|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **Social Studies** | | |
| **Grade/Course** | **Seventh/World Studies** | | |
| **Unit of Study** | **Origins of Modern Southwest Asia (Middle East)** | | |
| **Instructional Period** |  | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| |  | | --- | | **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**  a. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.  b. 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.  c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq. |   **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.  b. Explain the diversity of religions within the Arabs, Persians, and Kurds.  c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  d. Explain the reason for the division between Sunni and Shia Muslims. | | | |
| **List Behaviors** | **List Content** | **Determine DOK** | |
| * Compare and contrast * Describe * Explain * Evaluate * Compare * Analyze | |  |  | | --- | --- | | Historical events in Southern and Eastern Asia have shaped the governments, nations, economies, and culture through conflict and change.   |  | | --- | | Southwest Asia (Middle East) is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam. All share the common belief in one God, the God of Abraham. Throughout history these religions have attracted believers and influenced cultureand world events, and political landscape of the region. The student will understand that the religious differences are cause for conflict and change in the region that has affected nations of the world politically and socially.  Students will examine the *collapse* of the Ottoman Empire and European partitioning | | | **DOK Levels** | **DOK Ceiling** |
| **1**  **2**  **3**  **4** | **4** |

|  |  |  |
| --- | --- | --- |
| **DOK Level** | **Possible Aligned Activities and Questions** | **Resources**  **TAPS 1, 2**  **TAPS 2, 3, 4, 5**  **(on/offline)** |
| **DOK 1** | Students will be able to recall all vocabulary words associated with the history standards in the Middle East by using the choice Tic Tac Toe Board.  Students will describe the characteristics of the origins of history with the use of Cornell Notes and constructed response questions.   |  |  |  |  | | --- | --- | --- | --- | | * How did European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire lead to regional conflict?  |  | | --- | |  | | * How is the origin of Judaism, Islam, and Christianity a source of conflict over the land?  |  | | --- | | * How does anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel? | | | | * Multiple informational sources * Vocabulary handouts * Tic Tac Toe Boards |
| **DOK 2** | |  |  |  | | --- | --- | --- | | Students will work in groups of three to complete a timeline puzzle (see below) putting a series of dates and events in chronological order (approximate date and place of origin of Judaism, Christianity, and Islam, person associated with founding of the religion, approximate dates of divisions within the religions, major historical events such as religious expansion and conflict). On a wall or a bulletin board, the teacher will have an incomplete timeline and will select a member from each group to place a different event on the timeline. This will lead to a class discussion of the chronological history of the region and religions. |  |  | | * Maps * www.worldmapper.org * www.cia.gov statistics * [www.worldatlas.com](http://www.worldatlas.com) * [www.middleeast-pages.com](http://www.middleeast-pages.com) * [www.foeme.org](http://www.foeme.org) * www..mrdowling.com * informational text * charts |
| **DOK 3** | |  |  |  | | --- | --- | --- | | Teacher should develop a lecture supported by a PowerPoint presentation on assorted Middle Eastern conflicts. Students should participate in lecture by explaining the role of anti-Semitism, Zionism, the Holocaust, the collapse of the Ottoman Empire, and Sunni and Shia Muslims, in your lecture as it is appropriate. The class will help the teacher design a graphic organizer that charts conflicts, those involved in conflicts, the location of the conflicts, and reasons for the conflict. |  |  | | * [www.wto.org](http://www.wto.org) * www.worldmapper.org * [www.mrdowling.com](http://www.mrdowling.com) * www.nationalgeographic.com * Graphic organizers * PowerPoints * *Informational text* * *Venn Diagram* * *Current Event Articles* |
| **DOK 4** | |  | | --- | |  | | Teacher identifies the four reasons for the development of the modern state of Israel. Teacher uses a comparative graphic organizer to lead the discussion on this topic (see resource section for sample). Teacher divides students into groups of four. Each group discusses the source of conflict in the region as it relates to the development of the modern state of Israel. | | * [www.wto.org](http://www.wto.org) * [www.worldbank.org](http://www.worldbank.org) * www.gapminder.org * Charts * Powerpoint * Primary and secondary sources * Informational texts |
| **DOK Level** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **TAPS 2, 3, 4, 5**  **(on/offline)** |
| **DOK 1** | Weekly 5 term Vocabulary Progressive  Profile- Performance Task  Informal observation |  |
| **DOK 2** | 4.5 week constructed response assessment |  |
| **DOK 3** | 4.5 week constructed response assessment  Constructed response  dialogue and discussion |  |
| **DOK 4** | Performance Task | * PowerPoint * 12Primary and secondary sources * Informational texts * Grading Rubric |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7th Grade Social Studies Daily Lesson Plans** | | | | | | | | | |
| **Teacher: Diana Grafton** | | | | | | | | | |
| **Weeks of 12/1/2014 – 12/19/2014** | | | | | | | | | |
| **Standards** | | | | | **DOK (Ceiling)** | | | **Integrated** | |
| **SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**  a. Explain how European partitioning in Southwest Asia (Middle East) after the breakup of the Ottoman Empire led to regional conflict.  b. 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.  c. Describe how land and religion are reasons for continuing conflicts in Southwest Asia (Middle East).  d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq. | | | | | **3** | | | Geography  Culture  Religion  Government  Economics  History  **TAPS 2, 3** | |
| **AP Prep Target** | | |
| **4** | | |
| **KNOW/UNDERSTAND** | | **Essential Question/Enduring Understanding:**   |  | | --- | | **Students will understand that when there is conflict between or within societies, change is the result.** | | | | | | | | |
| **KNOWLEDGE & SKILLS** | | | | | | | |
| **Vocabulary Tier 1**  1.    Analyze  2.     Compare  3.     Contrast  4.     Infer  5.     Trace  6.     Evaluate  7.     Formulate  8.     Support  9.   Explain  10.   Summarize  11.   Predict  12.   Describe | | **Vocabulary Tier 2**  Compare and contrast  Describe  Explain  Evaluate  Compare  Distinguish | | | **Vocabulary Tier 3**  Culture  Conflict  Collapse  Partitioning  Anti-Semitism  Holocaust  Zionism  Sunni Muslims  Shia Muslims  Persian Gulf War | | |
| **Pre-assessment to Inform Instruction**  **TAPS 2, 3, 5**  Middle East Unit Pre-Assessment | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Students will demonstrate their increase in mastery of the skills through various formative assessments. Students will demonstrate their gradual mastery through group assessments, individual activities, and teacher-guided questioning.   * Weekly Vocabulary Progressives * 4.5 Week Summative | | | | | | | |
| **DO** | | **TAPS 2, 3, 4** | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will apply historical knowledge to understand the history within their own community. | | | Students will apply historical knowledge to explain history within their own community. | | | Students will apply historical knowledge to make connections to the history within their own community. |
| **Ready** | Students will apply historical knowledge to understand the various types of history within the Middle East. | | | Students will apply historical knowledge to explain the various types of history within the Middle East. | | | Students will apply historical knowledge to compare and contrast the history within the Middle East. |
| **Need Prerequisites** | Students will understand that when there is conflict between or within societies, change is the result.   |  | | --- | |  | | | | Students will understand how anti-Semitism, the Holocaust, and Zionism relate to the establishment of the modern state of Israel. | | | Students will understand that the culture of the Middle East has influenced and impacted their history. |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | | |
| **Engage**  ***WICOR:***  **W:** Process Writing/Journal/Peer Evaluation/Cornell Notes  **I:** Investigations/Costa’s level of questioning  **C:** Jigsaw/Group Activities/Stations/Study Groups/Debates  **O:** Graphic Organizer/binders/interactive notebooks/agendas  **R:**Vocabulary/marking the text/note taking/graphic organizers | **Monday**  KWL Chart  3-2-1  Questions to the teacher  Journals   * Critical thinking warm-up questions   Think-pair-write  Think-pair-share  Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Frayer Model  Learning Logs  Quick Writes | | | | | | | | |
| **Tuesday**  KWL Chart  3-2-1  Questions to the teacher   * Journals   Critical thinking warm-up questions  Think-pair-write  Think-pair-share  Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Frayer Model  Learning Logs  Quick Writes | | | | | | | | |
| **Wednesday**  KWL Chart  3-2-1   * Questions to the teacher   Journals  Critical thinking warm-up questions  Think-pair-write  Think-pair-share  Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Frayer Model  Learning Logs  Quick Writes | | | | | | | | |
| **Thursday**  KWL Chart  3-2-1  Questions to the teacher  Journals  Critical thinking warm-up questions  Think-pair-write  Think-pair-share  Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Frayer Model  Learning Logs   * Quick Writes | | | | | | | | |
| **Friday**  KWL Chart  3-2-1  Questions to the teacher  Journals   * Critical thinking warm-up questions   Think-pair-write  Think-pair-share  Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,  Frayer Model | | | | | | | | |
| **Explore/Explain**  ***WICOR:***  **W:** Process Writing/Journal/Peer Evaluation/Cornell Notes  **I:** Investigations/Costa’s level of questioning  **C:** Jigsaw/Group Activities/Stations/Study Groups/Debates  **O:** Graphic Organizer/binders/interactive notebooks/agendas  **R:**Vocabulary/marking the text/note taking/graphic organizers | **Monday**   * Maps * Cornell Notes with PowerPoint Presentation * Cornell Notes with Video Clip * Learning Stations * Read and Say Something: Informational Texts * Red Light, Green Light * Storyboard * Read Aloud * Analyzing Primary and Secondary sources using document analysis handout * Teacher-Student Conferences | | | | | | | | |
| **Tuesday**   * Maps * Cornell Notes with PowerPoint Presentation * Cornell Notes with Video Clip * Learning Stations * Read and Say Something: Informational Texts * Red Light, Green Light * Storyboard * Read Aloud * Analyzing Primary and Secondary sources using document analysis handout | | | | | | | | |
| **Wednesday**   * Maps * Cornell Notes with PowerPoint Presentation * Cornell Notes with Video Clip * Learning Stations * Read and Say Something: Informational Texts * Red Light, Green Light * Storyboard * Read Aloud * Analyzing Primary and Secondary sources using document analysis handout | | | | | | | | |
| **Thursday**   * Maps * Cornell Notes with PowerPoint Presentation * Cornell Notes with Video Clip * Learning Stations * Read and Say Something: Informational Texts * Red Light, Green Light * Storyboard * Read Aloud * Analyzing Primary and Secondary sources using document analysis handout | | | | | | | | |
| **Friday**   * Maps * Cornell Notes with PowerPoint Presentation * Cornell Notes with Video Clip * Learning Stations * Read and Say Something: Informational Texts * Red Light, Green Light * Storyboard * Read Aloud * Analyzing Primary and Secondary sources using document analysis handout * Review Stations * Review Game * Teacher-Student Conferences * Government Simon Says | | | | | | | | |
| **Enrich/Elaborate** | * Tic-Tac-Toe Vocabulary Boards * Meal Menus * Mind Mapping | | | | | | | | |
| **Evaluation** | * Weekly Vocabulary Progressives * Benchmark 2 * Ticket out the Door | | | | | | | | |
| **Resources** | * Discovery Education * YouTube * Information Text * Primary and Secondary Sources * PowerPoint | | | | | | | | |