7th Grade Social Studies

Middle East Geography Unit Information

Milestones Domain/Weight: Geography 35%

Purpose/Goal(s): The intent of this unit is for students to increase their knowledge and understanding of the geographical features and cultures apparent in Southwest Asia. In this unit students will gain an understanding of the modern culture and physical landscape of Southwest Asia (Middle East). Students will locate selected countries and physical features in the region and examine how location, climate, and physical characteristics have affected where people live, the type of work they do, and how travel. Students will compare and assess the human environment interaction of the region by examining the distribution, pollution, and use of natural resources in the area. When examining the specific elements of culture, students will work towards a deeper understanding of the prominent religions and ethnic groups in the area. As a result of their examination of culture, the student will understand that the culture of a society is the product of the religion, belief, customs, and traditions of that society.

Content Map: Middle East Content Map (includes all domains)

Middle East's Geography Teacher Notes

Prerequisites: No elementary standards align to the Middle East's Geography

Unit Length: Approximately 22 days

Middle East Geography Study Guide  |  Middle East Geography Study Guide KEY

Click on the links below for resources by Essential Question:

EQ 1: Where are the major physical features and nations of the Middle East located?

EQ 2: How do water pollution and the unequal distribution of water impact the Middle East?

EQ 3: How have the physical features and the distribution of oil impacted the people of the Middle East?

EQ 4: How do ethnic and religious groups explain the diverse cultures of the Middle East?

Other Resources:

Southwest Asia Web Quest [covers all three essential questions]

Middle East Vocabulary Tic-Tac-Toe [possible anchor activity for the unit]
## Essential Question and Standard(s)

1. Where are the major physical features and nations of the Middle East located?

**Standard(s):**


SS7G5b. [Standard Breakdown] Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey

## Vocabulary

- **Essential**
  - Iran
  - Iraq
  - Turkey
  - Afghanistan
  - Saudi Arabia
  - Red Strip
  - Gaza Strip
  - Arabian Sea
  - Suez Canal
  - Persian Gulf
  - Tigris River
  - Jordan River
  - Euphrates River
  - Strait of Hormuz

- **Essential Vocabulary listed in the GPS Standards**

- **Supplemental Vocabulary listed in the state frameworks and/or other state document**

## Resources [Back to Top]

The Enduring Understanding for this lesson: **Location**

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

The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately:

- **Middle East Physical Features and Nations ppt** [includes “I Do” and “We Do” or “You Do”] - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Middle East Physical Features and Nations ppt Notes
- **Middle East Physical Features Map** (“You Do”) - Students use the map to identify physical features throughout the lesson
- **Use Google Earth to show some of the Middle East’s physical features** [contact the academic coach if you do not have access to Google Earth on your desktop]
- **Middle East Physical Features Foldable** (“You Do”) – After identifying the physical features on a map, have students use the foldable to mark each feature on a small map, write a description of where the feature is located in the Middle East, and write a method for remembering the location of the physical feature.
- **Middle East Physical Features Distributed Summarizing** (“You Do”) - use this as a formative assessment. After checking for understanding, keep the papers so that you can use them again after students complete the Middle East Nations Map.
- **Middle East Nations Map** (“You Do”) – Students use the map to identify nations throughout the lesson
- **Use the Middle East Physical Features and Nations review ppt** [“I Do” and “You Do”] and BYOD technology to quiz students on the location of the Middle East’s

## Assessment

- **SS7G5a-b. Sample Assessment Items**
### Essential Question and Standard(s)

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical features and nations. For example, use Plicker Cards [these need to be made in advance by the teacher] as student response cards as the teacher shows review slides from the ppt to determine whether students can identify the features and nations. Teachers could also use sites such as Socrative, Kahoot, Testmoz, etc. Ask the academic coach for assistance if needed.</td>
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</table>

- **Middle East Physical Features and Nations Summarizer** ["You Do"] – the teacher should use the summarizer as a formative assessment to determine if differentiation is needed

- **Additional Resources that may be used for review and/or differentiation**
  - Middle East Physical Features and Nations Flashcards ["You Do" and/or "We Do"]
  - Optional Quick Quizzes – different versions that can be used for 1-2 minute drills ["You Do"]
    - 1 minute Middle East Geo Test 1
    - 1 minute Middle East Geo Test 2
    - 1 minute Middle East Geo Test 3
    - 1 minute Middle East Geo Test 4
    - 1 minute Middle East Geo Test 5
  - Quick Video with song to remember the physical features of the Middle East
  - Quizlet for country and physical features review: [https://quizlet.com/85660802/southwest-asia-map-review-flash-cards/](https://quizlet.com/85660802/southwest-asia-map-review-flash-cards/)
  - Physical Features and Nations Slipcover ["I Do" and “You Do"] – Put unlabeled maps in clear slipcovers. Give each student a slipcover, vis-à-vis or expo marker, and paper towel (a sock is also good and cheaper). Call out physical features or nations and have students circle the feature or nation and hold up their slipcover when instructed.
## TCSS 7th SS Middle East Geography Unit

<table>
<thead>
<tr>
<th>Essential Question and Standard(s)</th>
<th>Vocabulary</th>
<th>Resources [Back to Top]</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 2. How do water pollution and the unequal distribution of water impact the Middle East (Southwest Asia)? Standard(s): SS7G6a. [Standard Breakdown] Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water. | **Essential**<br>Essential Vocabulary listed in the GPS Standards<br>Irrigation<br>Water pollution<br>Unequal distribution<br>**Supplemental**<br>Supplemental Vocabulary listed in the state frameworks and/or other state document | The Enduring Understanding for this lesson: **Human Environment Interaction** - The student will understand that humans, their society, and the environment affect each other. The resources below are set up in a model lesson format. The ppt provides guidance for the entire lesson including activating, teaching and summarizing strategies. The activities listed below the ppt are used during the lesson and are identified in the ppt for use where they are most likely appropriate. The resources can be used as an entire lesson or pulled out for use separately.  
- Middle East Pollution and Unequal Distribution of Water ppt [includes “I Do” and “We Do” or “You Do”] - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Middle East Pollution and Unequal Distribution of Water ppt Notes  
- Physical Water Scarcity Activity [“I Do” or “We Do”] – demonstration about the relationship between population and resources (water specifically)  
- Interview: Middle East Water Crisis Activity [“You Do” or “We Do”] – Students read either an excerpt of an interview with a water expert or read the entire interview and answer questions. Even though this assignment may be difficult for some students, we need to work with students on these types of tasks because students will be faced with this type of writing and citing of evidence in upcoming state tests. We need to scaffold this type of critical thinking and analysis.  
- Middle East Water Issues Graphic Organizer [“You Do”] – Students use the graphic organizer to record important information throughout the lesson  
- Middle East Water Issues Summarizing Strategy: 3-2-1 [“You Do”] – the teacher should use the summarizer as a formative assessment to determine if differentiation is needed  
- Videos  
  - Our Water, Our Life [5:33]  
  - Wateraid.org Video on You Tube [2:19]  
  - Prezi of Unequal Distribution of Water | SS7G6a. Sample Assessment Items |
### Essential Question and Standard(s)

3. How have the physical features and the distribution of oil impacted the people of the Middle East (Southwest Asia)?

### Vocabulary

**Essential**
- Gross Domestic Product (GDP)

**Supplemental**
- *Essential Vocabulary listed in the GPS Standards*
- **Supplemental Vocabulary listed in the state frameworks and/or other state document**

### Resources [Back to Top]

| The Enduring Understanding for this lesson: **Human Environment Interaction** - The student will understand that humans, their society, and the environment affect each other.

The teacher notes say that students evaluate maps to determine the impact of water and oil on people of the Middle East. Therefore, the resources for this essential question are set up in a Jigsaw. Slides 4-17 should be used to review the concepts after students have completed the Jigsaw.

- **Impact of Oil and Physical Features on People of the Middle East ppt** [Includes “I Do”, “You Do” and “We Do”] - See “Notes” on ppt slides for suggested instructional approaches where applicable or view the Impact of Oil and Physical Features on People of the Middle East ppt Notes.
- **Impact of Oil and Physical Features Jigsaw** [“I Do” and “We Do”] - Groups of students will be assigned one of six Middle East countries. Each group will answer questions based on a population density map, information about oil, climate maps, and images about transportation. After each group has gathered information about their own Middle East country, the groups will shuffle and share information about all of the countries to create generalizations about why people live where they live in the Middle East.
- **Impact of Oil and Physical Features Summarizer** [“You Do”] - Each student should complete the summarizer. The teacher should use the summarizer to determine the level of student mastery and if differentiation is needed.
- **Additional Resource:** [Southwest Asia Middle East Human Environment Interaction PPT pdf](#) - Includes pictures/charts/graphs that discuss human environment interaction throughout the Middle East.

### Assessment

- **SS7G7a-b. Sample Assessment Items**
4. How do ethnic and religious groups explain the diverse cultures of the Middle East (Southwest Asia)?

Standard(s):

SS7G8a. [Standard Breakdown] Explain the differences between an ethnic group and a religious group.

SS7G8b. [Standard Breakdown] Explain the diversity of religions within the Arabs, Persians, and Kurds.

SS7G8c. [Standard Breakdown] Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

SS7G8d. [Standard Breakdown] Explain the reason for the division between Sunni and Shia Muslims.

**Essential Vocabulary listed in the GPS Standards**

- Essential
- Arab
- Kurd
- Sunni
- Persian
- Islam
- Judaism
- Christianity
- Diversity
- Shia Muslim
- Ethnic Group
- Religious Group

**Supplemental Vocabulary listed in the state frameworks and/or other state document**

- Holy Site
- Abraham
- Monotheistic
- Language
- Muslims
- Muhammad
- Holy Book
- Patriarch
- Place of Worship
- Jesus Christ
- Customs
- Belief System
- Traditions
- Hereditary Caliphate

The Enduring Understanding for this lesson: **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

- Middle East Ethnic Group/Religion Power Point
- Lesson 4 Guided Notes (support Middle East Ethnic Group/Religion PPT
- Sunni/Shia dispute PowerPoint
- Sunni/Shia Dispute Guided Notes
- Middle East Ethnic Group Graphic Organizer ["You Do"] – Students use the organizer to record important information during the lesson.
- Religions of the Middle East Chart ["You Do"] – Students use the chart to brainstorm prior knowledge and record important information during the lesson.
- Ethnic and Religious Groups in the Middle East Sorting Activity ["You Do" or "We Do"] – Students read descriptions and determine whether it characterizes an ethnic group or a religious group
- Ethnic Group T-Chart ["You Do"] – Students use the T-chart to compare and contrast the different ethnic groups in the Middle East. It could be used as a formative assessment
- Religious Group T-Chart ["You Do"] – Students use the T-chart to compare and contrast the different religious groups in the Middle East. It could be used as a formative assessment

**Supplemental Resources:**

- Middle-East-Culture PPT.pdf that can be used for visual learners due to the various pictures of culture in the Middle East
- Brief information on these religions is available at: http://www.religionfacts.com/big_religion_chart.htm

**United Streaming Videos**

- Mosaic of Faith Video | Viewer's Guide – summarizes the importance of Jerusalem to all three religions
- If time allows, clips can be shown from the Religions of the World videos:
## Essential Question and Standard(s)

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Resources [Back to Top]</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Christianity</td>
<td>Viewer’s Guide</td>
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<td>Islam</td>
<td>Viewer’s Guide</td>
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<td></td>
<td>Judaism</td>
<td>Viewer’s Guide</td>
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<td></td>
<td>Differentiation</td>
<td>[Religion Web Quest Guided Notes]</td>
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SS7G5: The student will locate selected features in Southwestern Asia (Middle East).


Know: Understand: Do:
- The location of major physical features in the Middle East - How to find these places on a map - Locate major physical features of the Middle East on a world and regional map (DOK 1)

b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

Know: Understand: Do:
- The location of major nations in the Middle East - How to find these places on a map - Locate major nations of the Middle East on a world and regional map (DOK 1)

SS7G6: The student will discuss environmental issues across Southwest Asia (Middle East).

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

Know: Understand: Do:
- Water is scarce in the Middle East - Water pollution and unequal distribution reduce the amount of water available for irrigation and drinking water. - Identify cause and effects of water pollution (pesticides, fertilizers, etc.) and unequal distribution of water (dams, location) (DOK 2)
- Water is unequally distributed - Concept of pollution - Explain the impact that climate of this region has on the water supply - (DOK 2)
- Water is polluted - Concept of scarcity - Explain how water pollution and unequal distribution of water impacts irrigation and drinking water (DOK 2)
- The term scarcity refers to when you do not have enough of a particular resource that it is demand
### SS7G7: The student will explain the impact of location, climate, physical characteristics, and distribution of natural resources and population distribution on Southwest Asia (Middle East).

#### a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).

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<th>Know:</th>
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| - Many of the world’s oil reserves are located in the Middle East.  
- Some countries have more oil reserves than other countries.  
- Some countries do not have any oil.  
- Oil is a very valuable non-renewable natural resource.  
- The term Gross Domestic Product (GDP) is the total amount of goods and services produced in a country in a year | - The economic influence oil has on countries that have it, particularly the influence it has on a country’s GDP  
- Countries with oil benefit in some way.  
- Countries that do not have access to oil must find alternative resources for economic development. | - Explain that countries with oil should have a higher Gross Domestic Product (GDP) than countries that do not have oil (DOK 2)  
- Describe the link between oil reserves and population density (DOK 2)  
- Identify countries with the most oil and those with the least (DOK 1) |

#### b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

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<th>Know:</th>
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| - The region has a desert climate.  
- Cities are located near water.  
- The region lacks efficient transportation systems.  
- Most people do not use modern transportation (cars, planes, trains).  
- The oil industry provides many jobs. | - Most people desire to live in favorable conditions (near fresh water, on flat land, and near resources).  
- Not many people want to live in the desert.  
- Modern transportation systems exist, but most people do not have access. | - Evaluate a variety of maps (population distribution, natural resources, climate, physical-political) and explain why people live in certain areas (Generalize from given facts) (DOK 3)  
- Explain that most people do not have access to modern transportation systems (DOK 2) |

### SS7G8: The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

#### a. Explain the differences between an ethnic group and a religious group.

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<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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| - The definition of the term “ethnic group”  
- The definition of the term “religious group” | - Ethnic groups share many common characteristics, such as language, physical appearance, customs, and traditions.  
- Religious groups share a common spiritual belief system. | - Apply the definition of ethnic group and religious group by evaluating a set of characteristics and identifying the appropriate group (DOK 2)  
- Identify and organize components of a whole (DOK 2) |
SS7G8: The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

b. Explain the diversity of religions within the Arabs, Persians, and Kurds.

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<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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<tbody>
<tr>
<td>The major ethnic groups of the Middle East include Arabs, Persians, and Kurds.</td>
<td>The majority of people in the Middle East are Arab, but not all. The majority of Arabs are Muslims. The majority of Persians are Muslims. The majority of Kurds are Muslims. There are some Arabs, Persians, and Kurds that believe in Christianity.</td>
<td>Evaluate characteristics found in charts and/or texts to identify the appropriate ethnic or religious groups (DOK 3) Relate knowledge from several sources (DOK 3) Compare and discriminate between ideas (DOK 3)</td>
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SS7G8: The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

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<th>Know:</th>
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<th>Do:</th>
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<tr>
<td>Judaism, Christianity, and Islam are monotheistic religions. They are similar in several ways. They are different in several ways. All 3 religions developed in the Middle East.</td>
<td>Abraham is considered the patriarch of all 3 religions. All 3 have a holy book and a specific name for their place of worship. Each religion has significant historical holy sites. Tensions exist because of differences in spiritual beliefs.</td>
<td>Evaluate characteristics in charts or texts to identify the appropriate religious group (DOK 3) Compare and contrast the major religious groups (DOK 2) Identify and organize components of a whole (DOK 2)</td>
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SS7G8: The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

d. Explain the reason for the division between Sunni and Shia Muslims.

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<th>Know:</th>
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<th>Do:</th>
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<tr>
<td>The religion of Islam split into 2 groups because of a disagreement over leadership after the death of Muhammad.</td>
<td>Shia Muslims believe the leader should be a direct descendant of Muhammad. Sunni Muslims believe the leader should be the most qualified individual. Most Muslims in the Middle East are Sunni.</td>
<td>Explain why Islam split into 2 groups (DOK 2) Compare and contrast the Shia Muslims and the Sunni Muslims by major characteristics of their leadership models (DOK 2)</td>
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SS7E7c. Explain the role of oil in these countries' economies.

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<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
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</table>
| - The Middle East has a large amount of oil reserves.  
- Some countries in the Middle East have more oil than others.  
- Oil is a valuable natural resource and has a significant impact on the economy of a nation. | - Saudi Arabia’s economy is based on the oil industry and has contributed heavily to its economic growth.  
- Israel has a very small amount of oil and it must utilize other resources for economic growth.  
- Iran has an oil based economy. | - Utilize charts and/or graphs to recognize the impact oil has made on the economic growth of Israel, Saudi Arabia, and Iran (DOK 2)  
- Explain how the presence or absence of oil impacts a country’s economy (DOK 2) |