***Honors World Areas***

***Mr. Bambenek***

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***Lap 4: the Middle East***

**Lap 4 Essential Question:**

How can we fix the Middle East and create a lasting peace?

**Late Assignments from Lap 3:**

Are all due by the last class day on Lap 4.

Failure to turn in late or missing work by the last class day on Lap 4 will result in a zero for that particular assignment – no exceptions.

***Overview***

Middle East = the lands around the southern and eastern shores of the Mediterranean Sea, extending from Morocco to the Arabian Peninsula and Iran and, by some definitions, sometimes beyond. The central part of this general area was formerly called the Near East, a name given to it by some of the first modern Western geographers and historians, who tended to divide what they called the Orient into three regions. Near East applied to the region nearest Europe, extending from the Mediterranean Sea to the Persian Gulf; Middle East, from the Persian Gulf to Southeast Asia; and Far East, those regions facing the Pacific Ocean.

The change in usage began to evolve prior to World War II and tended to be confirmed during that war, when the term Middle East was given to the British military command in Egypt. By the mid-20th century a common definition of the Middle East encompassed the states or territories of Turkey, Cyprus, Syria, Lebanon, Iraq, Iran, Israel, the West Bank, the Gaza Strip, Jordan, Egypt, Sudan, Libya, and the various states and territories of Arabia proper (Saudi Arabia, Kuwait, Yemen, Oman, Bahrain, Qatar, and the Trucial States, or Trucial Oman [now United Arab Emirates]). Subsequent events have tended, in loose usage, to enlarge the number of lands included in the definition. The three North African countries of Tunisia, Algeria, and Morocco are closely connected in sentiment and foreign policy with the Arab states. In addition, geographic factors often require statesmen and others to take account of Afghanistan and Pakistan in connection with the affairs of the Middle East.

Occasionally, Greece is included in the compass of the Middle East because the Middle Eastern (then Near Eastern) question in its modern form first became apparent when the Greeks rose in rebellion to assert their independence of the Ottoman Empire in 1821 (see Eastern Question). Turkey and Greece, together with the predominantly Arabic-speaking lands around the eastern end of the Mediterranean, were also formerly known as the Levant.

Use of the term Middle East nonetheless remains unsettled, and some agencies (notably the United States State Department and certain bodies of the United Nations) still employ the term Near East.

***Rationale***

* Most Americans’ modern lifestyle depends on oil. Without vehicles powered by gasoline, how would people get from one place to another, and how would goods be sent from warehouses to stores? Today, much of the world’s oil comes from the region of North Africa, Southwest Asia, and Central Asia.
* Many American companies do business in the region. As a result, political, social, and economic changes there have a major impact on your daily life.

***Learning Goals***

* Examine Middle Eastern physical and cultural geography and how it has affected the region.
* Examine the regional issues plaguing the Middle East from colonization, religious differences, fresh water supply, and other such issues.
* Devise a plan to create a lasting peace in the Middle East.

***Summative Assessment***

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| **Lap 4 Essential Question:**  **How can we fix the Middle East?** | |
| Welcome to the third annual Incarnate Word Academy conference for peace!  The emphasis on these important discussions is to find a way to create a lasting peace in the Middle East for all people and for all faiths. This historic event unfortunately coincides with much violence as Israel and the Palestinians continue to clash in the Gaza strip and the death toll continues to steadily rise on both sides. Syria is in the middle of a civil war and calls for President Bashar to remove himself have been replaced with shouts for his head. Iran has consistently stuck to their destructive and violent tone against Israel and the west leaving many in the area very nervous. Iraq is in continued political, cultural, and economic turmoil as the U.S. evacuation concludes.  You are the delegates and representatives for the following countries and displaced peoples: Israel, the Palestinian people, Syria, Lebanon, Egypt, Jordan, Iraq, and Iran. Your job is to hopefully come to some sort of peace agreement that all can agree too. How you go about making peace however is entirely up to you.  Your arguments must be based on your research, which you will have to provide to me and the other groups. Unfortunately emotion does enter into politics. Please try and stay objective in your arguments. At the end of the assessment you will have to rationalize to the class and I why you made the decisions you did. Be prepared to defend your position and answer tough questions from the opposing groups.  See accompanying document for more information. | **Penn**  **&**  **Stanford**  **Day 12 and 13**  **in class**  **Attendance is extremely important. Please, do everything you can to be at school.** |

***Open Lab***

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| **Requirements** | |
| You and your partners are expected to come into open lab for two mods before Spring Break and for two mods after Spring Break. You will use this time to work on the project with your partner and receive important feedback from me. This is invaluable time. Please come prepared! Students who have a game plan prior to arriving experience greater success. | **Before & After Spring Break** |

***Enrichment***

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| **Birth of Nations – The Middle East** | |
| On the Weebly site there are four videos, each about fifteen minutes in length titled, “Birth of Nations: the Middle East. Your enrichment assignment if you choose to do it is to watch all four parts of the Birth of Nations series, type a one page summary of what you watched followed by a one page reaction, finally you then must write me a grammatically correct paragraph of 5 – 8 sentences describing in your opinion why the Middle East is the way it is today. Be sure and have an introduction and conclusion to your paragraph. | **Stanford**  **G – Day**  **4/4**  **Penn**  **F – Day**  **4/3** |

***Lap 4 Project***

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| ***One step further…*** | |
| Your Lap 4 summative assessment is a building block for your Lap 4 project. You are to construct a timeline over your country or group detailing the important events which had a profound impact on the country or group.  **Your timeline…**   * Must be no bigger than standard – size poster board. Do not construct this with loose leaf and staple it together. Go out and purchase a piece of white poster board from Wal-Greens or Target. * Must contain 10 important dates and have a 3 – 5 sentence well constructed paragraph explaining why each date is important. Paragraphs are to be typed and glued on or written directly on the poster board. Make sure your paragraphs clearly explain why this even is so significant to the people living in your country or who make up the group. * Must be divided into equal time units. This is for the reader, me. Even if the important dates are very close together please separate them equally apart so that I can read them easily. * Must be fully illustrated. If you choose to print pictures out please make sure they are appropriate and fastened to the poster board tightly. * Must be able to explain verbally why you chose the 10 important dates you did. * You must present your timeline in an open lab. Please come and see me to sign – up, no walk-ins will be allowed.   **You are graded on…**   * **Completion**   **5 pts.**   * + ***Ask yourself***…Do I have all 10 items on there? * **Written explanation**   **15 pts.**   * + ***Ask yourself***… Are my 10 mini – paragraphs constructed well? Do they make sense? * **Appeal**   **5 pts.**   * + ***Ask yourself***…Does my poster board look nice? Is it colorful and creative? I know Mr. Bambenek isn’t an art teacher but does it look like it was thrown together in one night or is it clear that I took some time on it? * **Presentation**   **10 pts.**   * + ***Ask yourself***…Do I know the material well enough that I don’t have to read off the poster board? Does everything make sense? Did I practice at all? How much work did I put into the presentation? | **Penn & Stanford**  **G - Day**  **3/20**  3:15pm Deadline |

***Calendar of Events***

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| **Day 1** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Go over Lap. Discuss the summative assessment. Discuss the project. Break ourselves into groups. Create a physical map of the Middle East. 3. **Assignment due for next class** – Complete the physical map of the Middle East. | **Penn**  **F - Day**  **2/24**  **Stanford**  **G - Day**  **2/27** |
| **Day 2** | |
| 1. **Due at class time** – Map. 2. **What we are doing today** – Use data on the physical geography of the region to determine what life is like in the Middle East. 3. **Assignment due for next class** – Read the selection on the Weebly site titled, “An Ancient and Modern Crossroads” but focus on the section “A well-traveled route.” Explain in 7-10 sentences what the Silk Road was and its significance to the Middle East | **Stanford**  **J – Day**  **3/1**  **Penn**  **H – Day**  **2/28** |
| **Day 3** | |
| 1. **Due at class time** – Reading from weebly and paragraph. 2. **What we are doing today** – Activity on the Silk Road trade route. 3. **Assignment due for next class** – Read the selection from my weebly titled “An Ancient and Modern Crossroads” but focus on the two sections before “A well-traveled route.” Explain in 7-10 sentences why early civilizations settled in this region. | **Stanford**  **K – Day**  **3/2**  **Penn**  **J – Day**  **3/1** |
| **Day 4** | |
| 1. **Due at class time** – Reading from weebly and paragraph. 2. **What we are doing today** – Use maps/charts to determine the location of early civilizations. 3. **Assignment due for next class** – Read “Three Religions, One God” on my weebly. Complete the chart provided in class contrasting Judaism, Islam and Christianity. | **Stanford**  **B - Day**  **3/6**  **Penn**  **A – Day**  **3/3** |
| **Day 5** | |
| 1. **Due at class time** – Chart. 2. **What we are doing today** – Introduction to major religions with a focus on Islam. DBQ on the spread of Islam. 3. **Assignment due for next class** – Complete DBQ and go back to Day 2 reading and read the section titled “Economics of Oil.” In a brief paragraph, explain the significance of oil to the region. | **Stanford**  **D - Day**  **3/8**  **Penn**  **C – Day**  **3/7** |
| **Day 6** | |
| 1. **Due at class time** – Paragraph on oil in the Middle East 2. **What we are doing today** – Practice reading charts and graphs on oil distribution and production in the Middle East. 3. **Assignment due for next class** – If you are not familiar with the Palestinian/Israeli conflict you may wish to read the article on my weebly about it to be prepared for class. | **Stanford**  **E - Day**  **3/9**  **Penn**  **D – Day**  **3/8** |
| **Day 7** | |
| 1. **Due at class time** – Reading on conflict. 2. **What are we doing today** – DBQ on Israeli/Palestinian Conflict. 3. **Assignments due for next class** – Complete DBQ. Read the article on my weebly about ISIS. We will use this info tomorrow in class. | **Stanford**  **G – Day**  **3/20**  **Penn**  **F – Day**  **3/10** |
| **Day 8** | |
| 1. **Due at class time** –DBQ from class and ISIS article. 2. **What are we doing today** –How to read a political cartoon and an examination of ISIS. 3. **Assignments due for next class** – Complete the political cartoons from class. | **Stanford**  **J – Day**  **3/22**  **Penn**  **H – Day**  **3/21** |

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| **Day 9** | |
| 1. **Due at class time** –Political cartoon from class. 2. **What are we doing today** –Work Day for Peace Conference. 3. **Assignments due for next class** – Continue working on project. | **Stanford**  **K – Day**  **3/23**  **Penn**  **J – Day**  **3/22** |

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| **Day 10** | |
| 1. **Due at class time** –Nothing at this time 2. **What are we doing today** –Work Day #2. 3. **Assignments due for next class** – Continue working on project. | **Stanford**  **B – Day**  **3/27**  **Penn**  **A – Day**  **3/24** |

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| **Day 11** | |
| 1. **Due at class time** –Nothing 2. **What are we doing today** –Final work day in class. 3. **Assignments due for next class** – Be prepared for the Middle East Peace Conference. Your research overview must be typed and turned in as soon as you enter class. No Exceptions! | **Stanford**  **D – Day**  **3/29**  **Penn**  **C – Day**  **3/28** |

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| **Day 12** | |
| 1. **Due at class time** –Typed research overview is due. Be prepared to present your group or nation. 2. **What are we doing today** –Round 1 presentations will begin with Israel. Time to figure out who will work with you and who will not work with you. We will have an informal question and answer scenario as well to help solidify your position and points of emphasis. 3. **Assignments due for next class** – Have a clear idea of who you need to speak with in order to achieve your goals.  Remember, you are trying to make peace but you should not give in too much. Compromise is needed, but bending over backwards completely is not! | **Stanford**  **E – Day**  **3/30**  **Penn**  **D – Day**  **3/29** |

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| **Day 13** | |
| 1. **Due at class time** –Ideas 2. **What are we doing today** –Round 2 discussion and exchange of ideas with other groups.  Break to reconvene with your own members. Round 3 large discussion. 3. **Assignments due for next class** – Nothing at this time. | **Stanford**  **G – Day**  **4/4**  **Penn**  **F – Day**  **4/3** |

Up Next…

*Asia*