students to produce a short presentation highlighting geographic realm and defining characteristic

and present	<ul style="list-style-type: none"> Facilitate discussion and comparisons of empires with other students
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Assessments	
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Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results

<p>Goal: Collaborate to produce a short presentation on an assigned kingdom or empire of the Middle East in antiquity</p> <p>Role: Historian</p> <p>Audience: Class</p> <p>Situation: Presentation on early empires and kingdoms</p> <p>Product or Performance: Strong address of fundamental questions that enables widespread class comprehension through use of slide presentation that includes maps, other images and clearly bulleted text edited for brevity of content and ease of understanding</p> <p>Standards for Success: 2016 NMHS Problem Solving Rubric measuring ability to define problem, gather and interpret data, solve the problem and analyze information.</p>	<ul style="list-style-type: none"> Students will complete comparison charts of competing kingdoms and empires Students will be given choice to write comparison prompts of kingdoms and empires other than ones they presented on
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Suggested Resources

<ul style="list-style-type: none"> Axworthy, Michael. <i>A History of Iran: Empire of the Mind</i>. Basic Books. May 2016. Print. Goldschmidt, Arthur. <i>A Concise History of the Middle East</i>. 11th Edition.
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Westview Press. 2015. Print.

- Hourani, Albert. *A History of the Arab Peoples*. Warner Books. 1992. Print.
- Mansfield, Peter. *A History of the Middle East*. 4th Ed. Penguin Books. 2013. Print.
- World Digital Library – www.wdl.org – amazing access to documents and visuals on historic and global topics across time and place

New Milford Public Schools

Committee Member(s): Unit 4: The Arab-Israeli Conflict	Course/Subject: Middle East Studies Grade Level: 11-12 # of Weeks: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none">• .RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.• RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.• RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.• RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).• RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.• RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.• RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain	

<p>how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Like other parts of Asia and Africa, the Middle East was subject to European colonial designs especially during the decline of the Ottoman Empire • While the seeds of the Arab-Israeli conflict may be traced back to the Roman era, the modern conflict has its roots in the late 19th and early 20th centuries. • The Arab Israeli conflict stems from competing nationalisms. • The Arab Israeli conflict has evolved into an existential struggle • Many obstacles lie in the way of resolution of the conflict, chief among them an unwillingness by parties to accept the idea of coexistence. 	<ul style="list-style-type: none"> • Why did European nations seek to exert control over parts of the Middle East in the wake of the fall of the Ottoman Empire? • Why is it that Jerusalem and the Holy Land had such spiritual and emotional attachment for Israelis and Palestinians? • Why was it that an endless series of wars and conflicts led to no resolution of the Arab-Israeli conflict? • What will it take for Israelis and Palestinians to forge a relationship of coexistence?
<p style="text-align: center;">Expected Performances</p> <p style="text-align: center;">What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Regions divided between Britain and France in the Mandate System • Conflicting promises made by Britain to Palestinian and Israeli leaders during WWI and the early Zionist period 	

- Causes and results of the 1948 and 1967 Six Day Wars, particularly the changing political boundaries
- How the Palestinian resistance movement has transformed over the years.
- The major obstacles to establishing peace in the conflict.

Students will be able to do the following:

- Trace the conflict over time
- Describe the importance of Israel to Israelis and Palestinians
- Present an Israeli perspective on how the conflict has evolved
- Present a Palestinian perspective on how the conflict has evolved
- Describe the impact of the 1948 and 1967 wars on the political situation
- Describe changing strategies on the parts of Palestinians and Israelis in the time period since 1967
- Evaluate attempts to establish a lasting peace and identify the major obstacles that prevail

Character Attributes

- Citizenship
- Integrity

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students create developmentally appropriate multi-

media products	
Develop Teaching and Learning Plan	
<p>Teaching Strategies: Teacher will</p> <ul style="list-style-type: none"> • Introduce timeline of the conflict • Introduce a series of maps portraying changes in borders over time • Guide students through Choices Project primary sources that offer Israeli and Palestinian perspectives on the 1948 and 1967 wars • Present “capsules” portraying formal peace initiatives including 1978 Camp David Peace Talks, 1993 Oslo Peace Talks, and the Road Map to Peace • Initiate and coordinate a diplomatic simulation that attempts to break major impasses in the conflict 	<p>Learning Activities: Students will:</p> <ul style="list-style-type: none"> • Analyze maps and timeline of the conflict • Read Choices Project primary sources featuring differing perspectives on the 1948 and 1967 wars • Read excerpts from Thomas Friedman’s <i>From Beirut to Jerusalem</i> • Read excerpts from David Shipler’s <i>Arab and Jew: Wounded Spirits in a Promised Land</i>. • Analyze formal initiatives to establish a peace • Participate in a diplomatic simulation that attempts to break major impasses in the conflict

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<ul style="list-style-type: none"> • Goal: Participate in a diplomatic simulation that attempts to break major impasses in the conflict • Role: Representative of a participating nation or international 	<ul style="list-style-type: none"> • Note taking charts on primary sources • Quizzes on assigned readings • Reflection and follow up discussion to peace simulation

<p>body</p> <ul style="list-style-type: none"> • Audience: Fellow delegates • Situation: Conflict resolution forum • Product or Performance: Ability to articulate the interests and position of the delegation the student is representing • 2016 NMHS Problem Solving Rubric measuring ability to define problem, gather and interpret data, solve the problem and analyze information. 	
<p>• Suggested Resources</p>	
<ul style="list-style-type: none"> • <i>A Borrowed Identity</i>. Directed by Erin Riklis. Strand Releasing Studio. 2000. Story of a Palestinian Israeli who is accepted into a prestigious Jewish boarding school. After struggling to fit in, he falls in love with a Jewish girl forcing each to ponder their identities. 104 minutes. Finkel, Michael "Aiming to Die." <i>NY Times Upfront</i> 16 Jan. 2001 Print. • Fisher, Marc. "In Tunisia, Act of one Fruit Vendor Unleashes Wave of Revolution Across the Arab World". <i>The Washington Post</i>. 26 March 2011. Print. • Friedman, Thomas. <i>From Beirut to Jerusalem</i>. 1st Ed. Doubleday. 1990. Print. • "History of Failed Peace Talks" - BBC News – 26 Nov. 2007. 18 May 2012 • "Tracing the History of the Arab-Israeli Conflict". BBC News. Very good set of maps and outline of the conflict. 18 May 2012 • "The Mideast: A Century of Conflict" <i>National Public Radio</i> 18 May 2012. [www.npr.org]. Website. • <i>The New York Times Middle East</i>. 2012. 17 May 2012. [www.nytimes.com] • "One Land, Two Peoples." <i>Washington Post</i>. 18 May 2012. Website. • "A Performance Based Road Map to a Two State Solution to the Israeli-Palestinian Conflict". <i>U.S. Department of State</i>. 18 May 2012. • "The Road Map to Peace" <i>Council on Foreign Relations</i> . 7 Feb. 2005. 18 May 2012. [www.cfr.org] 	

- Roberts, Sam. "1967: The Six Day War." *New York Times Upfront*. 14 April 2007. Print.
- Shipler, David. *Arab and Jew: Wounded Spirits in a Promised Land*. Penguin Books. New York. 2001: Print

New Milford Public Schools

Committee Member(s): Michael Abraham	Course/Subject: Middle East Studies
Unit Title: From Despotism to Ruin: Iraq, Syria and Libya	Grade Level: 11-12 # of Weeks: 4
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • RL.11-12.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. • RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 	
Enduring Understandings	Essential Questions

<p>Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p>Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • While today’s major nations of the Middle East reflect the greatness of past civilizations, the borders of modern Middle Eastern nations were drawn by Britain and France in the wake of Ottoman collapse. • The nations that arose in the early to mid 20th centuries struggled to create stable forms of governance, and while ideologies such as pan-Arabism and pan-Islamism were debated, most nations fell under the rule of self-styled nationalist strongmen. This was especially so in Iraq, Syria and Libya. • Leadership of nations such as Iraq, Syria and Libya were characterized by political repression, sectarian rivalry and often sectarian violence. • As Western nations opted to support repressive rulers, popular unrest and militant Islam offered challenges to established regimes. 	<ul style="list-style-type: none"> • To what end did European nations establish the borders of the modern Middle East? • Why did Middle Eastern nations gravitate toward autocratic forms of governance as opposed to Western forms of governance characterized by separation of powers, and individual rights? • Why did the societies of many Middle Eastern nations reject the larger notion of nationalism and instead maintain centuries old kinship, tribal and sectarian loyalties? • Why has sectarian conflict, particularly Sunni-Shia conflict, increased in recent years? • Why has there been a pronounced turn of anger and militancy toward the West?
<p>Expected Performances What students should know and be able to do</p>	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The approximate time frame in which modern Middle Eastern nations were formed 	

- Characteristics of repressive regimes as found in Iraq, Syria, Libya and Egypt, such as the establishment of a personality cult, persecution of political opposition and nationalization and consolidation of strategic resources such as oil.
- Identify ethnolinguistic divisions within Syria and Iraq whereby Kurds, Arab Sunni and Arab Shi'a live.
- The time frame when long time leaders of Syria, Iraq and Libya fell and gave way to even less stable governments and ruined nations.

Students will be able to do the following:

- Explain how the modern nations of the Middle East got their borders.
- Explain how nations such as Iraq, Syria and Jordan grew from tribal sheikdoms to modern nations led by autocratic rulers.
- Rationalize why these nations drifted toward autocracy.
- Compare and contrast causes and repercussions of the U.S. wars with Iraq in 1990 and 2003.
- Compare and contrast causes and repercussions of the removal of longstanding autocratic leaders in Syria, Iraq and Libya.
- Evaluate internal and external approaches toward combating extremism.
- Formulate and articulate policies in the form of a written and oral presentation that would help Syria, Iraq, Libya and Egypt move toward increased political stability and social well-being.

Character Attributes

- Perseverance

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- NM K-8 Technology Plan – Students use a variety of technology resources for directed and independent learning.

Develop Teaching and Learning Plan

Teaching Strategies: Teacher will:

- Introduce case study materials of Syria, Iraq, Libya and Egypt that allow students to analyze the transition from outside rule to independence and subsequent rise of oligarchies.
- Help students draw parallels in the chain of political events that unfolded in Syria, Iraq and Libya.
- Allow students to evaluate the circumstances that led to war between the U.S. and Iraq in 1990 and 2003.
- Establish a forum whereby students may articulate and defend specific policies that outside players such as the U.S. or the UN Security Council might promote in an attempt to bring about a higher degree of political and social stability in the aforementioned regions.

Learning Activities:

- Analyze case study materials that portray the transition from outside rule to independence and subsequent rise of oligarchies in Syria, Iraq, Libya and Egypt.
- Draw contrasts and parallels in the chain of political events that unfolded in Syria, Iraq and Libya.
- Evaluate the circumstances that led to war between the U.S. and Iraq in 1990 and 2003.
- Articulate and defend specific policies that outside players such as the U.S. or the UN Security Council might promote in an attempt to bring about a higher degree of political and social stability in the aforementioned regions.

Assessments

Performance Task(s)

Authentic application to evaluate student

Other Evidence

Application that is functional in a

<p>achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>classroom context to evaluate student achievement of desired results</p>
<p>Goal: Formulate and articulate policies that would help Syria, Iraq and Libya move toward increased political stability and social well-being.</p> <p>Role: Lobbyist for a Think Tank</p> <p>Audience: Joint Congressional Committee on Foreign Relations</p> <p>Situation: Ongoing political instability across a region that has cast several nations into a state of humanitarian crisis</p> <p>Product or Performance: 10 minute policy initiative that includes overview of problem, fundamental objectives and strategic details as well as pros and cons of policy.</p> <p>Standards for Success: NMHS Presentation rubric measuring articulation of topic, supporting evidence and detail, reliance on credible sources and reflection and analysis.</p>	<ul style="list-style-type: none"> • Research based position paper will accompany the policy presentation, and writing will be assessed with NMHS Writing Rubric. (Paper will qualify for NMHS Information Literacy credit to be assessed by NMHS Information Literacy Rubric.) • Peer evaluations of peer presentations • Post forum discussion
<p>Suggested Resources</p>	
<ul style="list-style-type: none"> • Citation Machine - http://www.citationmachine.net/ - leads students through the process of properly citing sources whether in MLA, APA, Chicago or other Manuals of Style • “A Global Controversy: The United States Invasion of Iraq.” <i>CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM</i>. Watson Institute for International Studies, Brown University. August 2011. 	

- Newspaper Global Map - www.newspapermap.com – This website allows students to access major newspapers from all around the world and translate stories into their language of choice.
- Pecanha, Sergio. Sarah Almutahr and Lai, KK. Rebekah. “Untangling the Conflicts in Syria’s Civil War”. *The New York Times*. Oct. 18, 2015. Web.
- “Syria Undercover.” *PBS Frontline*. 8 Nov. 2011. WGBH Education Foundation. 2012. 17 May 2012. Film.
- Price, Sean “The Mother of All Battles.” *The New York Times Upfront*. 28 March 2003. Print.
- Roberts, Samuel. *How the Middle East Got that Way*. *The New York Times Upfront*. Jan. 15, 2007.
- Tavernise, Sabrina. “Is Iraq Coming Apart?” *The New York Times Upfront*. 24 April 2006. Print.

New Milford Public Schools

Committee Member(s): Michael Abraham	Course/Subject: Middle East Studies
Unit 6: Iran and Saudi Arabia: Contrasts and Rivals	Grade Level: 11-12
	# of Weeks: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • .RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RL.11-12.3: Analyze the impact of the author's choices regarding how to develop 	

and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Iran, historically known as Persia at bears strong distinction from its Arab neighbors due to its Persian language, populace of mostly Shia Muslims and relative geographic apartness from the rest of the region. • Persia was once a great civilization that rivaled Mesopotamia, the Levant and Anatolia. • The West had strong political and economic ties with Iran during the mid-20th century, but those ties ended with the overthrow of the Shah of Iran and the Islamic 	<ul style="list-style-type: none"> • For what reasons did Iran maintain a level of linguistic, cultural and religious distinction from much of the rest of the region. • Why does Iran regard itself as a perennial power? • Might the transition to a theocracy have been avoided if the West had not cultivated close ties with the secular Shah of Iran? • Does the religious theocracy that governs Iran enjoy popular support? • Would normalization of relations between the West and Iran be in the best interests of the international

Revolution of 1979.

- Since 1979, an Islamic theocracy has governed Iran in accordance with its own interpretation of Islamic law, and this has had consequences for its populace.
- Iran has used its power to support the autocratic Assad regime in Syria as well as Hezbollah, a radical Islamist group in Lebanon that has often been a source of instability in the region.
- Since the Islamic Revolution, the U.S. and Iran have not had normalized relations and the U.S. has led an international embargo against Iran.
- Of recent, the U.S. has worked with the International Atomic Energy Association to develop a plan to monitor Iran's capacity to produce high grade uranium which could be used for nuclear weapons. Iran's ability to meet these expectations may determine if Iran is to enjoy normalized relations with the U.S. and other Western nations.
- Despite sharing access to the Persian Gulf, Saudi Arabian society (as well as other Gulf nations) differs markedly from that of Iran and a state of tension persists

community?

- Is Iran, a largely Shia rooted Islamic power destined for conflict with Saudi Arabia and the Sunni Islamic world at large?

between the two spheres of power.	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Factors that distinguish Iranian civilization from other parts of the Middle East • The reasons that the West embraced the rule of the Shah, despite his growing unpopularity within Iran • Causes and consequences of the 1979 Islamic revolution for the Iranian people • How Saudi Arabia and other Gulf nations differ culturally and politically from Iran • Why Saudi Arabia and other Gulf nations regard Iran as a threat <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Describe the impact of the 1979 Islamic revolution on Iran’s populace • Explain how the 1979 Islamic revolution ultimately impacted relations between Iran and the West • Explain why Israel regards Iran as an existential threat and how that factors into U.S. – Iranian relations • Debate pros and cons of a U.S. rapprochement with Iran and argue whether such a rapprochement should take place. • Describe fundamental differences within Saudi Arabian society and Iran as well as the reasons for the state of belligerence between the two nations • Articulate a policy for improving Saudi-Iranian relations 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Perseverance 	
Technology Competencies	
<ul style="list-style-type: none"> • ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks • RH.11-12.7 – Integrate and evaluate multiple sources of information presented in 	

diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students create developmentally appropriate multi-media products

Develop Teaching and Learning Plan

Teaching Strategies:

- Lead follow up discussion to reading of New York Times Upfront: *Iran's 1979 Islamic Revolution*
- Show brief slide show chronicling the modern history of Iran.
- Show the film *Children of Heaven*, which focuses on the lives of ordinary yet powerless Iranians living under the present government
- Lead follow up discussion to New York Upfront *Iran's Nuclear Problem*, and share slide show consisting of graphics depicting Iran's present nuclear capacity and the process by which uranium is enriched
- Arrange debate on whether the West should normalize relations with Iran and help students articulate arguments and acquire

Learning Activities:

- Read and discuss New York Times Upfront: *Iran's 1979 Islamic Revolution*
- View and record notes from slide show chronicling the modern history of Iran.
- View the film *Children of Heaven*, focusing on the lives of ordinary yet powerless Iranians and discuss what life might be like living under theocratic rule
- Read New York Upfront *Iran's Nuclear Problem*, and view slide show consisting of graphics depicting Iran's present nuclear capacity and the process by which uranium is enriched. Upon doing so, ask clarifying questions.
- Debate whether the West should normalize relations with Iran and in the process articulate arguments and provide supporting evidence

supporting evidence	
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Assessments	
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Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Debate pros and cons of a U.S. rapprochement with Iran and argue whether the U.S. should normalize relations with Iran.</p> <p>Role(s): Opening statement orator, key argument presenters, rebuttal personnel, closing statement orators, moderators, scoring judges</p> <p>Audience: Debate scoring rubric</p> <p>Situation: Debate on whether U.S. should normalize relations with Iran</p> <p>Product or Performance: Scored Debate</p> <p>Standards for Success: Debate rubric measuring presentation of arguments, defense of arguments, reliance upon outside sources and attribution of sources</p>	<p>A secondary debate will take place as to whether the U.S. and West should prod Saudi Arabia and other Gulf nations to also move toward increased normalization of relations with Iran</p> <p>Reading quizzes on excerpts from Steven Kinzer's <i>All the Shah's Men</i>.</p>

Suggested Resources

<ul style="list-style-type: none"> • Axworthy, Michael. <i>A History of Iran: Empire of the Mind</i>. Basic Books. May 2016. Print. • "A Death in Tehran." <i>PBS Frontline</i>. 17 Nov. 2009. WGBH Education Foundation. 2012. 17 May 2012. Film. • <i>Children of Heaven</i>. Directed by Majid Majidi. Lion's Gate Studio. 1997. In Farsi. Film set in post-revolutionary Iran about a boy and his sister whose parents

struggle economically. The boy needs a new pair of sneakers and an opportunity arises for the winner of a local road race. 89 minutes. Film.

- “Iran Through the Looking Glass: History, Reform and Revolution.” *CHOICES FOR THE 21ST CENTURY EDUCATION PROGRAM*. Watson Institute for International Studies, Brown University. Second Edition. 10 May 2012
- Kinzer, Stephen. *All the Shah’s Men: An American Coup and the Roots of Middle Eastern Terror*. Wiley Publishers. 2008. Print.
- Peer, Basharat. “Mecca Goes Mega”. *The New York Times*. June 8, 2016. Web.
- *Wadja*. Directed by Haifaa Al-Mansour. Sony Films. 2006. Story of a young Saudi girl who likes things Western and is determined to be the first girl in her school to own a bicycle. Directed by a female physician. 93 minutes. Film.

New Milford Public Schools

Committee Member(s): Unit Title: Egypt and North Africa, the Arab Spring and the Next Generation	Course/Subject: Middle East Studies Grade Level: 11-12 # of Weeks: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • .RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 	

- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;">Generalizations of desired understanding via essential questions (Students will understand that ...)</p>	<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;">Inquiry used to explore generalizations</p>
<ul style="list-style-type: none"> • Tunisia and Egypt are regarded as the birthplaces of the Arab Spring. • Egypt is the most populous Arab nation and Cairo has long served as the intellectual and media center of the Arab world as a springboard of political ideologies • Despite the politicized tendencies of North Africa, regimes from Egypt through the Maghreb have historically sought to repress political opposition whether from religious based or secular movements 	<ul style="list-style-type: none"> • Why was it that the Arab Spring was launched in Northern Africa? • Why was it that the Arab Spring did not bring about more liberalization of governments across the Middle East? • Will there be a second Arab Spring? • Should Western nations and international bodies such as the UN give unequivocal support to democratic movements regardless of projected electoral outcomes?

- Both Egypt and Algeria were symbolically important colonial possessions of Britain and France respectively.
- Control over Algeria was symbolically important to France and therefore, the Algerian independence movement was both bloody and revolutionary in both the African and Arab worlds
- The U.S. had strategic interests in Egypt due in part to its control of the Suez Canal and prior to the Arab Spring supported military backed leaders and made Egypt the second largest recipient of American financial aid abroad.

Expected Performances

What students should know and be able to do

Students will know the following:

- Factors that contributed to Egypt's strategic value in the perception of Western powers from the early 19th century onward
- The time frame in which Egypt progressed from an independent monarchy to a militarily supported oligarchy
- Factors contributing to Egypt's forging of a peace treaty with Israel in 1979
- Key events that ignited the Arab Spring in Tunisia and Egypt
- The role that the Muslim Brotherhood has played in Egypt since independence

Students will be able to do the following:

- Describe factors that contributed to Egypt's strategic value in the perception of Western powers from the early 19th century onward
- Describe the time frame in which Egypt progressed from an independent

monarchy to a militarily supported oligarchy

- Evaluate factors contributing to Egypt’s forging of a peace treaty with Israel in 1979
- Analyze key events that ignited the Arab Spring in Tunisia and Egypt
- Apply information learned about Arab youth and the Arab spring and dramatize
- Juxtapose and rationalize the aspirations of some youth in attaining liberalization of government with other youth who choose to join jihadist movements.
- Interpret, synthesize and apply new information used to create a skit or dialogue representing viewpoints of Middle Eastern youth who seek to impact the future of the societies that they live in

Character Attributes

- Cooperation

Technology Competencies

- ISTE 3C – Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- NM K-8 Technology Plan – Students create developmentally appropriate multi-media products

Develop Teaching and Learning Plan

Teaching Strategies:

- Introduce media coverage, both film and literature, portraying the early events of the Arab Spring in 2010.

Learning Activities:

- Analyze news coverage from Middle Eastern sources, both film and periodical, portraying the early events of the Arab Spring in 2010.

<ul style="list-style-type: none"> • Lead discussion on the role that social media played in the Arab Spring in Egypt. • Deliver mini lecture describing Egypt's unique position in the Middle East and Arab world as well as the various political movements that have surfaced in Egypt in the modern era. • Portray the at times latent struggle between Egypt's modern governments and the Muslim Brotherhood and how this struggle factors into the minds of some Egyptians. • Show the film The Battle of Algiers and lead post viewing discussion • Lead students in critique of reasons for U.S. military and financial aid to Egypt • Facilitate student portrayals of the views and voices of Middle Eastern youth in the wake of counter Arab Spring efforts by governments 	<ul style="list-style-type: none"> • Assess the role that social media played in the Arab Spring in Egypt. • Discuss how the U.S. and other western nations might reconsider or reproach their relationship with Egypt as well as other north African nations. • Debate pros and cons of allowing a greater political role for the Muslim Brotherhood. • View and discuss the film The Battle of Algiers • Produce a skit or short film portraying the views and voices of Middle Eastern youth in the wake of counter Arab Spring efforts by governments
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results

<p>Goal: Produce a skit or filmed dialogue representing viewpoints of Middle Eastern youth who seek to impact the future of their societies in wake of the Arab Spring</p> <p>Role: Actor, actress, writer, director</p> <p>Audience: Rest of class</p> <p>Situation: Aftermath of Arab Spring in Egypt or other Middle Eastern nation</p> <p>Product or Performance: Skit or film</p> <p>Standards for Success: Presentation rubric</p>	<ul style="list-style-type: none"> • Peer assessment rubric will be utilized to gather peer evaluations of student presentations • Culminating discussion on our analysis of the Arab Spring and inquiry into the various viewpoints represented by the contemporary younger generation within the Middle East and projection of how much change the region is likely to see within the lifetimes of that generation, as well as our own younger generation.
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Suggested Resources

- Fisher, Marc. "In Tunisia, Act of one Fruit Vendor Unleashes Wave of Revolution Across the Arab World". *The Washington Post*. 26 March 2011. Print.
- Newspaper Global Map - www.newspapermap.com – This website allows students to access major newspapers from all around the world and translate stories into their language of choice.
- "Obama's Address in Cairo". *The New York Times*. 2 June 2009. Film.
- Preston, Jennifer. "Movement began with Outrage and then a Facebook Page that gave it an Outlet". *The New York Times*. Feb. 5, 2011.
- Shadow Puppet Edu - <http://get-puppet.co/> - This site allows students to create animated videos by choosing from a host of predesigned characters and producing scenes by using their own voice over and dialogues.
- EduPodcasts – www.edupodcasts.wikispaces.com – Directs students through process of creating podcasts.
- Citation Machine - <http://www.citationmachine.net/> - leads students through process of properly citing sources whether in MLA, APA, Chicago or other Manuals of Style
- Newspaper Global Map - www.newspapermap.com – This website allows students to access major newspapers from all around the world and translate stories into their language of choice.