



UNits of Study-4

**7th Grade**

***social studies***

***Teacher Resource Guide***

**Unit FOUR – SOUTHWEST ASIA: CULTURE AND HISTORY**

**(September 26-October 21, 2016)**

**In this unit, students will look at various conflicts in Southwest Asia based on land and religion. Students will describe the many ethnic and religious groups in Southwest Asia as well as identifying the causes of world conflicts in the region involving the United States and countries in Southwest Asia. Students will also evaluate the importance of the creation of Israel as a nation and describing the conflicts between people of the Jewish faith and people of the Islamic faith. Students will also analyze the beginnings of the region of Southwest Asia by looking at the involvement of Europeans in the region.**

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|  | **Duration: 3.5 Weeks** |
| Standards Addressed | **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**   1. Explain the differences between an ethnic group and a religious group. 2. Explain the diversity of religions within the Arabs, Persians, and Kurds. 3. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity. 4. Explain the reason for the division between Sunni and Shia Muslims.   **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**   1. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict. 2. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. 3. Describe how land and religion are reasons for continuing conflicts in the Middle East. |
| Enduring Themes / Understandings | * **Beliefs and Ideals**: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. * **Conflict and Change**: The student will understand that when there is conflict between or within societies, change is the result. * **Conflict Resolution**: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise. * **Culture**: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society. * **Movement/Migration**: The student will understand that the movement or migration of people and ideas affects all societies involved. * **Time, Change, Continuity**: The student will understand that while change occurs over time, there is continuity to the basic structure of that society. |
| Content Integration | **READING STANDARDS**  **L6-8RH2:** 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.  **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **WRITING STANDARDS**  **L6-8WHST1:** Write arguments focused on discipline-specific content.  **L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Additional  Text Resources | A text set of articles has been curated. Please select the link below to access the 7th Grade World Studies text set.  <https://newsela.com/text-sets/85620/asiamideastafrica7thgrade?utm_source=email&utm_campaign=share&utm_medium=web>  Additional text resources:   * Breuilly, Elizabeth and Joanne O’Brien. *Religions of the World: The Illustrated Guide to Origins, Beliefs, Traditions and Festivals.* Facts on File, Inc., 1997. * Brodsky Schur, Joan. *The Arabs.* Gale Group, 1999. * Lehr Wagner, Heather. *The Kurds.* Chelsea House Publishers, 2002. * McKain, Mark. *Anti-Semitism.* Cengage Gale, 2005. * Minnis, Ivan. *The Arab-Israeli Conflict.* Heinemann Library, 2002. * Volavkova, Hana I Never Saw Another Butterfly. Schoken, 1994. * Wiesel, Elie. *Night.* Bantam Books, 1982. |
| Interpretations and Reminders for Unit | The teacher should discuss certain issues before each lesson with students. Certain topics of religion, ethnicity and the impact of the Holocaust are sensitive subjects. There should be discussion of classroom norms and the development of a safe environment to teach and learn. A small text set has been curated. Also using online resources such as CNN Student News, Time for Kids, MSNBC and local newspaper websites will be beneficial. Suggestions for compiling the information include guiding students through graphic organizers that can be completed as they progress through the unit of study. |

**Lesson One Progression**

**Duration: 2-3 Days**

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| **Standards(s)/Elements** | |
| **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**   1. Explain the differences between an ethnic group and a religious group.   **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**   1. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict. | |
| **Literacy Standard(s)** | |
| **Reading**  **L6-8RH2:** 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.  **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **Writing**  **L6-8WHST1:** Write arguments focused on discipline-specific content.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** explain the differences between specific ethnic groups and religious groups **IOT** describe the diverse cultures of Southwest Asia**.** * **SWBAT** identify the role of Europeans and partitioning in Southwest Asia **IOT** explain the beginnings of land and regional conflicts within the region. | |
| **Key Terms and Definitions** | |
| * **Ethnic group –** A group of people who share cultural ideas and beliefs that have been a part of their community for generations. * **Ottoman Empire –** An empire that controlled much of Southwest Asia from the 1300s until the end of World War I. * **Partitioning –** The division of a country into separate, autonomous nations. * **Religious group –** A group of people that share beliefs in a god or gods, with a specific set of rituals and literature. | |
| **Guiding Questions** | |
| * What are the differences between an ethnic group and a religious group? * What were the results of the division of the Ottoman Empire by Europe and how did it affect people living in Southwest Asia? * How did the fall of the Ottoman Empire lead to land and religious conflicts in Southwest Asia? | |
| **Interpretations and Reminders** | |
| * Teachers should review the geography and topography of the region. * For teachers who have never used double bubble maps or flow previously, refer to thinkingmaps.com/why-thinking-maps-2/ to receive information on how to implement them correctly. * The teacher should discuss certain issues before each lesson with students. Certain topics of religion, ethnicity and the impact of the Holocaust are sensitive subjects. There should be discussion of classroom norms and the development of a safe environment to teach and learn. * A small text set has been curated. Also using online resources such as CNN Student News, Time for Kids, MSNBC and local newspaper websites will be beneficial. Suggestions for compiling the information include guiding students through graphic organizers that can be completed as they progress through the unit of study. | |
| **Suggested Learning Experiences** | |
| **FOCUS LESSON**  The teacher will provide each student with the double bubble map below. The teacher will inform students that they will compare and contrast the two terms in order to find similarities and differences. The teacher should model how to complete the double bubble map first (each of the three outside bubbles are for differences, and the three bubbles in the center are for similarities), then have students complete the double bubble maps after watching the clip below on ethnic and religious groups. Once complete, students as a whole class, will discuss the similarities and differences that were found.  [**Ethnic and Religious groups**](https://www.youtube.com/watch?v=S6paglTMpfg)  **GUIDED LESSON**  The teacher should divide students into pairs and show students the rise and fall of the Ottoman Empire interactive map video from YouTube below. Once students have watched the video, discuss the main points of the video as well as what the importance of the Ottoman Empire was. Give each pair a map of the Ottoman Empire and a set of map questions. Have students analyze the map for five minutes, then complete the map questions. Discuss and review the map questions as a whole class once complete.  [**Rise and Fall of Ottoman Empire**](https://www.youtube.com/watch?v=BdDEL5k73lQ)  **COLLABORATIVE LESSON**  The teacher will guide students as they work in pairs. Students will receive the article on the Ottoman Empire from the site below as well as a flow map. After reading the article, each pair will create a flow map with six boxes. In the boxes, students will decide the major events from the beginning of the Ottoman Empire to the end. Under each box, students will write what is significant about each event.  [**The Ottoman Empire**](http://www.ducksters.com/history/renaissance/ottoman_empire.php)  **INDEPENDENT PRACTICE**  Once complete, students will gather the information from the map as well as the flow map and will write a paragraph summary on the major effects of the end of the Ottoman Empire. Students should include three key facts to support their claim (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **Ethnic and religious groups clip:**  [**https://www.youtube.com/watch?v=S6paglTMpfg**](https://www.youtube.com/watch?v=S6paglTMpfg)  **Ottoman Empire clip:**  [**https://www.youtube.com/watch?v=BdDEL5k73lQ**](https://www.youtube.com/watch?v=BdDEL5k73lQ)  **Ottoman Empire site:**  [**http://www.ducksters.com/history/renaissance/ottoman\_empire.php**](http://www.ducksters.com/history/renaissance/ottoman_empire.php) | |

**Lesson Two Progression**

**Duration: 3-4 Days**

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| **Standards(s)/Elements** | |
| **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**   1. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe. 2. Describe how land and religion are reasons for continuing conflicts in the Middle East. | |
| **Literacy Standard(s)** | |
| **Reading**  **L6-8RH2:** 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.  **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **Writing**  **L6-8WHST1:** Write arguments focused on discipline-specific content.  **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** identify the causes and effects of Anti-Semitism, the Zionist movement and the Holocaust **IOT** explain the motivation for the establishment of Israel. * **SWBAT** describe the root causes of major land and religious conflicts in Southwest Asia **IOT** explain the reasons for continuing conflicts in the region. | |
| **Key Terms and Definitions** | |
| * **Anti-Semitism –** The hatred acts against members of the of Jewish faith and culture. * **Holocaust –** The killing of millions of Jews and other groups of people by the Nazi Party in the time leading to and during World War II. * **Zionism –** A movement started based on beliefs that the world’s Jews deserved to return to their homeland of Palestine. | |
| **Guiding Questions** | |
| * How did ideas of anti-Semitism arise in Southwest Asia? * What impact did the Holocaust have on Jews not only in Europe, but in the region of Southwest Asia? * Why was the Zionist movement important in establishing Israel? * What are the causes of land and religious conflicts between Jews and Muslims in Southwest Asia? | |
| **Interpretations and Reminders** | |
| * Certain topics of religion, ethnicity and the impact of the Holocaust are sensitive subjects. There should be discussion of classroom norms and the development of a safe environment to teach and learn. * A small text set has been curated. Also using online resources such as CNN Student News, Time for Kids, MSNBC and local newspaper websites will be beneficial. Suggestions for compiling the information include guiding students through graphic organizers that can be completed as they progress through the unit of study. Due to the sensitive nature of the Holocaust, please have a discussion with students prior to this lesson about some of the images and ideas they might encounter. | |
| **Suggested Learning Experiences** | |
| **VOCABULARY ACQUISITION**  Vocabulary acquisition experiences should take place when students are first exposed to content specific terms. The teacher will assign student groups of four or five and give each group a set of index cards. Inform students that they will receive three terms (Zionism, anti-Semitism and Holocaust) and that they will research as a group the definitions (this may be done using desktops, iPads or lap tops). Student groups will assign definitions on the back of the cards, with the term and a drawing that represents an example of the term on the front.  Once complete, have groups review the terms with each other, then ask guided questions for groups so they may identify the correct term using the card:   * Which terms deal with Jewish citizens? * Which terms have to do with prejudice? * Which terms are events? * Which terms discuss movement/migration? Which terms discuss conflict and change? Which terms discuss culture? Which terms discuss beliefs and ideals?   Students may also use the websites provided if technology is not accessible:  [**Holocaust Encyclopedia**](https://www.ushmm.org/wlc/en/a2z.php?type=article)  [**History of Zionism**](http://zionism-israel.com/zionism_history.htm)  [**Zionism 101**](http://zionism101.org/)  **GUIDED LESSON**  Inform each student group that they will be taking a virtual museum tour about the Holocaust. Have a pre-discussion with students about their prior knowledge of this subject and the things they might see. Provide the link below to student groups, and as students view the exhibits, have each student choose one exhibit and explain what it says to them about the Holocaust. Students should discuss these pictures within their groups.  [**Virtual Holocaust Museum**](http://chgs.umn.edu/museum/)  **COLLABORATIVE LESSON**   * The teacher will divide students into collaborative groups. Students groups will either receive a written primary source or a photograph primary source dealing with the Zionist Movement or anti-Semitism * The teacher and the students will receive either a document or photograph analysis form to begin phase 1 of the DBQ process. Go over questions with students for understanding and model questions if needed. * In groups, have students view or read their document, and as students use the document, they should answer the questions provided on their specific analysis form.     [**Letter on Anti-Semitism Primary Source**](https://www.facinghistory.org/weimar-republic-fragility-democracy/society/bertha-pappenheim-letter-antisemitism-1923-society-antisemitism)  **INDEPENDENT PRACTICE**  Once complete, students should write their own journal entry about the Holocaust. Have students use the journal writing template and inform students they will write three paragraphs, first discussing what new information they learned about the Holocaust and the Zionist movement as well as their views on the museum; secondly writing on their previous knowledge and how it linked to what the new information learned and third how students can use the new information in their own lives (DOK Level 2). | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own |
| **Online/Print Resources/References** | |
| **The Bremen Museum – is available for tours and serves as a wealth of information for educational materials around the Holocaust.**  [**http://www.thebreman.org/**](http://www.thebreman.org/)  **Holocaust encyclopedia:**  [**https://www.ushmm.org/wlc/en/a2z.php?type=article**](https://www.ushmm.org/wlc/en/a2z.php?type=article)  **History of Zionism site:**  [**http://zionism-israel.com/zionism\_history.htm**](http://zionism-israel.com/zionism_history.htm)  **Zionism 101 site:**  [**http://zionism101.org/**](http://zionism101.org/)  **Virtual Holocaust Museum**  [**http://chgs.umn.edu/museum/**](http://chgs.umn.edu/museum/)  **Anti-Semitism Letter**  [**https://www.facinghistory.org/weimar-republic-fragility-democracy/society/bertha-pappenheim-letter-antisemitism-1923-society-antisemitism**](https://www.facinghistory.org/weimar-republic-fragility-democracy/society/bertha-pappenheim-letter-antisemitism-1923-society-antisemitism) | |

**Lesson Three Progression**

**Duration: 2-3 Days**

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| **Standards(s)/Elements** | |
| **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**   1. Explain the diversity of religions within the Arabs, Persians, and Kurds. 2. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity. | |
| **Literacy Standard(s)** | |
| **Reading**  **L6-8RH2:** 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.  **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **Writing**  **L6-8WHST1:** Write arguments focused on discipline-specific content.  **L6-8WHST7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  **L6-8WHST8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| * **SWBAT** describe the characteristics of Arab, Persian and Kurdish ethnic groups **IOT** explain their religious diversity. * **SWBAT** identify the similarities and differences between the religions of Judaism, Christianity and Islam **IOT** explain their significance to citizens in Southwest Asia. | |
| **Key Terms and Definitions** | |
| * **Arabs** – An ethnic group containing members of a Semitic people inhabiting Arabia and other countries of the Southwest Asia. * **Christianity** – A religion with the belief that Jesus Christ is the Son of God. * **Islam** – A religion based on the words and religious system founded by the prophet Muhammad. * **Judaism** – A religion of Jewish people who believe in one God. * **Monotheism** – The belief in one God or deity. * **Kurds** – A distinct ethnic group that lives in the mountainous areas where Syria, Turkey, Iran and Iraq come together. * **Persians** – An ethnic group of people who live in the modern country of Iran. | |
| **Guiding Questions** | |
| * What are the similarities and differences between the religions of Islam, Judaism and Christianity? * What are the religious beliefs of the Arab people? * Where did the people of the Kurdish ethnic group originate? | |
| **Interpretations and Reminders** | |
| * The teacher should discuss certain issues before each lesson with students. Certain topics of religion, ethnicity and the impact of the Holocaust are sensitive subjects. There should be discussion of classroom norms and the development of a safe environment to teach and learn. * A small text set has been curated. Also using online resources such as CNN Student News, Time for Kids, MSNBC and local newspaper websites will be beneficial. Suggestions for compiling the information include guiding students through graphic organizers that can be completed as they progress through the unit of study. | |
| **Suggested Learning Experiences** | |
| **VOCABULARY ACQUISITION**  The teacher will have a discussion based around the question “What is religion?” Have students provide their definitions of possible answers, and provide them with the correct definition. Explain to students that they will be looking at the various religious and ethnic groups of Southwest Asia.  Begin the lesson by making vocabulary flash cards of the following terms: Arab, Kurd, Persian, Judaism, Monotheism, Christianity and Islam. Create one flash card with a photo, one flash card with a definition, and one flash card with a term. Pass the cards out to the class and explain to them they must find a match of three, one term, one definition, one photo. When all the matches have been found, review the terms and definitions and have the students write out the terms and definitions.  **GUIDED LESSON**  Assign student groups and explain to them they will be looking at three monotheistic religions: Judaism, Christianity and Islam. Each group will be given one the three mini articles below to read as a group, and the group will create a chart based on their assigned religion. The chart should have the following information:   * Where in the world most of the faith's followers are located * Major beliefs * Scriptures or holy texts/books * Key figures or individuals * Major values or rules for human behavior * Key holidays/holy days/religious observances * What is unique about the religion (relative to others in the list of nine) * What is similar about the religion (relative to others in the list of nine)   [**Christianity mini article**](http://www.educationworld.com/a_lesson/world-religions-multicultural/christianity.shtml)  [**Islam mini article**](http://www.educationworld.com/a_lesson/world-religions-multicultural/islam.shtml)  [**Judaism mini article**](http://www.educationworld.com/a_lesson/world-religions-multicultural/judaism.shtml)  **COLLABORATIVE LESSON**   * Once groups are complete, each group will do a jigsaw and travel to other groups to view their charts. Travel groups will record information about the other two religions. Once complete, each student will complete a three part journal activity. Students will record on the journal matrix the new information they learned, the comparison it has with previous information as well as how the new information can be applied in real world scenarios.     **INDEPENDENT PRACTICE**  Students will take the information they learned about the three religions of Southwest Asia and will create a ThingLink collage using an iPad, desktop or lap top. Students will research the web to find images of people and places that represent the three major ethnic groups of Southwest Asia: Kurds, Persians and Arabs. Students will create the collage of photos and link the photos to articles dealing with the ethnic groups and what religions they follow. Once complete, students will share their collages with the class in a mini gallery walk (These collages can be done with chart paper or construction paper if technology is not present) (DOK Level 3).  [**ThingLink FAQ and Help page**](https://www.thinglink.com/help) | |
| **Differentiated Supports** | |
| **English Language Learners** | **WIDA English Language Development Standards**  ESOL instruction is guided by the [*WIDA English Language Development Standards*](https://www.wida.us/standards/eld.aspx) and grade-level content area GSE/GPS. English Learners (ELs) must develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills.  **Differentiated Learning Tasks**  Learning tasks should be aligned to content standards, but instructional supports should vary according to the student’s language proficiency level. The [*WIDA Can Do Descriptors, Key Uses Edition*](https://www.wida.us/standards/CAN_DOs/)can be used as a starting point to indicate the linguistic performance abilities of ELs at each proficiency level in the areas of speaking, listening, reading, and writing, for the purposes of recounting, explaining, arguing and discussing. For example, a 3rd grade student with an English proficiency level of 2-Emerging can be expected to process arguments by distinguishing opinions from facts from peer’s oral presentations and/or categorizing content-based pictures or objects from oral descriptions (e.g., “animals that form groups to help members survive”).  Additional information, resources, and strategies to differentiate learning tasks for ELs can be found in the “Strategies” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  **Strategies to Increase Comprehensibility**  In general, ELs benefit from extensive opportunities to build background knowledge, increased focus on the academic language of the discipline, and multiple presentations of content in multiple formats (i.e., repetition, recasting, chunking of information, and step by step modeling). Additional information, resources, and research-based strategies can be found on the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/).  With instructional supports, English Learners will be able to produce…  **Advanced ELs (Levels 5-6)**   * Multiple, complex sentences * Organized, cohesive, and coherent expression of ideas   ***Recommended Strategies***   * Explicit support during pre-writing and drafting to support inclusion of adequate detail and development of ideas   **Intermediate ELs (Levels 3-4)**   * Short and some expanded sentences with increasing complexity * Organized expression of ideas with emerging cohesion   ***Recommended Strategies***   * Visual supports (word and phrase banks, tables, graphs, illustrations, maps, etc.) * Graphic organizers * Sentences starters and paragraph frames * Explicit teaching of general and content-related terms (war, conflict, outcome, perspective, etc.) * Daily opportunities for oral and written practice   **Beginning ELs (Levels 1-2)**   * Single words, phrases or short sentences * Emerging expression of ideas   ***Recommended Strategies***   * Visual support (word banks with images, tables, graphs, illustrations, maps, etc.) * Graphic organizers pre-populated with key information * Sentence frames to assist with oral and written production * Explicit teaching of general terms (north/south, male/female, skin, water, etc.) * Daily opportunities for oral and written practice   **Assessment** Daily and weekly assessments of ELs’ progress should be differentiated to their specific proficiency level, in the same manner that learning tasks are differentiated. The use of instructional accommodations and modifications *does not* indicate that a student cannot receive the highest grade in the content area. In general, all teachers of ELs should:   * Create and use assignments/assessments that allow students to demonstrate content knowledge, skills, and abilities without language mastery. * Focus on correct answers rather than errors and omissions. * Weight graded components according to students’ linguistic strengths and capabilities. * Make the assignment/assessment process comprehensible by explaining the directions orally and in writing, providing step-by-step instructions, and ensuring visual supports whenever possible (e.g., realia, icons, manipulatives, modeling and exemplars).   Additional information, resources, and strategies to assess and grade ELs’ performance and progress can be found in the “Assessment” category of the APS ESOL Support Site at [tinyurl.com/apsesol](http://apsesol.typepad.com/esol_support/). |
| **Special Education Considerations** | Consult with the Special Education Teachers on IEP modifications.   * Hands-on, multimodal activities * Audiovisual support * Think alouds * Graphic vocabulary cues * Brainstorming / graphic organizers * Music / movement * Alternative methods of representation * Simplified word directions |
| **High- Achieving Students** | **Pace**  Accelerate Georgia Performance Standards  **Complexity**  Examining past, present, and future  Critically examining opposing viewpoints. Ask students to discuss implications of the climate and developed areas of Georgia.  Connecting ideas to another field or discipline  **Depth**  Developing specialized vocabulary of a field beyond simple academic terms  Examining unanswered questions  Developing theories or principles  Creating connections or establishing interrelationships  Determining political or ethical effects  **Integrate**  Use cross-disciplinary content and integrate standards from two or more disciplines  **Curriculum Compacting** (a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace)  Focus on solving complex, open-ended problems  Evaluate situations by analyzing possible consequences and implications  Allow students to think about discrepancies in what is known  Instructional Approaches (such as Socratic Seminar; see Core Six and Strategic Teacher)  Use analogies to introduce new concepts; Ask students to come up with their own  **Account for Characteristics of the Gifted Learner**  Create interdisciplinary product demands to evaluate learning for gifted students and to efficiently address multiple standards at once  Focus on concepts, issues, and themes Providing more open tasks (as opposed to structured) in regard to solutions, decisions, and approaches than less advanced peers Opportunities for creative production (competitions, mentorships, production in public venues, etc.) |
| **Online/Print Resources/References** | |
| **Christianity mini-article:**  [**http://www.educationworld.com/a\_lesson/world-religions-multicultural/christianity.shtml**](http://www.educationworld.com/a_lesson/world-religions-multicultural/christianity.shtml)  **Islam mini-article:**  [**http://www.educationworld.com/a\_lesson/world-religions-multicultural/islam.shtml**](http://www.educationworld.com/a_lesson/world-religions-multicultural/islam.shtml)  **Judaism mini-article:**  [**http://www.educationworld.com/a\_lesson/world-religions-multicultural/judaism.shtml**](http://www.educationworld.com/a_lesson/world-religions-multicultural/judaism.shtml)  **ThingLink help page:**  [**https://www.thinglink.com/help**](https://www.thinglink.com/help) | |

**Lesson Four Progression**

**Duration: 1-2 Days**

|  |  |
| --- | --- |
| **Standards(s)/Elements** | |
| **SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**   1. Explain the reason for the division between Sunni and Shia Muslims. | |
| **Literacy Standard(s)** | |
| **Reading**  **L6-8RH2:** 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.  **L6-8RH4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  **L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  **Writing**  **L6-8WHST1:** Write arguments focused on discipline-specific content.  **L6-8WHST7:** 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. | |
| **Performance-Based Objectives**  **(As a result of their engagement with this unit, students will know and be able to…)** | |
| **SWBAT** identify the similarities and differences between Sunni and Shia Muslim history and culture **IOT** explain the reason for conflict and division between the two groups. | |
| **Key Terms and Definitions** | |
| * **Denomination –** A religious group. * **Shia Muslims –** The second largest denomination of Islam. * **Sunni Muslims –** The largest denomination of Islam. | |
| **Guiding Questions** | |
| * What are the similarities and differences between Shia and Sunni Muslims in terms of their beliefs? * How has the beliefs of Shia and Sunni Muslims led to conflict between the two groups? * Where in Southwest Asia do Shia Muslims reside and where do Sunni Muslims reside? | |
| **Interpretations and Reminders** | |
| * Before beginning the lesson, it is important to remind students of the sensitive nature of religious discussions. Assure students that no one will have to share personal information or beliefs, and that the class discussion should explore each faith through a lens of objectivity. * A small text set has been curated. Also using online resources such as CNN Student News, Time for Kids, MSNBC and local newspaper websites will be beneficial. Suggestions for compiling the information include guiding students through graphic organizers that can be completed as they progress through the unit of study. | |
| **Suggested Learning Experiences** | |
| Students will begin the lesson by reviewing their information on the Islamic religion. Discuss with students the characteristics of the religion. Inform students that they will be looking deeper into the religion based on different denominations. Project the Sunni and Shia World Map from the link below using a smart board or a projector (This can be printed if technology is not accessible). Have students analyze the map for the locations of each denomination of Muslim groups. Provide students these guided questions to answer, then discuss as a class:   * What part of the world are most Sunni Muslims located? * What part of the world are most Shia Muslims located? * Are there more Sunni or Shia Muslims worldwide? Why do you believe that? * What are your reasons you believe that Shia Muslims are not prominent in other parts of the world?   [**Sunni and Shia World Map**](http://www.columbia.edu/itc/mealac/pritchett/00maplinks/overview/sunnishia/sunnishiamax.jpg)  **GUIDED LESSON**  The teacher will divide the students in pairs. Students will receive a primary source document on the Shia vs. Sunni Muslim conflict in Southwest Asia, located below (this document can be chunked due to the length). Once each student has read their document, they will annotate their text using the annotation guide below. Have students answer who, what, when, and where questions from their text. Finally, students will complete the guided reading and summarizing matrix.    **COLLABORATIVE LESSON**  Students will return to their partners and will discuss with their partner their guided reading summaries and have a discussion with the whole class about which side of the conflict is right in their thinking. Teachers can make a list of pros and cons to help with the discussion (DOK Level 2). | |
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